

# Administrative Unit Assessment Report

**Assessment** is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

## Be sure to **SAVE** your progress as you work!

### Administrative Unit

Center for Online and Innovative Learning

### Submission Year

2019-2020

### Assessment Coordinator Name

Lloyd Willis

### Enter Assessment Coordinator Email

lwillis@lander.edu

## Unit Goal

### Goal

#### Goal 1

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

#### Unit Goal

Improve student success in online courses

#### Pillar of Success Supported

High-Demand, Market-Driven Programs

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

#### What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Reduce DFW rate of online courses

**Timeframe for this Outcome**

Academic Year 2019-2020

**Performance Target for "Met"**

DFW outcomes at 9% or less

**Performance Target for "Partially Met"**

DFW outcomes at 11% or less

**Performance Target for "Not Met"**

DFW outcomes at 11.2% or higher

**Assessment Measure Used**

Analysis of DFW rates for Fall 2019 and Spring 2020 from the Office of Institutional Research

**Frequency of Assessment**

once annually, at the end of the academic year

**Data Collected for this Timeframe (Results)**

The DFW rate for online courses in Fall 2019 was 14%. In Spring 2020, it was 13.7%.

**Score (Met=3, Partially Met=2, Not Met=1)**

1

**Comments/Narrative**

DFW rates in online courses have increased in 2019-2020 over 2018-2019 even though Lander instituted tools to increase student preparedness for online learning, implemented faculty training programs, and worked to standardized every aspect of online course delivery. Before the 2019-2020 academic year, DFW rates were significantly better in online course sections than in face-to-face course sections. This year's DFW rate of 13-14%, which is within 1% of the university's average DFW rate for all course sections is likely an indication that training and other improvement initiatives have brought the rigor of online courses up to the same standards as face-to-face courses. The 9% DFW rate that we were hoping to achieve may have been inspired by student success rates that indicated less than standard quality in the online courses, and as such we may need to adjust goals moving forward. We will need to see additional data before formally changing our goals.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

These resources are being used to guide our continued efforts to ensure that students have choice when it comes to determining which type of content delivery they desire and our efforts to ensure that both students and instructors have been properly trained in online learning methodologies.

## Outcome 2

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Program may measure student knowledge of healthy habits.)

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Provide students with tools that will help them gauge their readiness for online learning and mitigate potential barriers to their success.

**Timeframe for this Outcome**

Academic Year 2019-2020

**Performance Target for "Met"**

90% of students in online courses have completed the SmarterMeasure assessment prior to registering for an online class.

**Performance Target for "Partially Met"**

Fewer than 90% of students in online classes have completed the SmarterMeasure assessment prior to registering for an online class.

**Performance Target for "Not Met"**

No students in online classes have completed the SmarterMeasure assessment prior to registering for an online class.

**Assessment Measure Used**

Comparison of students registered for online classes against the list of students who completed the SmarterMeasure assessment.

**Frequency of Assessment**

once per academic year

**Data Collected for this Timeframe (Results)**

SmarterMeasure assessment results and student registration data.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

When Lander University ultimately adopted SmarterMeasure it was determined that only students who had never taken an online course at Lander would be required to complete the assessment. Because of this, less than 90% of all online students completed the assessment. However, Approximately 98% of students who had never taken an online class at Lander completed the assessment, and the only exceptions were those who registered in circumstances that required exceptions to the rule. Of the students who completed the assessment, we identified all those who scored below proficiency thresholds and provided them with additional advising and monitoring during both Fall and Spring semesters.

**Resources Needed to Meet/Sustain Results**

Continued use of the SmarterMeasure assessment. Further faculty and staff training on the use of SmarterMeasure in student advising.

**Explanation of How Resources Will Be Used**

SmarterMeasure results will continue to be used to identify students whose SmarterMeasure scores indicate that they may have difficulties learning in online courses and to help students make wise decisions as they consider taking online courses.

# Goal Summary

## Goal Summary/Comments

Our DFW rate in online courses is somewhat satisfactory but should improve as we implement training programs for students and faculty members and as we improve our procedures for assigning students to online courses during the advisement and registration processes. These steps will ensure that students whose learning styles are poorly suited to online teaching are not placed in classes where they are predisposed to poor performance or withdrawal.

When registration for the Fall 2020 term began, it was determined that it was no longer appropriate to require students to complete the SmarterMeasure assessment before registering for their first online class because, due to the Covid-19 pandemic, students were having to register for online classes regardless of their preferred mode of course delivery. Rather than assessing readiness for online learning, we shifted our focus to preparing students for success in online courses, and in courses that relied more heavily than usual on online learning methodologies.

## Changes Made/Proposed Related to Goal

We will replace this goal with one related to supporting student success in online learning situations.

## Upload Files (if needed)

## Goal 2

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

### Unit Goal

Improve the quality of online classes.

### Pillar of Success Supported

High-Demand, Market-Driven Programs

# Outcomes

## Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Provide an online pedagogy training program for faculty members teaching online classes.

**Timeframe for this Outcome**

Academic Year 2019-2020

**Performance Target for "Met"**

A pedagogy training program is provided for faculty members.

**Performance Target for "Partially Met"**

A pedagogy training program is under development.

**Performance Target for "Not Met"**

A pedagogy program is neither built nor under development.

**Assessment Measure Used**

Tracking of program development

**Frequency of Assessment**

Once per academic year

**Data Collected for this Timeframe (Results)**

The training program used and continually improved throughout the academic year.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

The training program was active throughout the year and completed by 75 additional faculty members.

**Resources Needed to Meet/Sustain Results**

Continued funding for training completion.

**Explanation of How Resources Will Be Used**

Faculty will continue to be compensated for completing the program.

**Outcome 2**

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**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Faculty members complete the online pedagogy training program

**Timeframe for this Outcome**

Academic Year 2018-2019

**Performance Target for "Met"**

All full-time faculty teaching an online class have completed the online pedagogy training program.

**Performance Target for "Partially Met"**

Some faculty members teaching an online class have completed the online pedagogy program.

**Performance Target for "Not Met"**

No faculty members have completed the online pedagogy program.

**Assessment Measure Used**

Tracking of faculty training completion

**Frequency of Assessment**

Once per academic year

**Data Collected for this Timeframe (Results)**

75 additional faculty members completed the training program

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

75 faculty members completed the training program during 2019-2020, and the program was considered a significant success. At this time approximately 56% of all instructors (full-time and part-time) have completed online teacher training.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 3**

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**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Provide short, topic-specific Blackboard training to LU faculty at regular intervals throughout the academic year

**Timeframe for this Outcome**

Academic Year 2019-2020

**Performance Target for "Met"**

Provide three training sessions per semester.

**Performance Target for "Partially Met"**

Provide training sessions, but fewer than 3 sessions.

**Performance Target for "Not Met"**

Provide no training sessions.

**Assessment Measure Used**

Analysis of training sessions

**Frequency of Assessment**

Once per academic year

**Data Collected for this Timeframe (Results)**

21 training sessions were provided

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

21 training sessions were provided to faculty members. Training sessions were provided face-to-face but simultaneously webcast to individuals who could not attend in person. The sessions were also archived and made available to faculty members who were unable to attend at the scheduled time.

**Resources Needed to Meet/Sustain Results****Explanation of How Resources Will Be Used****Outcome 4**

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**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Train adequate numbers of faculty members in the short, topic-specific Blackboard training sessions.

**Timeframe for this Outcome**

Academic Year 2019-2020

**Performance Target for "Met"**

Deliver each training module to an average of ten faculty members.

**Performance Target for "Partially Met"**

Deliver each training module to an average of fewer than ten faculty members.

**Performance Target for "Not Met"**

No faculty participation in training modules.

**Assessment Measure Used****Frequency of Assessment**

Analysis of faculty participation.

Once per academic year

**Data Collected for this Timeframe (Results)**

Average attendance at training sessions was 3 faculty members.

**Score (Met=3, Partially Met=2, Not Met=1)**

2

**Comments/Narrative**

Average attendance at training sessions was 8 faculty members. In response to the low participation numbers, simultaneously recorded all training session and made the recordings available to faculty in a Blackboard Organization.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

**Outcome 5**

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**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Develop procedures for evaluating instruction in online classes

**Timeframe for this Outcome**

Academic Year 2018-2019

**Performance Target for "Met"**

Comprehensive procedures and rubrics are established, adopted, and used by course evaluators.

**Performance Target for "Partially Met"**

Comprehensive procedures and rubrics are established but not yet implemented.

**Performance Target for "Not Met"**

Comprehensive procedures and rubrics are under development.

**Assessment Measure Used**

Tracking of policy development

**Frequency of Assessment**

Once per academic year

**Data Collected for this Timeframe (Results)**

Comprehensive procedures and rubrics have been

**Score (Met=3, Partially Met=2, Not Met=1)**

2

established but implementation has not been full achieved

#### **Comments/Narrative**

Comprehensive procedures and rubrics have been established but implementation has not been fully achieved. Some individual academic colleges have implemented these procedures and rubrics, but the practice is not yet universal. Significant progress was made on this project during Fall 2019, but momentum was lost in Spring 2020 when all attention had to be diverted to the project of moving all instruction online as a response to the Covid-19 pandemic.

#### **Resources Needed to Meet/Sustain Results**

Additional support from academic units to ensure compliance

#### **Explanation of How Resources Will Be Used**

Academic units will need to contribute to the further development of procedures

## **Goal Summary**

### **Goal Summary/Comments**

Our ability to ensure online course quality has improved dramatically over the course of AY 2018-2019. The Faculty Online Learning Handbook, which includes all policies and procedures related to online learning, was unanimously approved by the faculty senate.

### **Changes Made/Proposed Related to Goal**

Policies related to course observation and evaluation need to continue to be revised so that they transition from suggestions to mandates on key topics. Evaluations of course quality need to continue to be formalized, potentially by adopting Quality Matters or Online Learning Consortium guidelines.

### **Upload Files (if needed)**

## **Goal 3**

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

### **Unit Goal**

Establish an online dual enrollment program

### **Pillar of Success Supported**

High-Demand, Market-Driven Programs

## **Outcomes**

### **Outcome 1**

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that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Create an online dual enrollment program

**Timeframe for this Outcome**

Academic Year 2018-2019

**Performance Target for "Met"**

Provide five or more universally transferable online classes to dual enrollment students.

**Performance Target for "Partially Met"**

Provide fewer than five universally transferable courses to dual enrollment students.

**Performance Target for "Not Met"**

Provide no universally transferable courses to dual enrollment students.

**Assessment Measure Used**

Analysis of classes available to online dual enrollment students

**Frequency of Assessment**

Once per academic year

**Data Collected for this Timeframe (Results)**

Five online classes were available to online dual enrollment students.

**Score (Met=3, Partially Met=2, Not Met=1)**

3

**Comments/Narrative**

Five online classes were available to online dual enrollment students. Courses included Art 101, ENGL 101, MUSIC101, PSYCH 101, and HIST 112.

**Resources Needed to Meet/Sustain Results**

**Explanation of How Resources Will Be Used**

## Outcome 2

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**What type of Outcome would you like to add?**

## Operational Outcome

### Enter Outcome

Enroll high school students in online dual enrollment classes.

### Timeframe for this Outcome

Academic Year 2019-2020

### Performance Target for "Met"

Enroll twenty or more high school students in online dual enrollment classes

### Performance Target for "Partially Met"

Enroll fewer than twenty high school students in online dual enrollment classes.

### Performance Target for "Not Met"

Enroll no students in online dual enrollment courses.

### Assessment Measure Used

Analysis of high school students enrolled in online dual enrollment courses

### Frequency of Assessment

Once per academic year

### Data Collected for this Timeframe (Results)

25 students were enrolled in online dual enrollment courses.

### Score (Met=3, Partially Met=2, Not Met=1)

3

### Comments/Narrative

25 students were enrolled in online dual enrollment courses, so we were able to meet this target.

### Resources Needed to Meet/Sustain Results

### Explanation of How Resources Will Be Used

## Goal Summary

### Goal Summary/Comments

We were successful in delivering online dual enrollment courses to students throughout our local area and the broader Upstate region..

### Changes Made/Proposed Related to Goal

We are strengthening our dual enrollment orientation program in ways that will make the transition to college-level online learning easier for high school students.

### Upload Files (if needed)

## Goal 4

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

### Unit Goal

Create an online adult education program

**Pillar of Success Supported**  
High-Demand, Market-Driven Programs

## Outcomes

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#### What type of Outcome would you like to add?

Operational Outcome

#### Enter Outcome

Provide online courses in each general education category

#### Timeframe for this Outcome

Academic Year 2019-2020

#### Performance Target for "Met"

Online courses provided in each general education category.

#### Performance Target for "Partially Met"

Online courses provided in some general education categories.

#### Performance Target for "Not Met"

Online courses provided in no general education categories.

#### Assessment Measure Used

Analysis of courses available to adult education students

#### Frequency of Assessment

Once per academic year

#### Data Collected for this Timeframe (Results)

At least one course was offered in each gen ed category.

#### Score (Met=3, Partially Met=2, Not Met=1)

3

#### Comments/Narrative

Lander consistently provides online courses in all general education categories.

#### Resources Needed to Meet/Sustain Results

#### Explanation of How Resources Will Be Used

## Outcome 2

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### What type of Outcome would you like to add?

Operational Outcome

### Enter Outcome

Provide fully-online degrees for students in the online adult education program

### Timeframe for this Outcome

Academic Year 2018-2019

### Performance Target for "Met"

Three or more majors available to this student population.

### Performance Target for "Partially Met"

Two majors available to this student population.

### Performance Target for "Not Met"

One major available to this student population.

### Assessment Measure Used

Analysis of degrees available to adult education students

### Frequency of Assessment

Once per academic year

### Data Collected for this Timeframe (Results)

Lander now has 6 online undergraduate programs: 3

Bachelor of Applied Science in Business

Administration

BS in Business Administration

BS in Human Services

BS in Criminology

BS in Paralegal Studies

BS in Health Promotion and Wellness

RN-BSN

### Score (Met=3, Partially Met=2, Not Met=1)

### Comments/Narrative

Lander launched five online degree programs over the course of the 2019-2020 academic year. The BAS in Business Administration is entirely new and the only program of its kind in SC. The BS in Human Services, BS in Paralegal Studies, and BS in Health Promotion and Wellness are entirely new. The BS in Criminology is a longstanding Lander program that is now also being delivered in the online format.

**Resources Needed to Meet/Sustain Results**

Instructional designers were hired during the 2019-2020 academic year, and we now have the resources we need.

**Explanation of How Resources Will Be Used****Goal Summary****Goal Summary/Comments**

We have been very successful at enhancing our online programs. Our eCore general education program has been fully developed and launched along with numerous online degree programs.

**Changes Made/Proposed Related to Goal**

Our goal is to continue expanding our online general education offerings and improving the quality of our online course offerings. We are in the process of standardizing the course templates of all our online courses, with priority going to the courses that are part of fully online degree programs.

**Upload Files (if needed)**