

Academic Program Assessment Report

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

SACSCOC requires that an 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!

Academic Program

English, B.A.

Submission Due Date

2023-2024

Assessment Coordinator Name

Misty Jameson

Enter Assessment Coordinator Email

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students will be able to demonstrate an ability to analyze and interpret texts.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis and interpretation should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Portfolio Score Average: 3

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

Assessment Measure Used

Writing Portfolio

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3 (9/11) (82% Met)

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

3

Comments/Narrative

This area continues to be a strength for our students. While the numeric portfolio score dropped slightly this year, the percentage of students who met the goal rose from 78% to 82%. The additional guidance on topic selection that we implemented in the ENGL 499 class based on previous results seems to continue to help our students identify topics that will allow them to demonstrate textual analysis.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average ETS Reading Skills Subscore (# students meeting standard/total number of students)

measuring student ability in textual analysis and interpretation should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

ETS Reading Skills Subscore: 115

Performance Target for "Partially Met"

ETS Reading Skills Subscore: 114-111

Performance Target for "Not Met"

ETS Reading Skills Subscore: less than 111

Assessment Measure Used

ETS Proficiency Profile

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

121 (9/11) (82% Met)

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

3

Comments/Narrative

Last year our students' average score dipped on this instrument, which was the result of student self-identified standardized test anxiety. This year's return of the scores to the typical range (121 as the student average score, with 82% meeting the standard) reassures us that the results last year represented a specific trend within that cohort rather than within the major as a whole.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

We will continue to guide thesis selection in our ENGL 499 course and emphasize reading and textual analysis in all of our required and upper-level English courses.

Changes Made/Proposed Related to Goal

We implemented last year's decision to require the ENGL 114 (Introduction to Literature) class for incoming majors, and we will continue to wait for the impacted students to reach their senior seminar so we can assess the effect of that change. Although the additional guidance on topic selection (through a series of essay proposal questions) that we implemented in the ENGL 499 class has helped our students identify topics that will allow them to demonstrate textual analysis, we will again modify that document to include more specific questions about textual lenses or frameworks for students to use in establishing the parameters of their writing and research. Otherwise, because of an error in preparing for assessment this year, we were unable to add the Thesis Defense as a third instrument to assess this goal as we had planned. We will implement that change with the 2023-2024 cohort.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students will be able to demonstrate an ability to understand and/or produce texts in response to contexts such as history, politics, genre, and/or culture.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to understand and/or produce texts in response to various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Portfolio Score Average: 3

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

Assessment Measure Used

Writing Portfolio

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

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

2.84 (6/11) (55% Met)

2

Comments/Narrative

This year our results for this measurement of the senior thesis dropped significantly, with 55% meeting the goal (as opposed to 72% last year). We will watch carefully to see if this is a trend or a unique problem for this cohort. This senior cohort seemed to struggle with procrastination and time management more than previous cohorts and thus had less time for thesis revisions than previous groups; we believe this problem lowered their portfolio scores for context, as our students typically need significant revision to achieve this goal.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Thesis Defense Score (# students meeting standard/total number of students) measuring student ability to understand and/or produce texts in response to various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Thesis Defense Score Average: 3

Performance Target for "Partially Met"

Thesis Defense Score Average: 2.9-2.5

Performance Target for "Not Met"

Thesis Defense Score Average: < 2.5

Assessment Measure Used

Thesis Defense

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.09 (10/11) (91% Met)

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

3

Comments/Narrative

The format of our Thesis Defense pushes students to contextualize their key ideas from their thesis, and this measurement was extremely successful this year (91% of students meeting the goal for this instrument). This result reassures us that our students are capable of applying context to literature when they are willing to invest the necessary time and effort to do so.

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

Goal Summary

Goal Summary/Comments

This year's cohort of students were first-year students/freshmen when COVID lockdown measures were put in place across the country in 2020. We feel that, because of this, some of their experience—and even instruction—in first- and second-year courses, particularly those that might emphasize contextualization (such as 200-level sophomore literature classes), may not have been as thorough or successful as that for previous cohorts. This created an unexpected gap in their knowledge, and we will have to monitor student progress for this goal with this issue in mind in the coming years.

Changes Made/Proposed Related to Goal

This year we used the updated language for this goal, which is intended to better include our writing students (those with an emphasis in Professional Writing or Creative Writing), and found the new wording helped clarify our evaluation process for all of our students (regardless of emphasis). Next year, we will add “theory” to the list so that the goal reads, “To demonstrate an ability to understand and/or produce texts in response to contexts such as history, politics, theory, genre, and/or culture.” In doing so, we hope to stress the importance of a writing and research lens/framework (as mentioned in the “Changes” section of Goal One).

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students will be able to demonstrate the ability to select and incorporate appropriate scholarly sources.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to select and incorporate appropriate scholarly sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Portfolio Score Average: 3

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

Assessment Measure Used

Writing Portfolio

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.07 (10/11) (91% Met)

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

3

Comments/Narrative

We appreciated that 91% of our students met this goal, a significant increase in percentage over previous years. While the overall numerical score (3.07) is a slight drop from previous years, we realized that, with such a small cohort, the score of the one outlying student who did not meet our standard did skew the average a bit. Overall, we felt the contributions of our instructional librarian within the ENGL 499 class enhanced students' confidence and ability in using high-quality research sources from our databases. Additional class time spent on the language choices used to introduce sources has also helped smooth the source integration within our students' writing.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Thesis Defense Score (# students meeting standard/total number of students) measuring student ability to select and incorporate appropriate scholarly sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Thesis Defense Score Average: 3

Performance Target for "Partially Met"

Thesis Defense Score Average: 2.9-2.5

Performance Target for "Not Met"

Thesis Defense Score Average: < 2.5

Assessment Measure Used

Thesis Defense

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.09 (10/11) (91% Met)

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

3

Comments/Narrative

This score also increased to 91% met this year, showing that our students' ability to apply source material extends beyond the thesis itself. As with the previous instrument, the one student who did not meet our standard did lower the overall score (3.09), but this is actually a very slight increase from last year's score.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Changing the wording for this goal, and the thesis rubric, to focus only on source selection and integration in assessing this goal—and not the mechanical ability to place citations and punctuation for sources correctly—definitely helped us to better understand our students' specific skill sets and capabilities this year.

Changes Made/Proposed Related to Goal

With capable and eager researchers, we encountered a problem this year with the limited digital resources available through our library, particularly the versions of MLA and JSTOR that our library currently subscribes to. Because of their scholarly merit, we encourage our students to use these two databases; it is unfortunate that we do not have full access to both of them. Although our department does not have the ability to purchase expanded resources, we will continue to lobby for additional materials and to guide students on ways to maximize their use of existing resources. Otherwise, because this is our first academic year to teach the modified version of ENGL 200 to help students learn (early in their college careers) how to integrate source material into their own writing, we will have to wait to see the effects of these changes for our students.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students will be able to generate written texts that reflect the conventions of academic grammar and organization (including that of citations and punctuation for sources).

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to generate written texts that reflect the conventions of academic grammar and organization (including that of citations and punctuation for sources) should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Portfolio Score Average: 3

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

Assessment Measure Used

Writing Portfolio

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

2.89 (6/11) (55% Met)

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

2

Comments/Narrative

This year brought a significant drop in our students' average score for this instrument (down from 3.08 last year (2021-22) to 2.89 this year). We made a change in the wording of our goal this year to include attention to citation editing and punctuation. We believe this change impacted our scores significantly; scores on instrument 1 (which was affected by this change) experienced a drop, whereas the scores for instrument 2 (which was not affected) rose.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average ETS Proficiency Profile Writing Subscore (# students meeting standard/total number of students) measuring student writing competencies should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

ETS Reading Skills Subscore: 115

Performance Target for "Partially Met"

ETS Reading Skills Subscore: 114-111

Performance Target for "Not Met"

ETS Reading Skills Subscore: less than 111

Assessment Measure Used

ETS Proficiency Profile

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

116.2 (7/11) (64% Met)

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

3

Comments/Narrative

As with Goal One, which also uses the ETS Proficiency Profile as an assessment instrument, last year's average score dipped on this instrument (to 113.2), which was the result of student self-identified standardized test anxiety. This year's return of the scores to the typical range (116.2 as the average, with 64% meeting the standard) reassures us that the results last year represented a specific trend within that cohort rather than within the major as a whole. This instrument only assesses sentence-level grammar and does not include punctuation with source usage or citations, so it provides us with a useful contrast to the first instrument for this goal (the thesis subscore).

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.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Thesis Defense Score (# students meeting standard/total number of students) measuring student ability to understand the conventions of academic grammar and organization (including that of citations and punctuation for sources) should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Thesis Defense Score Average: 3

Performance Target for "Partially Met"

Thesis Defense Score Average: 2.9-2.5

Performance Target for "Not Met"

Thesis Defense Score Average: < 2.5

Assessment Measure Used

Thesis Defense

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

2.95 (8/11) (73% Met)

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

2

Comments/Narrative

In our first year of using the Thesis Defense as an instrument for Goal Four, we found it to be a useful measurement of students' ability with grammar, organization, and citation. Since students write this piece under greater time pressure, with fewer opportunities to procrastinate and with fewer chances to revise than with the thesis, it may give us a clearer window into the level at which they have integrated the skills into their day-to-day writing.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

After a couple of years of using the Major Editing Errors document in our required and upper-level courses, we may need to revisit this idea and potentially decide better ways to utilize it, particularly in our required ENGL 114 and ENGL 200 classes when students are learning the basics of academic writing. We will discuss this idea in the beginning of the fall 2023 semester.

Changes Made/Proposed Related to Goal

After reviewing the data for all three instruments, we realize that we need to emphasize punctuation with sources and citations in our courses. This is a skill that the redesigned ENGL 200 course now covers; as stated with other Goals, we will continue to wait to see the effects of the changes to ENGL 200 in our

students' writing. Because this is the first year in using the Thesis Defense as an assessment instrument for this goal, we may also need to put a greater emphasis on the proofreading and editing of that document in ENGL 499. This may include grading this instrument (as we would a final exam) or finding another way to incentivize the editing of this document for students. It is up to the course instructor to determine the best way forward with this assignment.

Upload Rubrics/Other Files

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with program productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate

programs is less than 12.5.

Assessment Measure Used

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

67.6

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

3

Comments/Narrative

While we did not hold quite as many specific recruitment events this year as last, we feel that our efforts in recruitment and retention have been successful, as our numbers of enrolled majors has continued to hold steady. We are curious to see if our new emphasis in Creative Writing (which goes into the course catalog in the 2023-2024 academic year) will draw more majors to our program.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees awarded)

Timeframe for this Outcome

Academic Year 2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

Assessment Measure Used

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

13

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

3

Comments/Narrative

Even though our total number of degrees awarded decreased by one since last year, we are still pleased to see that our number of graduates has held steady over the last five years.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

As part of our efforts to retain our current students and recruit new majors, we again hosted a writer, in an event titled "A Reading and Conversation Featuring Aruni Kashyap," award-winning novelist, poet, and translator. In fall 2023, we were again able to hold our "Cliffs Notes" event with English majors and minors, introducing them to professors and creating more of a sense of community with our students. We also conducted a "Senior Recognition and Award Ceremony" at the end of the academic year, honoring both students winning academic awards and graduating seniors as well as celebrating both inductees into Sigma Tau Delta and graduating senior members of this English honor society. On January 18, 2023, we held the first Launch Party for the newly-redesigned *New Voices*, which is now a part of WRIT 405 and gives students course credit for creating and editing this student journal. This academic year, we had two professors, Dr. Rachel Scoggins and Dr. Lillie Craton, give talks as part of the Lander University Community Lecture Series for 2022-23; Lander students and faculty, as well as members of the surrounding communities, were in attendance. For the second year, our Recruitment and Community Events Committee also organized our department's participation in the local Greenwood Christmas Parade as part of our attempts at community outreach; five faculty members and approximately seven students participated in the parade. These local events are part of our continuing effort to have a positive relationship with Greenwood and surrounding communities.

Changes Made/Proposed Related to Goal

While we did not host a special department-wide Open House as we did last year, instead, Prof. Brittany Cuenin (Director of the Writing Center) and Writing Center tutor-volunteers in partnership with Prof. Christoph Kresse (General Manager of XLR, Lander's campus radio) and XLR student-volunteers worked at the Greenwood STEAM festival. This event served as both community outreach and recruitment. We hope to participate in this event again during the 2023-24 academic year.

We are also considering the creation of the "Living Literary" Living and Learning Community for first-year students as a possible new retention effort next academic year--if we can generate enough student interest and the cooperation of Housing and Residence Life.

In our efforts to involve alumni with the department, Dr. Lillie Craton had eleven total alumni visit (either in person or via Zoom) her ENGL 199: Careers in English course. The staff of *New Voices* published a

short story by author and alumnus Robby Maynor; he also did a reading at the *New Voices* Launch. This student-alumni interaction is important for retention, and we hope to continue these efforts, or similar ones, next year. As such, we hope to move the date of the *New Voices* Launch closer to registration in the spring semester to help recruit student editors and also potential majors and minors to our program. We are also planning to discontinue our participation in the Greenwood Christmas Parade and, instead, turn it over to the SOMOS LU (the campus Spanish club) students to allow them to use it as a more specific recruitment event for that program. While we have enjoyed this and feel we have been successful in this community involvement, we realize that it would be more beneficial to the Spanish program to take over this event and make it their own.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review