

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

Fall 2025: October 1, 2025

Assessment Coordinator Name

Misty Jameson

Enter Assessment Coordinator Email

mjameson@lander.edu

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 2024-2025

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 (13/15 (87%) Met)

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

3

Comments/Narrative

We are pleased to see that this year's average score of 3.43 is the highest since the 2019-20 academic year. The percentage of students who met or exceeded our target score of 3 (87%) is also the highest since the 2019-20 year. As with last year, 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.

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 2024-2025

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)

123 (13/15 (87%) Met)

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

3

Comments/Narrative

We are very pleased with the scores of this year's cohort; this year's average of 123 is the highest in approximately six years of collecting data. With 87% of the students scoring at or above 115, this group also had the highest percentage of students meeting our target score since the 2020-21 academic year.

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 2024-2025

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)

3.33 (14/15 (93%) Met)

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

3

Comments/Narrative

As this is the second year for us to use the Thesis Defense as an instrument for this goal, we are carefully monitoring our data but are pleased to see that the average score increased slightly from 3.13 to 3.33 (percentages have remained steady, from 92% to 93%). Last year, we said that we will need to collect more data before we can make any definitive statements about student performance, and that holds true for this year as well.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Thesis topic selection in ENGL 499 is still a bit of a challenge and has been over the last few years. We will continue to guide students carefully through this process next year. Otherwise, this skillset (the ability to analyze and interpret texts) is one that continues to be a strength for our students.

Changes Made/Proposed Related to Goal

We started requiring ENGL 114 for our majors in 2022. While three years may not be quite enough time to track the results of this change, overall, student performance seems to be improving since we implemented this requirement. In this year's general education assessment of ENGL 114, 88% of students were at or exceeds standard for the first general education competency ("comprehension of university-level content") and 100% were at or exceeds standard for the second ("higher order thinking skills such as critical thinking, inquiry, and analysis") and third ("the ability to communicate professionally") general education competencies. This is a slight improvement from 80% (for the first competency) and over 90% (for the others) last year. This data suggests that ENGL 114 is definitely a useful course for student performance in this goal, so we will continue monitoring this goal to see if ENGL 114 is truly having an impact.

This year, one issue with our use of ENGL 114 for our majors is that we were not allowed to offer as

many sections of this course, so some of our majors may have had to delay taking this class. This is unfortunate as we would hope that our majors could take it their first or second years of college to help shape their performance in 200-level survey courses as well as their 300- and 400-level classes. This may cause some problems in our data tracking.

Otherwise, we have found that refining the thesis proposal (as we mentioned last year) to include more specific questions about textual lenses or frameworks has helped students more definitely establish the parameters of their writing and research.

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, theory, 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 2024-25

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)

3.33 (12/15 (80%) Met)

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

3

Comments/Narrative

While the average score for this year dropped from 3.43 to 3.33, we are pleased to see that the percentage of students meeting this goal rose from 70% to 80%, the highest since the 2020-21 academic year. This percentage has been a bit uneven over the last six years of data collection, so we will need to continue monitoring student performance for this instrument.

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.

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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 2024-2025

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)

3.27 (12/15 (80%) Met)

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

3

Comments/Narrative

Student scores for this year are approximately the same as last year (3.28 to 3.27), but the percentage of students meeting the goal dropped 10% from 90% last year to 80% this year. Despite this, we are pleased to see that, for the last few years, our students seem to be performing well with this instrument for this goal.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

One issue that we noted in this year's cohort was one of synthesis, of being able to combine contextual information with their analysis and interpretation of texts to create meaningful connections, particularly in the thesis defense. Most of our students performed fairly well, but (as a whole) this skillset needs a bit of refining. We will need to consider how to emphasize this particular skill moving forward.

Changes Made/Proposed Related to Goal

In this, our third year to include "theory" in the language for this goal, we have found that students made more conscious and considered choices in the lens or framework for their thesis. This emphasis on a particular contextual frame worked well, overall, in our students' writing. However, we will need, in our required and upper-level courses, to help our students learn to synthesize contextual information in a more meaningful way. (This was an issue in many of the thesis defense assignments we read.) One possibility may be in providing them with counterpoints to their readings/sources to help them learn how to process contradictory information in their own writing. We will need to discuss this around the start of the 2025-26 academic year.

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

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 2024-2025

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)

3.3 (13/15 (87%) Met)

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

3

Comments/Narrative

The average scores this year are approximately the same as last year's average (3.23 to 3.3), but the percentage of students meeting or exceeding the target score rose dramatically from 70% to 87%. The trend for percentages has been a bit uneven, rising one year and falling the next. However, this skill (selecting and incorporating appropriate scholarly sources) is one that our students have traditionally had problems with, so this trend is not necessarily surprising, but it does suggest we need to monitor student performance for this instrument.

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.

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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 2024-2025

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)

3.03 (11/15 (73%) Met)

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

3

Comments/Narrative

This year's data reveals that average scores for this instrument are holding steady (3.01 to 3.03), but there was a slight increase in percentage of students meeting or exceeding the target score (from 70% last year to 73% this year). This suggests that our student skill level for this has remained steady over the last couple of years. However, of all the data we collected for each of the instruments this year, this instrument had the lowest overall score and percentage, which is disappointing but not remarkable. As we said with the first instrument to this goal, this skill (selecting and incorporating appropriate scholarly

sources) is one that our students have traditionally had problems with.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Again this 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. However, we did notice a bit of a gap between student performance on the senior thesis and the thesis defense. While we have given students more time to work on the thesis defense, they still are not incorporating sources into their defense in a concerted way.

Changes Made/Proposed Related to Goal

This is the third year in a row that we have remarked on student inability to directly reference the defense text (chosen source) in their thesis defense documents. While student performance is not overwhelmingly poor in this area, it is still one in which they could improve. As we mentioned last year—but did not implement—we may need to consider incentivizing completion of the thesis defense and/or placing the assignment earlier in the semester. Another option would be to have faculty comment on or critique the thesis defense before students finalize it for the portfolio. We will need to discuss this before the spring 2026 semester.

Otherwise, in our ENGL 200: Writing Skills course, there will be more of a focus on source integration starting in fall 2025. This is our third year of teaching this course to help students learn how to integrate source material early in their college careers, and we can easily improve instruction in this course.

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 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)

3.2 (13/15 (87%) Met)

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

3

Comments/Narrative

This year's average score rose slightly from 3.08 to 3.2, while percentages rose more significantly from 80% to 87%. This suggests that students' skill levels are mostly holding steady, but with a slight increase each year since the 2022-23 academic year. We are pleased with student performance overall and encouraged by these results, particularly since this goal has traditionally been a difficult 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 2024-2025

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 (11/15 (73%) Met)

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

3

Comments/Narrative

This year's average score suggests that student skill levels are remaining steady, as it is the same as last year's score of 117. However, the percentage of students meeting the target score dropped from 80% last year to 73% this year. This drop in percentage, while a bit disappointing, is not an insurmountable difference from the previous year.

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 2024-2025

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 (13/15 (87%) Met)

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

3

Comments/Narrative

We are pleased to see that student average scores this year rose from 2.98 last year to 3.13 this year, the first time that our students have met the target score since we began using the Thesis Defense as an instrument for this goal in the 2022-23 academic year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

We are still seeing the benefits of requiring WRIT 350: Professional Revising and Editing for most of our majors, as it has helped shape and improve our students' editing skills. Even though we are encouraged by the results of student performance for this year, we cannot help but wonder if some of our students were suffering a bit from "senioritis" and simply did not edit their thesis defense as carefully as they should have, particularly as it is due a bit later in the semester.

Changes Made/Proposed Related to Goal

While we were pleased to see that our students met the target goal for the thesis defense (instrument #3) for the first time since we began using it to assess this goal, we still feel that students could have done a better job with citation information in the thesis defense. While most students were given enough (if not all) information necessary to cite the thesis defense text correctly, many of them simply did not include a Work Cited with their defense or provided an incomplete version; they also had more problems with in-text citation than they did when writing the senior thesis. We will need to make sure that students understand that the Work Cited, and in-text citation, is a key part of the thesis defense document. As we mentioned in the changes to Goal Three, we need to reconsider how and when to deliver the thesis defense text to students so that they have enough time to write and edit the thesis defense document before their final portfolio is due.

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.

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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 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)

59

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

3

Comments/Narrative

After last year's drop to 51 enrolled majors, this year's increase to 59 is much closer to our rolling average of 60.2.

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 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"

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)

15 (13.2 rolling average)

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

3

Comments/Narrative

While 15 is the actual number of graduates, our current rolling average is 13.2. Looking over the last five years of data, we are pleased that our number of graduates has rebounded a bit after last year's (2023-24) low of 11.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Many of our recruitment and retention initiatives in the fall semester were disrupted by Hurricane Helene, such as our welcoming events (Meet the Faculty). We also had concerns about recruitment and retention in connection with the university's reorganization, particularly with the uncertain future of our secondary education majors.

Despite these issues, we managed to hold several departmental events aimed at retaining current students, recruiting new ones, and maintaining community participation/engagement:

- Writers' Series talk/campus visit by Jared Lemus (March)
- 14 alumni visits to ENGL 199 (Intro to the major course)
- Student research participation, through presentations at conferences:
 - 4 students presented at SAMLA (November)
 - 5 students presented at the Blue Ridge Undergraduate Research Conference in Tennessee (April)
 - 1 student presented at the Humanities Council Conference and won a scholarship
 - 6 students presented at the Lander University Academic Symposium
- A "Jane Austin Tea" inviting local retirement community Wesley Commons (February)

- Halloween short story contest (October)
- Holiday movie event in November
- Lander University Community Lecture Series talk on AI by Dr. Sean Barnette (March)

We are also pleased to report that all 5 of our English secondary education graduates graduated with jobs.

Changes Made/Proposed Related to Goal

With the university's reorganization, we will need, in the 2025-26 academic year, to work on incorporating new faculty and at least one new degree program into our department. We will also need to maintain last year's level of campus and community engagement despite the recent enforcement of licensing rights to on-campus films.

Otherwise, we are working to develop more of a focus on student research and have developed new courses, ENGL 222: Undergraduate Research in English and ENGL 407, ENGL 408, ENGL 409: Research in English, in order to do so. We will have to see how well these research courses are received by students and work toward encouraging them to participate in this sort of experiential learning. Next year, we will also need to promote experiential learning of all kinds, either through research, internships, or working in the Writing Lab.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Lucas McMillan

Comments from Dean's Review

This is a strong report. I am excited about the formal integration of UG research course options for English majors. I applaud the Department's efforts at experiential learning and events and hope that this will be a way to connect with new colleagues in offering the BA in Communication. Beyond the re-branding of the Writing Lab (and its use as an experiential learning opportunity), the Department will need to help in launching the Speaking Lab, a new endeavor that may open up some ways to enhance students' oral communication skills and may tie to what faculty want to see in how students present their research and/or orally reflect upon their experiences and career plans.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.