

# 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**

Humanities, B.A.

**Submission Due Date**

Fall 2025: October 1, 2025

**Assessment Coordinator Name**

Amanda Johnson

**Enter Assessment Coordinator Email**

ajohnson2@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**

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**

2024-2025

**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)**

There were no graduating seniors majoring in Humanities during the 2024-2025 academic year.

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

**Comments/Narrative**

This was the fourth year of the program, and no students completed the program and/or submitted materials for assessment, i.e., their capstone course, Humanities 499.

**Comments:**

There is no data to analyze, so improvement or lack thereof cannot be demonstrated.

**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 2024-2025

**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)**

There were no graduating seniors majoring in humanities during the 2024-2025 academic year

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

**Comments/Narrative**

This was the fourth year of the program, and no students completed the program and/or submitted materials for assessment, i.e., their capstone course, Humanities 499.

Comments:

There is no data to analyze, so improvement or lack thereof cannot be demonstrated.

**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 no students 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 (there should be one student graduating in December of 2025), 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.

#### 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

Portfolio Assessment

#### Timeframe for this Outcome

Academic Year 2024-2025

#### 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)**

There were no graduating seniors majoring in humanities during the 2024-2025 academic year

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

**Comments/Narrative**

No data was available for assessment for this goal.

Comments: With no data, 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 2024-2025

**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)**

There were no graduating seniors majoring in

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

humanities during the 2024-2025 academic year

### **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**

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 2024-2025

**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)**

There were no graduating seniors majoring in humanities during the 2024-2025 academic year

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

**Comments/Narrative**

Comments:

It is still too early to know if adjustments should be made to address the program itself. 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 2025-2026

**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 assess thesis defense statement

**Frequency of Assessment**

Spring each year (beginning spring 2022) during capstone course

**Data Collected for this Timeframe (Results)**

There were no graduating seniors majoring in humanities during the 2024-2025 academic year

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

**Comments/Narrative**

Comments:

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:

We do not have sufficient data to demonstrate improvement or lack thereof.

**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.

**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.

### 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

Portfolio Assessment

### Timeframe for this Outcome

Academic Year 2025-2026

### 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)

There were no graduating seniors majoring in

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

humanities during the 2024-2025 academic year

**Comments/Narrative**

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**

## 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 2024-2025

**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)**

There were no graduating seniors majoring in humanities during the 2024-2025 academic year

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

**Comments/Narrative**

Comments:

Again, with no students, it is difficult to determine if we need to make changes to the program.

Nevertheless, we will continue to monitor student performance on the second instrument (the ETS Proficiency Profile) 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 have insufficient data to draw significant 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.

### **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 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**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually (after initial fifth year)

**Data Collected for this Timeframe (Results)**

The five year average of students enrolled between Fall 2020 and Fall of 2024 is 2.6

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

1

**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. However, more effort needs to be made to reach all students, especially those who have not declared a major and those who are showing interest in the humanities discipline.

**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**

Enrollment and graduation data extracted from Banner

**Frequency of Assessment**

Annually (after 2024-2025, the fifth year of the program)

**Data Collected for this Timeframe (Results)**

The five year average of Humanities degrees awarded from Fall 2020 to Fall 2024 is 2

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

1

**Comments/Narrative**

We need to recruit more students to fulfill our programs goals in enrollment and degree completion. This year we have assigned a curriculum and assessment committee, assigned primary and secondary advisors (since this is an interdisciplinary program), and developed additional 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:

Although we have 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. Our enrollment and degree completion numbers are not

meeting the set performance standards.

### **Changes Made/Proposed Related to Goal**

Changes:

This year (2025-26), the Humanities Curriculum and Assessment Committee has met and have begun to continue developing recruitment materials, including a new poster to go up before fall advising. 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?**

Yes

#### **Signature of Dean**

Misty L. Jameson

#### **Comments from Dean's Review**

I know that Humanities has yet to reach its sixth year of review, but the program's lack of enrollment (only 2.6 as a rolling average since fall of 2020) and graduates (only 4 total) does not bode well for its future. (There are 2 majors for fall 2025.)

At this point, I would normally suggest that the department consider moving the program online to attract more students, but the types of courses that are offered in the Humanities degree are not conducive to online learning. (Plus, there is too large a range of courses, across different departments, to make this practical.) My other suggestion would be to lean heavily into the NACE competencies of communication, critical thinking, and career- and self-development for recruitment and retention and to find specific ways to promote this degree as one that prepares students for the workforce. If this is the route that the department chooses, it will take a good deal of investment to develop recruitment and retention strategies.

Otherwise, the best course of action for this program might be to have it become an approved Program (Module) in Interdisciplinary Studies since so much of it requires the study of more than one discipline. The Humanities Curriculum and Assessment Committee, along with the Department of Communication and Languages, will need to decide how best to move forward once the program has reached its sixth-year review.

**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.**