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 <u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> 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
2021-2022

Assessment Coordinator Name
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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 2020-2021

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	**Frequency of Assessment**
Analysis of DFW rates for Fall 2020 and Spring 2021 from the Office of Institutional Research	once annually, at the end of the academic year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The DFW rate for online courses in Fall 2020 was 20%. In Spring 2020, it was 13%. For both Fall 2020 and Spring 2021 combined, it was 17%.	1

Comments/Narrative
Fall 2020 and Spring 2021 were both "covid terms." Lander taught many more sections of online courses than in prior terms, and many sections of online courses in subjects that would not be taught online in ordinary circumstances. The number of withdrawals nearly equaled the number of Ds and Fs combined, suggesting that withdrawal from courses was a larger problem than failure. It is highly likely that this is the result of students not feeling comfortable in online learning environments rather than true academic failure.

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?
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 2020-21

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)
1

Comments/Narrative
In March 2020, Lander University discontinued the use of the SmarterMeasure assessment because students were having to enroll in online courses because of Covid-19 protocols. Since student preference was no longer guiding the decision to enroll in online courses, the logic behind using SmarterMeasure no longer supported continued use of the tool. Instead of focusing on this assessment, efforts were directed toward supporting students and teaching them how to be successful as online students. The SmarterMeasure assessment has not been re-implemented, and Lander continues to operate on the assumption that students now understand online learning and are able to determine whether or not they want to pursue it.

Resources Needed to Meet/Sustain Results
none

Explanation of How Resources Will Be Used
Lander University still has a SmarterMeasure account and has maintained SmarterMeasure integration into campus systems; however, there are no current plans to resume the use of the tool.

Goal Summary

Goal Summary/Comments
During Fall 2020 and Spring 2021, students were enrolled in online courses at a higher rate than usual in response to the Covid-19 pandemic. The decision to take courses delivered online was dictated by the pandemic rather than student choice, and therefore all student success data related to online learning is highly unreliable, reflecting a crisis response situation rather than a standard classroom experience.

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

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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 2020-21

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	Frequency of Assessment
Tracking of program development	Once per academic year

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)

The training program used and continually improved throughout the academic year.   3

Comments/Narrative
All faculty members teaching online courses have completed our online pedagogy program, and the program is now taught as a self-enroll Blackboard course rather than a cohort-based class that requires active management from an instructor or Blackboard administrator. This allows faculty to access the course on an as-needed basis and is most appropriate for the current moment considering that we no longer have large numbers of faculty members who need to complete training.

Resources Needed to Meet/Sustain Results
none

Explanation of How Resources Will Be Used

Outcome 2

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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).

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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"
90% faculty teaching an online class have completed the online pegagogy training program.

Performance Target for "Partially Met"
75% faculty members teaching an online class have completed the online pedagogy program.

Performance Target for "Not Met"
Fewer than 75% of faculty members teaching an online class have completed the online pedagogy program.

Assessment Measure Used	Frequency of Assessment
Tracking of faculty training completion	Once per academic year

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
42 additional faculty members completed the	3

training program

Comments/Narrative
At this time, 94% of instructors teaching an online course at Lander have completed our online teacher training program. The remaining instructors have started by not completed our online teacher training program.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

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.).

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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 2020-21

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	Frequency of Assessment
Analysis of training sessions	Once per academic year

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
9 training sessions were provided	3

Comments/Narrative
Training sessions were provided in an online synchronous format. The sessions were also archived and

made available to faculty members who were unable to attend at the scheduled time. Topics included Pronto, Echo360, Eesysoft reports, online grading, gradebook management,

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 2020-21

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)	**Score (Met=3, Partially Met=2, Not Met=1)**
Average attendance at training sessions was 4 faculty members.	2

Comments/Narrative
Average attendance at training sessions was 4 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.

In response to low faculty participation, we implemented open office hours for Blackboard/online

learning support so that faculty could pop in with specific questions. Faculty participation in this project was also low.

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	**Frequency of Assessment**
Tracking of policy development	Once per academic year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Comprehensive procedures and rubrics have been established but implementation has not been full achieved	2

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 still not yet universal.

This project continues to be delayed due to the Covid-19 pandemic and the amount of energy that has been devoted to pandemic response in the classroom.

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
The Fall 2020 and Spring 2021 semesters were heavily impacted by Covid-19 response, and a tremendous amount of effort was devoted to supporting online courses that would not ordinarily be offered online. As a result, we were not able to devote adequate energy to further increasing the quality of online courses and the tools we will use to assess online course quality.

Changes Made/Proposed Related to Goal
We are continuing to determine the best way to ensure quality in online educational experiences. All the tools (rubrics and evaluation processes) are in place but waiting on implementation. The creation of the new College of Online and Graduate Studies and the hiring of an Assistant Provost of Faculty Development, Teaching, and Learning will shape how we continue to work with these issues.

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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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 2020-2021

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	Frequency of Assessment
Analysis of classes available to online dual enrollment students	Once per academic year

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Five online classes were available to online dual enrollment students.	3

Comments/Narrative
19 courses were available to online dual enrollment students. Courses included Art 101, CIS 101, CRIM 101 EDUC 101, ENGL 101, GHS 236, GHS 242, HIST 111, MATH 211, MUSI101, POLS 101, PSYCH 101, SPAN 101, SPCH 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 2020-21

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	**Frequency of Assessment**
Analysis of high school students enrolled in online dual enrollment courses	Once per academic year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
74 students were enrolled in online dual enrollment courses.	3

Comments/Narrative
74 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

Outcome 1

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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 2020-21

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	**Frequency of Assessment**
Analysis of courses available to adult education students	Once per academic year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
At least one course was offered in each gen ed category.	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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(alumni, parents, employers, etc.).

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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 2020-21

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	**Frequency of Assessment**
Analysis of degrees available to adult education students	Once per academic year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Lander now has 7 online undergraduate programs: 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	3

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 now and for the near future.

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)