

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

2024-2025

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 2023-2024

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)

3.18 (7/10 or 70% Met)

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

3

Comments/Narrative

This year's data continues the previous trend for our students that we have observed—analyzing and interpreting texts is, generally, a strong area for our students. While the percentage of students who met the goal dropped slightly from 82% to 70% this year, the overall average score rose a bit, which suggests that our students' abilities have more or less remained steady.

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 2023-2024

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)

119 (8/10 or 80% Met)

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

3

Comments/Narrative

While this year's cohort did not do quite so well as last year's group, they still performed better than the 2021-22 cohort, whose self-identified standardized test anxiety caused them not to perform at the same basic level as students from previous years. This new set of data—an average score of 119, with 80% meeting the goal—further proves that the 2021-22 cohort was an anomaly. (This observation is also borne out by students' ETS Writing Skills subscores for Goal Four.) Overall, we are pleased with the performance of this (2023-24) year's students for Goal One.

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 analyze and interpret texts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2023-2024

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)

3.13 (9/10 or 92% Met)

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

3

Comments/Narrative

While this is the first year for us to use the Thesis Defense as an instrument for this goal, we are pleased to see that our students' average score was good and a high percentage of these scores (92%) met our target goal. We will need to collect more data before we can make any definitive statements about student performance, but we are encouraged by this year's results.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

As we said last year, we will need to guide thesis topic selection in ENGL 499 carefully and continue to emphasize close reading and textual analysis in all of our required and upper-level English courses. Data trends over the last few years continue to suggest that this goal is one that our students normally do well in; they are also relatively confident in their abilities to analyze and interpret texts.

Changes Made/Proposed Related to Goal

As stated last year, we have only recently decided to require the ENGL 114 class for incoming majors, so before we implement any other major changes to our program or to our requirements, we will need to wait for the impacted students to reach their senior seminar so we can assess the effect of that change. However, in our general education assessment of ENGL 114, 80% or more were at or exceeds every general education competency, and for four out of six competencies more than 90% of students were at or exceeds standard.

In last year's report, we also mentioned further refining the senior thesis proposal assignment to include more specific questions about textual lenses or frameworks so that students would be able to more firmly establish the parameters of their writing and research. We did that for this year's students, by adding

more theory-based questions to the proposal.

This is the first year that we have added the thesis defense as an instrument for this goal, and as we have refined our use of this instrument, we have identified ways in which this reflects our students' skill level, and we believe it is a useful measurement for this goal.

Upload Rubrics/Other Files

Senior Thesis Rubric 2023-24 Update.docx

Thesis Defense Rubric (2023-24 Update).docx

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, theory, and/or culture.

Pillar of Success Supported

Engaged and Supportive Alumni

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 2023-2024

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)

3.43 (7/10 or 70% Met)

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

3

Comments/Narrative

After last year's significant drop in student performance for this instrument (with an average score of 2.84 and only 55% meeting the goal), we are very pleased to see that the average student score this year (3.43) has risen to its highest number since the 2019-2020 academic year and that the percentage of students reaching the target goal also increased quite substantially to 70%. This suggests, perhaps, that last year's cohort was a bit unusual in their inability to contextualize their thesis arguments. We will need to monitor this score next year to see if this observation is correct.

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 2023-2024

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)

3.28 (9/10 or 90% Met)

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

3

Comments/Narrative

Like last year's cohort, the percentage of students meeting the target score for this instrument was very high (90%). The overall average score also rose from 3.09 last year to 3.28 this year. As we observed last year, the thesis defense provides students with a specific opportunity to contextualize their work, and, thus far, our students have risen to this challenge. We hope that this trend continues.

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

Goal Summary

Goal Summary/Comments

While we felt that last year's cohort may still have been dealing with aftereffects of the COVID-19 lockdown, this year's group seem to have moved past these lingering issues. We will, again, need to monitor student performance to see if this bears out. We hope that we are seeing initial positive change from the requirement of ENGL 114 as well.

Changes Made/Proposed Related to Goal

This is the second year for us to update the language for this goal; this is the first year that we have added "theory" to the list in the goal ("To demonstrate an ability to understand and/or produce texts in response to contexts such as history, politics, theory, genre, and/or culture"). This change should be beneficial, as it will allow both students (and faculty) to emphasize the use of a particular writing and research lens/framework, which should give additional depth and breadth to student understanding. Our students seem to engage well with this change, and many of them demonstrated an ability to apply theory in their senior thesis.

Upload Rubrics/Other Files

Thesis Defense Rubric (2023-24 Update).docx

Senior Thesis Rubric 2023-24 Update.docx

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 2023-2024

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)

3.23 (7/10 or 70% Met)

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

3

Comments/Narrative

While the percentage of students meeting the goal for this instrument (70%) is a significant decrease in the percentage from last year (91%), the average score increased from 3.07 to 3.23. As with the thesis (instrument one) for Goal One, this again suggests that our students' abilities have more or less

remained steady over the last couple of years. As with last year, the contributions of our instructional librarian within the ENGL 499 class enhanced students' ability to use high-quality research sources from our databases, and we have continued to review the integration of sources in the ENGL 499 capstone course. Our initial emphasis on theory may have posed challenges for some of our students, but we are pleased to see them pushing themselves to incorporate more theory in their 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 2023-2024

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)

3.01 (7/10 or 70% Met)

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

3

Comments/Narrative

Student performance on this instrument declined slightly in overall score, from 3.09 last year to 3.01 this year, while the percentage dropped more noticeably from 91% to 70%. (As with last year's cohort, the two students who did not meet the standard lowered overall performance.) Because students have a more limited time to write the thesis defense than the senior thesis, we have noticed that they do not always select and incorporate quotations from the defense document in a meaningful way.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

As we said last year, changing this goal to focus only on source selection and integration has helped to pinpoint student difficulties with these skills. Because student performance on the thesis (instrument one) improved from last year but performance on the defense decreased, this suggests that this year's cohort either did not take the time to incorporate their defense work into their thesis defense or did not fully understand the necessity of doing so.

Changes Made/Proposed Related to Goal

As mentioned in the overall summary for this goal, we may need to do more to emphasize the necessity of directly referencing the defense text into students' thesis defense documents in our ENGL 499 course. We may also need to consider incentivizing completion of the thesis defense and placing the assignment earlier in the semester. Otherwise, since this is only our second 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 need to wait before we implement any other major changes to our program or to our requirements so that we can properly assess the effect of that change.

Upload Rubrics/Other Files

Thesis Defense Rubric (2023-24 Update).docx

Senior Thesis Rubric 2023-24 Update.docx

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 2023-2024

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)

3.08 (8/10 or 80% Met)

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

3

Comments/Narrative

After last year's drop in average score (2.89) and percentage (55%), we are pleased to see that this year's cohort performed much better, with an average score of 3.08 and 80% meeting the standard for this instrument. With our changes to the wording and assessment of this goal and more of a specific emphasis on citations and punctuation with sources, this increase is encouraging, as this area has, in general, been a problematic one for our students.

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 2023-2024

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)

117 (8/10 or 80% Met)

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

3

Comments/Narrative

As we mentioned in the summary for Instrument #2 (the ETS Reading Skills Subscore) of Goal One, this year's average Writing Skills subscore of 117 confirms that our students are, in general, more comfortable with standardized testing than the 2021-22 cohort. Furthermore, this year's score reveals not only an increase in the average (from 116.2 last year) but also a significant rise in the percentage of students meeting the standard (from 64% to 80%). This data is encouraging, as it suggests that students may not simply be better at test taking but may be improving in this skillset.

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 2023-2024

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)

2.98 (7/10 or 70% Met)

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

2

Comments/Narrative

This is our second year of using the thesis defense as an instrument for Goal Four, and it is unfortunate, but not necessarily surprising, that the average student score or percentage remained about the same as last year. The skills involved in this goal—writing with academically correct grammar and organization—have traditionally been an issue for our students. As we mentioned last year, students write this piece under greater time pressure than they do the senior thesis, and many of them may not take the time to edit as they normally would.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

While we cannot be certain which editing errors are most common in our students' writing, we feel that having the "Major Editing Errors" document (which we established a couple of years ago) as a general guideline has been useful so far. However, the fact that more of our majors currently take WRIT 350: Professional Revising and Editing because of prior changes to our curriculum is probably more useful for improving their writing.

Changes Made/Proposed Related to Goal

As stated in the changes to Goal Three, we intend to change the thesis defense in ENGL 499 to make it a graded assignment and to give students more time to complete it. This should allow students to proofread and edit their thesis defense more carefully and to provide students with more of an incentive to create a document that they have given time and effort to finish. In turn, we hope that this would improve the outcomes for this goal and also give students more of a sense of accomplishment with the thesis defense.

Upload Rubrics/Other Files

Thesis Defense Rubric (2023-24 Update).docx

Senior Thesis Rubric 2023-24 Update.docx

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 2023-2024

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)

62.2

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

3

Comments/Narrative

We were surprised to see that our headcount of majors for fall 2023 was 51, down from 61 in fall 2022.

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 2023-2024

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)

12.6

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

3

Comments/Narrative

We are pleased 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 hosted a talk and reading with a writer for the third year in a row. This year's writer was Lander alumnus Robert Maynor, who did an interview and reading from his recent novel, *The Big Game Is Every Night*. He also conducted a writing workshop with creative writing students. This event was funded by a South Carolina Humanities Grant, and we will seek this funding again next year. In our continued efforts to involve alumni with the department, Dr. Lillie Craton had seven total alumni visit (either in person or via Zoom) her ENGL 199: Careers in English course. As we mentioned last year, this student-alumni interaction is important for retention. Other retention efforts included a "Meet the Faculty" event coordinated by the College of Arts and Humanities in August. In January, we held the Launch Event for *New Voices: Lander University's Student Journal*; students organized and presented this event of this art and literary magazine which features both visual art and writing by Lander students. In March, we had four students present their work at the Medieval Matters literary conference in Spartanburg. Because two of our professors developed

programs from a President's Grant for Shakespeare pedagogy and scholarship, a group of English majors participated in Shakespeare workshops at the Atlanta Shakespeare Tavern and attended a play in Atlanta. And, throughout the academic year, we held events such as the Halloween Short Story Contest, "Mystery Date with a Book" (coordinated with both the Jackson Library and the Greenwood County Library), and DEAR Day ("Drop Everything and Read"). All of these events work to engage students, and the community, in writing, literature, and culture; they serve both retention and recruitment purposes.

Changes Made/Proposed Related to Goal

One change that we made to our recruitment efforts this year was a targeted mailer and email sent to all high schools in South Carolina in spring 2024, inviting students to campus and encouraging them to consider our departmental offerings. We also developed a Humanities Minor to attract more students to our department's programs. For retention, we made use of the departmental Blackboard Org to keep students informed about university and departmental events and deadlines (such as for advising or registration) throughout the academic year. This academic year, three of our professors gave talks for Lander University's Community Lecture Series. These included topics such as "Traditional Fairy Tales: The Good, the Gruesome, and the Grimms," "A Long Walk to Church: The Camino de Santiago Today," and "Does Literature Make Us Better People?" These talks served as recruitment, retention, and community engagement activities. While we probably will not be able to offer quite so many Community Lectures next year, we will continue our efforts to engage with our students and the community whenever we can. For next year, for example, we hope to again coordinate an event with one of the university-scheduled Open Houses; we are considering an alumni/prospective student gathering for the October Open House. Otherwise, in fall 2024, we will be looking at our programs and courses to see if we need to revise or work on these for the following academic year.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review