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 "<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!

Academic Program
Humanities, B.A.

Submission Due Date
2023-2024

Assessment Coordinator Name
Sean Barnette

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
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

Instrument: Portfolio Assessment

Timeframe for this Outcome
2022-2023

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partial 2.9-2.5

Performance Target for "Not Met"
Not Met < 2.5

Assessment Measure Used
Contents of Portfolio include: reflective letter, senior thesis, original thesis (on which senior thesis is based), exhibit essay.

Frequency of Assessment
Assessment portfolio is due senior year (in capstone course, Humanities 499) Each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data from one student in Humanities 499 (capstone course) when they were near completion of the program:
2022-2023: Partially met (0 Met; 1/1 Partial; 0 Did Not Meet)

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

Comments/Narrative
This was the third year of the program, and one student has completed the program and submitted materials for assessment, i.e., their capstone course, Humanities 499.

Comments:
This student was given a series of specific questions to consider in order to help guide their selection process for their research proposal. Our intention was to help the student have a solid plan for analysis before they moved into their thesis writing. With data for only one student to work with, however, it is difficult to get a full picture of how well we met our goals. This year's data for this instrument shows that, in their writing, the student was partially successful in meeting this goal to demonstrate an ability to analyze and interpret texts.

Resources Needed to Meet/Sustain Results
no additional resources are needed at this time

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
Reading Skills Subscore

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Met 115

Performance Target for "Partially Met"
Partial 114-111

Performance Target for "Not Met"
Not met < 2.5

Assessment Measure Used Reading Skills Test Subscore	**Frequency of Assessment** Each year (beginning spring 2022) during capstone course
Data Collected for this Timeframe (Results) Data was made available when our student took Humanities 499 (capstone course) when they near completion of the program: 2022-2023. • 2022-23: 119 (1 Met; 0 Partially Met; 0 Did Not Meet)	**Score (Met=3, Partially Met=2, Not Met=1)** 3

Comments/Narrative
Comments:
Using the limited data from only one student, it is difficult at this point in the program to derive a full picture of the success of our program's goal for students to analyze and interpret texts. The student met the performance target for this goal.

Resources Needed to Meet/Sustain Results
no additional resources needed

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Goal 1: Overall Goal
Summary:
A recent program, beginning in 2021-22, we established program goals and instruments with which to assess our program. This year our student completed the capstone course (HUMA 499) and took the ETS test and submitted their portfolio for assessment. Anticipating more students and more data in the

coming year, we should have a fuller picture of how well we are doing.
Changes:
 We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.

Changes Made/Proposed Related to Goal
Not applicable

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
To demonstrate an ability to understand texts within a context, such as history, politics, genre, and/or culture.

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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
Portfolio Assessment

Timeframe for this Outcome
Academic Year 2021-2022

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partially Met 2.9-2.5

Performance Target for "Not Met"

Not Met <2.5

Assessment Measure Used
Contents of Portfolio include: reflective letter, senior thesis, original thesis (on which senior thesis is based), exhibit essay.

Frequency of Assessment
Each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data from our first two students' portfolios, submitted to Humanities 499 (capstone course) taken when they near completion of the program:
•   2022-23: 3 (1 Met; 0 Partial; 0 Did Not Meet)

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

Comments/Narrative
This was the second year data was available for assessment for this goal.
Comments: With data from only one student's performance in their portfolio writing for this goal, it was not possible to yet to get a full picture of how our program is helping students to meet this goal.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time

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
Thesis defense.

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partially Met 2.9-2.5

Performance Target for "Not Met"
Not Met <2.5

Assessment Measure Used
Rubric used to measure thesis defense essay

Frequency of Assessment
Each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
One student met the performance target for this measurement.

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

•   2022-23: 3 (1 Met; 0 Partial; 0 Did Not Meet)

Comments/Narrative
Comments:
It is too early as yet to determine how well our program is doing until we can collect more data to see if our students can perform at the expected level.

Resources Needed to Meet/Sustain Results
No additional resources are needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall Goal
Summary:
We look forward to the year ahead and hope we will be able to collect enough data to make a more informed assessment of how our program is working.

Changes Made/Proposed Related to Goal
Changes:
We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.
In order to accommodate future students who may pursue a creative emphasis (art, music, creative writing, for example), we may consider rewording this goal to read "To demonstrate an ability to understand and/or produce texts in response to contexts such as history, politics, genre and/or culture."

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
To demonstrate familiarity with textual criticism and the ability to integrate sources.

Pillar of Success Supported

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
Portfolio Assessment

Timeframe for this Outcome
Academic Year 2021-2022

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partially Met 2.9-2.5

Performance Target for "Not Met"
Not Met <2.5

Assessment Measure Used
Rubric used to measure portfolio contents

Frequency of Assessment
Spring each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data was collected from our student in Humanities 499 (capstone course) taken near their completion of the program:
•   2022-23: 2.5 (0 Met; 1 Partial; 0 Did Not Meet)

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

Comments/Narrative
Comments:
It may be significant that this student partially meet this goal of demonstrating familiarity with textual criticism and ability to integrate sources. It is still too early, however, to know if adjustments should be made to address the program itself, or if this is only a reflection of this particular student. We can better assess this area when we have sufficient data.

Resources Needed to Meet/Sustain Results
No additional resources needed at this time.

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
Thesis Defense

Timeframe for this Outcome
Academic Year 20221-2023

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partially Met 2.9-2.5

Performance Target for "Not Met"
Not Met <2.5

Assessment Measure Used	**Frequency of Assessment**
Rubric used to assess thesis defense statement	Spring each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data will be available when our first students take Humanities 499 (capstone course) when they near completion of the program:
•   2022-23: 3 (1 Met; 0 Partial; 0 Did Not Meet)

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

Comments/Narrative
Comments:
We were pleased that the student in our current cohort performed better than students last year; however, it is still too early and we have insufficient data to draw significant conclusions.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall Goal
Summary:
Like last year, we noticed in reviewing the senior theses for this student is that the type of research they incorporated in their writing was not as in-depth or scholarly as it should be. We may need to continue to address this in core HUMA courses (HUMA 250 and 499).

Changes Made/Proposed Related to Goal
Changes:
We will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate familiarity with textual criticism and the ability to integrate sources. However, even so, we suspect that changes to the rubric made in response to last year's data are giving us a more realistic picture of the student's performance relative to this goal.

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
To demonstrate the conventions of American grammar, syntactic coherence, and organization through student-produced texts.

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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
Portfolio Assessment

Timeframe for this Outcome
Academic Year 2021-2022

Performance Target for "Met"
Met 3

Performance Target for "Partially Met"
Partially Met 2.9-2.5

Performance Target for "Not Met"
Not Met <2.5

Assessment Measure Used
Rubric to measure portfolio

Frequency of Assessment
Spring term each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data available from our student taken from Humanities 499 (capstone course):
2022-23: 3 (1 Met, 0 Partial, 0 Not Met)

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

Comments/Narrative
We are pleased with our student's performance in meeting this goal.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time

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

Writing Skills Test Subscore

Timeframe for this Outcome
Academic Year 2022-2023

Performance Target for "Met"
Met 115

Performance Target for "Partially Met"
Partially Met 114-111

Performance Target for "Not Met"
Not Met <111

Assessment Measure Used
Reading Skills Test

Frequency of Assessment
Each year (beginning spring 2022) during capstone course

Data Collected for this Timeframe (Results)
Data made available when our student had taken Humanities 499 (capstone course) when they were nearing completion of the program:

•   2022-23: 115 (1 Met; 0 Partially Met; 0 Did Not Meet)

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

Comments/Narrative
Comments:
Again, with only one student, it is difficult to determine if we need to make changes to the program. Nevertheless, we will need to monitor student performance on the second instrument (the ETS Proficiency Profile) next year to see if we need to make any changes in the amount of test preparation given to students in HUMA 499 or discontinuing this test as an assessment instrument.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall Goal
Summary:
We are pleased with our student's performance. However, we recognize that we need data from more students over more years in order to draw meaningful conclusions.

Changes Made/Proposed Related to Goal
Changes:
We will continue to use the list of 'Major Editing Errors,' mentioned in last year's assessment in our capstone course and perhaps in our gateway, to provide some continuity of instruction in this goal. Other than this change, we will have to wait after a few years of collecting data to see what change would help our students with this goal to demonstrate strong reading and textual analysis.

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
Comply with program productivity standards as defined by the South Carolina Commission on Higher Education.

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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 2024-2025

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

Performance Target for "Partially Met"
Not applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for a Baccalaureate program is less than 12.5.

Assessment Measure Used	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually (after initial fifth year)

Data Collected for this Timeframe (Results)
Data for a 5-year rolling average will be available after the program's fifth year academic year, 2024-2025.
Last spring, we had one student enrolled in the program.

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

Comments/Narrative
We have assigned a curriculum and assessment committee, primary and secondary advisors (since this is an interdisciplinary program), and we are developing recruitment materials and media to advertise our program.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time.

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
Completion (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2024-2025

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"
Not applicable

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   **Frequency of Assessment**

Enrollment and graduation data extracted from Banner	Annually (after 2024-2025, the fifth year of the program)

Data Collected for this Timeframe (Results)
Data for a 5-year rolling average will be available after the program's fifth year academic year, 2024-2025.
We had one student graduate last spring. The other student is set to graduate in the fall term.

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

Comments/Narrative
We need to recruit more students to make our program goal by our fifth year. We had one student in the program who graduated in May 2023. This year we are actively assigning a curriculum and assessment committee, assigning primary and secondary advisors (since this is an interdisciplinary program), and developing recruitment materials and media to advertise our program. Because of the flexibility of the program, providing several options for a discipline emphasis, we hope to attract students who have completed an Associate Arts degree or completed general education requirements and seeking a flexible program to complete a degree with many options.

Resources Needed to Meet/Sustain Results
no additional resources needed at this time.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Overall Goal
Summary:
We made progress this year in establishing our goals and assessing our first majors (and graduating one). We created a Humanities Curriculum and Assessment Committee and assigned primary and secondary advisors, one within the English and Foreign Languages department, and the others in each of the other disciplines. We have much work to do to develop recruitment materials and a marketing strategy to attract new majors to the program.

Changes Made/Proposed Related to Goal
Changes:
This year (2023-24), the Humanities Curriculum and Assessment Committee has met and have begun to continue developing recruitment materials, including a promotional web story and brochure. Members of the committee are working this year to develop advertising points used to attract new majors. This interdisciplinary major is very flexible and is appealing to those interested in degree completion (for example, students who have completed an associate's degree), those students seeking a second major, and graduates who wish to earn a second degree (without needing to complete new General Education requirements). We will use the other public and recruiting events already in place for English and Spanish majors to attract and include potential humanities majors.

Upload Rubrics/Other Files

Dean's Email Address
smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review