

**Lander University
Institutional Effectiveness Summary 2006**

According to Section 59-101-350 of the SC Code of Laws, 1976, as amended, each public institution in the state of South Carolina must submit an Institutional Effectiveness Report annually to the South Carolina Legislature and to the people of the state of South Carolina. Lander University's assessment procedures are very much a part of our mission. Lander University has been an institution dedicated to providing higher education to the people of South Carolina, particularly in the upstate region, from its inception, and we want to show the taxpayers of South Carolina, to whom we are accountable, that our institution is both extremely effective and cost-efficient. At Lander University, each unit establishes its program goals and assessment measures to be consistent with both the university's mission statement and each unit's unique area of expertise. Lander University assesses its effectiveness continually, and we strive to maintain educational excellence while working to improve in any area that demonstrates a need for improvement.

Lander University now follows its own internal cycle of assessment reporting since the CHE discontinued its uniform schedule or program reporting in 2005. Lander's reporting cycle can be found at the [Lander Assessment Website](#). The 2006 Institutional Effectiveness Report for Lander University reports on the assessment of educational effectiveness for the following areas:

MAJORS UNDER REVIEW

Full Reports

- [English](#)

Interim Reports

- [Environmental Science](#)
- [Exercise Science](#)
- [Sports Medicine/Athletic Training](#)
- [History](#)
- [Political Science](#)
- [Sociology](#)
- [Psychology](#)

OTHER AREAS UNDER REVIEW

- [General Education](#)
- [Success of Transfers](#)

ADDITIONAL INFORMATION

- [Link to Title II report](#)

The various academic units employ a broad array of assessment techniques in their program evaluation, each using multiple measures tailored for the specific qualities of the discipline. The table below summarizes the assessment measures used by the majors under review.

Assessment Measures of Majors under Review

Assessment Measure	Full Reports	Interim Reports						
	English	Environmental Science	Exercise Studies	Sports Medicine/Athletic Training	History	Political Science	Sociology	Psychology
Alumni Survey		x			x	x	x	x
Content Area Exam	x	x	x	x	x	x	x	x
Exit Interview	x				x	x	x	x
Portfolio	x						x	
Oral Presentation		x						
Evaluation of Curriculum		x						
Advising Evaluation	x							
Senior Thesis/Project					x	x		
Internship			x	x				

Program Assessment Summary for English

I. PROGRAM GOALS

Students graduating from Lander University with a degree in English are expected to learn:

1. To write and speak fluently, correctly, and gracefully in a variety of situations, contexts, and forms and to use language with refinement to express meaning precisely
2. To read works from a variety of periods and cultures, including non-western as well as English, American (including non-majority), and European literature and to be familiar with the literary tradition in English
3. To apply a variety of critical methods to a wide range of genres, styles, and levels of discourse
4. To use research to find information in a variety of formats and locations, integrate sources as support for original ideas, and document the researched information in Modern Language Association (MLA) style
5. To know the works of at least one major author in some detail, with a sense of the author's development, career, and importance
6. To understand how cultural, social, economic, political, and scientific events and movements have affected writers and their writing
7. To understand how literature provides insights into the moral, psychological, ideological, political, and aesthetic choices faced by individual people.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Diagnostic Test for English Majors	1-7	Annually	Annually
Portfolio of Writing	1-7	Annually	Annually
Exit Interview	1-7	Final semester	Annually
Advising Evaluation		Annually	Annually

Diagnostic Test for English Majors: This test was originally created by the Chairman of the English Department in spring of 2004 and consists of fifty-multiple-choice questions, and was designed to assess student achievement relevant to the seven goals of the English program. It was administered to three student cohorts, two entering groups and one Senior Seminar group. Scores for these three cohorts are shown in the table below:

Student Cohort	N of Students	Date of Assessment	Raw Score Average	Percent Score Average
Entering Freshmen	3	fall 04	20.6	41.2
Entering Freshmen	11	fall 05	19.4	38.4
Seniors	12	spring 05	24.1	48.2

Portfolio of Writing: A portfolio assessment of English majors has been in place for many years, however, it was significantly revised in 1999. Starting with the 1999-2000 academic year, the faculty identified five goals to be measured by the portfolios:

1. The student is able to write acceptable short papers about literature.
2. The student demonstrates analytical and synthetic skills in his/her writing.
3. The student demonstrates awareness of text in larger contexts.
4. The student can write acceptable short pieces that demonstrate evidence of figurative language or other creative elements of language.
5. The student can write acceptable documented papers.

Students in the English capstone course (ENGL 419) are asked to select the best examples of their writing in each of these categories for placement in the portfolio:

1. A short paper that demonstrates analysis and synthesis
2. A paper that examines a literary work in a larger context

3. A piece of writing that demonstrates figurative language or other creative elements (This paper must have been written in a Lander English class. It could be narrative, expository, drama or poetry.)
4. A paper that uses documented sources
5. A self-analytical essay (Written in ENGL 419, this is an autobiographical piece connected with your work as an English major.).

English faculty then rate each portfolio on the basis of the highest level of achievement demonstrated for each goal using this scale:

- 4 = Very satisfactory; more than meets the goal
- 3 = Somewhat satisfactory; usually meets the goals
- 2 = Somewhat unsatisfactory; rarely meets the goal
- 1 = Unsatisfactory; does not meet the goal

English faculty on the Assessment Committee read and rate portfolios before the Exit Interviews of the students who created these portfolios. Summary results from these assessments are shown in the table below:

Academic Year of Assessment	Number of Portfolios Assessed	Average Score Goal 1	Average Score Goal 2	Average Score Goal 3	Average Score Goal 4	Average Score Goal 5	Average Score Overall
2002-2003	11	3.00	3.20	3.30	3.53	3.00	3.10
2003-2004	6	3.40	3.10	3.50	3.40	3.33	3.38
2004-2005	6	3.80	3.67	3.50	3.90	3.40	3.67
2005-2006	11	3.36	3.14	3.50	3.50	3.36	3.40
All years	34	3.39	3.28	3.45	3.58	3.27	3.39

Exit Interview: Each year, members of the English faculty conduct informal exit interviews with students who will graduate with a degree in English. Students are asked to rank their preparation (using a 4-point scale, where 4 is this most positive score possible) in each of five areas that are keyed to goal statements for the English program and two areas related to teacher education. In addition, students are asked to give their views of the overall strengths and weaknesses of the program. Averages for each goal are provided in the table below.

Goals for Majors:

1. Writing and speaking in a variety of situations
2. Knowing the work of at least one major author in depth
3. Understanding how cultural, social, etc. events have affected writers and their writing
4. Understanding how literature provides insights into moral, political, etc. choices
5. Using research to find information in a variety of formats and locations

Additional Goals for Teacher Education

1. Preparation to teach literature in schools
2. Preparation to teach writing in schools

Academic Year	Averages							Overall
	English Majors					Teacher Education		
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 1	Goal 2	
2002-2003	3.40	3.30	3.00	3.60	3.70			3.42
2003-2004	3.33	3.60	3.00	3.67	3.30			3.38
2004-2005	3.67	3.00	3.30	3.80	3.67	4.00	4.00	3.63
2005-2006	3.19	3.50	3.89	3.40	3.20	2.00	4.00	3.30
Total	3.40	3.35	3.30	3.62	3.47	3.00	4.00	3.43

Advising Survey: The quality of advising of English Faculty is assessed by a nine-question questionnaire developed by the College of Fine Arts and Humanities in the 2003-04 academic year. Students respond to the following questions using a 5 item scale (1 = Strongly Agree, 2 = Agree, 3 = Neither Agree Nor Disagree/Does Not Apply, 4 = Disagree, 5 = Strongly Disagree). Averages for each item are provided in the table below.

1. My advisor is available during posted office hours.
2. My advisor is willing to schedule appointments outside posted office hours.
3. My advisor and I spend a sufficient amount of time discussing my academic career.

4. My advisor listens to the problems I encounter.
5. My advisor is well prepared for each meeting.
6. My advisor and I have a clear understanding of my current academic progress and my future academic needs.
7. My advisor is knowledgeable regarding Lander University policies.
8. My advisor has served as an effective resource for me when needed.
9. I feel welcome in my advisor's office.

Advising Period	Question									Overall
	1	2	3	4	5	6	7	8	9	
spring 2004	1.18	1.33	1.35	1.30	1.35	1.33	1.36	1.38	1.23	1.31
spring 2005	1.18	1.41	1.47	1.29	1.35	1.35	1.47	1.29	1.24	1.34
spring 2006	1.21	1.34	1.44	1.23	1.50	1.36	1.20	1.39	1.14	1.32
Total	1.19	1.36	1.42	1.28	1.40	1.35	1.34	1.35	1.20	1.32

III. OUTCOMES OF ENGLISH ASSESSMENT:

Although the scores on the Diagnostic Test for English Majors demonstrated improvement in student performance (i.e., Seniors scored higher than Freshmen), the English faculty were concerned about the low scores of the senior cohort and the restricted range of scores in all groups. Therefore, in spring 2006 the English Assessment Committee reviewed the test, found that the questions were written at a level beyond the outcomes expected for the English program, and revised the instrument to align it with the goals and expected outcomes of the program. This revised test was piloted on a group of eleven seniors in spring 2006, with better overall average scores and a broader distribution of scores (average raw score = 38.2 or 76.4%). This new instrument will be used to assess incoming freshmen and seniors beginning in academic year 2006-2007.

The Portfolio or Writing assessment demonstrates that the English program is currently very successful at meeting its identified goals for writing skills and that the overall average scores have shown a definite rise since 2002. These data suggest that recent alterations to the program—especially the addition of English 200, Introduction to Literary Studies—has helped our students to become better analytic-interpretative thinkers and writers. Therefore, no changes are planned in this area.

The range of scores on the Student Exit Interviews has remained steady. Based on these rating and student commentary from this instrument, the English faculty has taken the following actions:

- refined English 200, Introduction to Literary Studies
- tried to maintain diversity in upper level course offerings
- offered more upper-level writing and literature courses in regular semesters
- offered several upper-level writing and literature courses in summer school.

In pre-2002 Exit Interviews and in the self-analytical essays in their portfolios, students repeatedly expressed disappointment in the variety of upper-level English courses. Since 2002, students have praised the greater number and variety of these courses. We count this change as positively received by students and an improvement to our program.

The averages on the College of Arts and Humanities Advising Survey show that English majors rate their advisors very highly. Results indicate that the average response is consistently “strongly agree” or “agree” that advisors are meeting the advising goals of the program. No changes are required in this area.

In the April 2002 Assessment Report, Dr. Warren Westcott, Chairman, stated:

“The faculty feel that a knowledge of the grammatical structure of language is still a very useful thing for English majors to possess. The Assessment Committee therefore recommends that steps be taken in response to student requests to increase attention to this instruction in appropriate places in the English curriculum.”

Since that time, an increasing number of English majors have expressed in their portfolios and Exit Interviews a need for more grammar and introductory linguistics instruction at the 300- or 400-level. Therefore, in addition to the data and program changes reported above, the 2005-2006 Assessment Committee strongly recommended that the English program continue offering more and more diverse upper-level English courses, stress grammar in our teaching and grading standards, and generate a 300-level grammar and introductory linguistics course.

A related change is the refinement of the Applied Emphasis English Major in spring 2006. The English Writing Committee extensively revised curriculum requirements for this program and renamed it the “Professional Writing” Emphasis English Major. These changes were approved by CHE.

Interim Program Assessment Summary for Environmental Science

I. Program Goals

The goal of the Environmental Science program is to train environmental scientists and to produce graduates who are prepared for post-baccalaureate pursuits including graduate or professional schools and employment in the discipline. Program graduates will:

1. possess an understanding of a broad spectrum of the accumulated knowledge and methodology in the discipline.
2. be able to enter and compete in graduate or professional school programs, or be able to secure employment in the discipline.
3. possess an understanding of the vocabulary of the discipline and be able to communicate concepts through the proper use of this vocabulary.

II. Means of Assessment

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Professional Knowledge Exam	1, 3	Annually	Annually
Departmental Alumni Survey	1-3	Every 4 years	Every 4 years
Oral Presentation	3	Annually	Annually
Evaluation of Curriculum	1, 3	Annually	Annually

Professional Knowledge Exam: This is a multiple choice exam given annually to incoming freshmen and graduating seniors. It covers the subject matter of courses taught in the program. Its purpose is to determine whether students in the program have developed sufficient knowledge of concepts and terminology in ES to function in a professional career in the field or to pursue advanced education and/or training in the discipline.

Departmental Alumni Survey: This survey is provided to all alumni of the ES program every four years. The Departmental Alumni Survey provides ES alumni perceptions of the levels of satisfaction with the program, professional preparation at the undergraduate level, information on current employment, information on acceptances to graduate school, and graduate degrees. The Departmental Alumni Survey consists of multiple-choice questions, short answer questions, and a comment section where safety concerns and other issues can be expressed. Responses to the multiple-choice questions are rated using a five point scale (1 = strongly agree and 5 = strongly disagree). The survey was most recently sent to the 18 alumni of the program in fall 2005 and 7 (39%) were completed and returned.

Oral Presentation: Each graduating senior is required to give an oral presentation prior to graduating. This presentation provides a means of demonstrating a student's ability to communicate ideas in the discipline to peers and faculty members.

Evaluation of Curriculum: Curriculum evaluation is part of the process of continuous improvement for the ES program, and proceeds throughout the year. Participants in this process are the Dean of the College of Science and Mathematics, the Chair of the Department of Physical Sciences, the Chair of the Department of Biology, the Coordinator of the ES Program, and the members of the ES discipline steering committee. Discipline meetings and other communications provide the vehicle for this process. Also, each course is evaluated and modified to ensure its currency and relevance.

III. OUTCOMES OF ENVIRONMENTAL SCIENCE ASSESSMENT:

Goal 1. Possess an understanding of a broad spectrum of the accumulated knowledge and methodology in the discipline:

Professional Knowledge Exam: The following table summarizes the results for the Professional Knowledge Exam for the four previous years.

Academic Year of Exam	Entry Freshmen Mean	Exit Senior Mean
2002-2003	22.5% (N=4)	51.4% (N=7)
2003-2004	23.7% (N=6)	55.6% (N=5)

2004-2005	15.5% (N=4)	51.3% (N=3)
2005-2006	22% (N=3)	53.7% (N=6)
Total	21%	53%

As can be seen, graduating seniors scored an average of 53% as compared to the entering freshmen average of 21%. This is an approximate doubling of the score for students over the course of the program, demonstrating that the students gain significantly in discipline-related knowledge. This result is consistent with that indicated in the previous program assessment report (2003), which found a similar doubling of scores between program entry and exit.

No major changes to the Professional Knowledge Exam have been made over the last 4-year period. It is expected that a few questions will be added, deleted or modified over the next period to reflect recent curriculum changes.

Departmental Alumni Survey: This survey assesses alumni perspectives on the degree to which the ES program met this goal. The responses to the relevant questions on the survey were as follows:

1. The number of required courses was appropriate for the major.
(29% strongly agree, 71% agree)
2. The content of the required courses was appropriate for the major.
(14% strongly agree, 86% agree)
3. Time spent in the laboratory was a worthwhile educational experience.
(86% strongly agree, 14% agree)
4. The science faculty were well qualified to teach.
(86% strongly agree, 14% agree)
5. The science faculty were enthusiastic about teaching.
(71% strongly agree, 29% agree)
6. The Department of Physical Sciences provided a positive environment for learning.
(71% strongly agree, 29% agree)
7. The laboratory equipment and instrumentation used in the courses were adequate and up-to-date.
(57% strongly agree, 29% agree, 14% neither agree nor disagree)

With a single exception, all responses to questions relevant to the first goal in the Departmental Alumni Survey were positive and indicate this program goal is being met. In the exception, the responses were either positive or neutral. There were no responses of “**disagree**” or “**strongly disagree**” for any of the questions.

Senior Exit Interview: Although not currently a specific part of the written assessment plan, the Senior Exit Interview (really a written survey) provided feedback on questions similar to those in the Departmental Alumni Survey. Each question is answered using a 4-point scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The table below summarizes the relevant data for program graduates over the most recent 4-year period ending in spring 2006

Question	Average
The required courses were beneficial.	3.50
The number of electives available was good.	2.45
The Environmental Science program has good up-to-date equipment.	3.29
My time spent in lab was worthwhile.	3.71
The faculty are well qualified to teach in this program,	3.93
The faculty were enthusiastic about teaching.	3.83
The courses I took adequately covered current events in environmental science.	3.43
A positive environment for learning exists within the environmental science program.	3.71
My general education courses have helped me acquire adequate math, reading, writing, and life skills.	3.00
I have an understanding of the vocabulary of ES and can communicate using that vocabulary.	3.36

I have an understanding of a broad spectrum of the accumulated knowledge and methodology of ES	3.50
Overall	3.43

As with the Alumni Survey, this assessment demonstrates that exiting students perceive that this program goal is being met.

Evaluation of Curriculum: Goal 1 is also addressed by the ongoing process of curriculum evaluation. This process is conducted in discussions during discipline meetings and also with the Chair of the Department of Physical Sciences and the Dean of the College of Science and Mathematics. Changes in the program are made, as needed or as are found to be beneficial. One recent change, for example, is to decrease the frequency of offering of four courses (ES 301, ES 302, ES 310, GEOL 405) to every other year, rather than every year, based on the relatively low enrollment numbers for the courses. After careful review of the four year schedule for students, it was decided that such a change would not reduce the opportunity for current or future students to graduate within four years. Also, over the long run, this should allow current ES faculty to add courses, especially electives, to the program or to add laboratory sections to courses that could benefit from such an addition, for example, ES 310 or GEOL 405.

Each faculty member teaching a course within the ES curriculum also reviews and updates the content and presentation of each course, to ensure currency and relevance. Undergraduate research on environmental topics has been generally pursued in the Chemistry or Biology disciplines. Beginning with the 2006-2007 academic year, this opportunity will be offered within the ES discipline itself, while environmental science-related research will also continue to be offered by the other two disciplines.

Goal 2. Be able to enter and compete in graduate or professional school programs, or be able to secure employment in the discipline:

Departmental Alumni Survey: This goal is evaluated primarily by the results of the Departmental Alumni Survey. Data from the fall 2005 survey indicated that all respondents are currently employed (6) or full time students (1). Four of the six employed respondents indicated on the survey that their employment is related to their degree. One of the respondents possesses an advanced degree (M.S., Environmental Science). Two of the respondents are employed by DHEC (SC Department of Health and Environmental Control), while the other employed respondents are working in the private sector.

An informal assessment of the current class of six graduating seniors indicates that two have employment in ES related positions in the public sector (USEPA and the SC Park Department), one has been accepted to two graduate programs in the discipline (Clemson and USC), and three students from a German University with which the ES program at Lander has a cooperative agreement, will complete their studies in Germany.

These data account for 13 of the 24 students who have graduated from this young ES program. The record based on the Departmental Alumni Survey and the status of the current graduating class supports a conclusion that the second goal is being met by the program, and that South Carolina is reaping the benefits of the program in that all of the employed students are employed in the private and public sectors within the state.

Senior Exit Interview: Although not a part of the written Program Assessment Plan, the Senior Exit Interview also provided information relevant to this goal. The table below summarizes the relevant data for program graduates over the most recent 4-year period ending in spring 2006.

Question	Average
I feel well prepared for my chosen career path.	3.23
The faculty provided me with career guidance and information.	3.29
I plan to continue my interest and involvement in environmental endeavors after graduation.	3.57
My training in environmental science has prepared me for employment or graduate school in the field.	3.5
Overall	3.40

These results generally agree with the conclusion that the ES Program adequately prepares students for careers/employment or graduate programs in the discipline. In addition, a few comments from the most recent Senior Exit Interview further support this conclusion:

"I feel that the ES program really prepares the students for a career in the environment, more than most majors prepare their students in their field."

"I think the ES program is an excellent program. I feel prepared to venture into the world. If I could do it all over again I definitely would."

Evaluation of Curriculum: Curriculum evaluation with respect to Goal 2 is an ongoing process. Here, the objectives are to determine the degree to which certain courses meet the needs of prospective employers and to what degree they assist students in finding and competing for jobs in the discipline or acceptance into graduate programs. For example, in GEOL 405 (Hydrogeology) and ES 310 (Environmental Geology), some lecture material and class discussion is devoted to careers in those subjects.

The major opportunity to address this goal in the ES curriculum is provided by the senior capstone seminar (ES 499). In this course, students prepare resumes and cover letters, research careers and job opportunities, conduct mock interviews, and make oral presentations on specific career paths or jobs. All of these features were added to ES 499 in the most recent 4-year period. The course is flexible, such that topics related to application to graduate school could be added, based on student interest and future plans.

Another significant opportunity to address this goal within the ES curriculum is the professional internship. Students frequently take discipline-related internships without seeking academic credit, for example, working for the SC DHEC or USDA (United States Department of Agriculture) during the summer months. Internships for academic credit are offered, and the first one in the ES discipline was completed in 2005. Opportunities sometimes arise for students to continue their employment with their internship organizations following graduation. The professional internship, whether taken for credit or otherwise, is a good opportunity for the students to enhance their competitiveness in the discipline.

Goal 3. Possess an understanding of the vocabulary of the discipline and be able to communicate concepts through the proper use of this vocabulary:

Written and oral communication skills within the discipline are developed and evaluated in several ways. Oral presentations are required in the ES capstone seminar course (ES 499). These are evaluated by the instructor and also by the other students in the course. Organization, projection, standard English usage, vocal projection and clarity are evaluated for each student presentation on a scale of 1 (does not meet requirements) to 5 (greatly exceeds requirements). This evaluation method is also used for the oral presentations required in ES 301. The majority of students evaluated by both the instructor and their peers in the most recent three years have generally scored 3 or higher on each of the categories, indicating that communications objectives for the program are largely being met.

Evaluation of Curriculum: In addition to the formal evaluation of this goal in the courses mentioned above, several courses in the ES curriculum have requirements for oral presentations and/or significant written assignments. Semester term papers are required in GEOL 111 (Physical Geology), GEOL 405 (Hydrogeology), ES 301 (Introduction to ES 1), ES 302 (Intro. to ES 2) (team project) and BIOL 421 (Microbiology). Formal laboratory reports are required in BIOL 111 (Principles of Biology), CHEM 330 (Analytical Chemistry), CHEM 331 (Chemical Instrumentation), and ES 420 (Environmental Chemistry). Oral presentations are also required in BIOL 111, ES 301, ES 302, CHEM 420, and CHEM 381 (Technology, The Environment and You, an elective taken by most ES students). Oral presentations, including poster presentations, are required of students performing research for credit, whether in Chemistry, Biology, or, beginning in fall 2006, Environmental Science.

Internships in ES are encouraged, whether taken for academic credit or otherwise. Students taking an internship for academic credit (ES 490, Internship in Environmental Science) are required to prepare a journal, submit a summary paper and make an oral presentation.

Professional Knowledge Exam: The results of the Professional Knowledge Exam, as indicated in the discussion for Goal 1, are also relevant to Goal 3. The multiple choice questions in the exam are written using the specialized vocabulary of the discipline, and, as previously discussed, graduating seniors, on average, double their scores relative to entering freshmen.

Senior Exit Interview: In the Senior Exit Interview, students were requested to respond to the statement, "I have an understanding of the vocabulary of ES and can communicate using that vocabulary." Based on this self assessment, the

average over the previous 4-year period (N=14 students) was 3.36, a favorable response. In other terms, 93% of respondents strongly agreed (34%) or agreed (50%) with this statement, while 7% disagreed.

Assessment results consistently indicate the program goals are being met for Environmental Science. With the exception of the minor tweaks to the program mentioned above, no additional changes to the program are indicated at this time.

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Interim Program Assessment Summary for Exercise Science

I. PROGRAM GOALS

Students graduating from Lander University with a degree in exercise science should be able to:

1. Identify and discuss major factors in the evolution of the field of exercise science from its early historical roots to its present position in exercise related careers.
2. Describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical) concepts and changes occurring in the human organism to physical activity, conditioning, and health-related fitness across the lifespan.
3. Describe and utilize a variety of methods, techniques, and procedures to assess the health related components of fitness and subsequently develop appropriate exercise prescriptions that address physical activity, conditioning, and health-related fitness in diverse populations.
4. Understand the scientific method of conducting research and possess the ability to utilize discipline-based research in order to analyze the validity of health-related consumer information.
5. Exhibit professional dispositions in the exercise-related community conducive to promoting healthy lifestyles.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
PEES - Professional Knowledge Inventory	1-4	Every semester	Annually
PEES 490 (Internship)	1-5	Every semester	Annually

The Professional Knowledge Inventory (PKI) assesses the student's general knowledge of the discipline in a 100 question format covering all coursework in the major core courses. It is expected that each student will demonstrate a sound understanding of the principles addressed in the five program goals. Although no minimum standard score has been established, students are expected to demonstrate some general level of mastery of exercise science concepts.

The PEES 490 Internship provides an avenue for the students to apply their knowledge-base in a supervised practical setting. Students are expected to demonstrate their knowledge of the discipline under the supervision of an experienced professional in the field. It is expected that supervisor evaluations of the students' performance will be satisfactory.

III. OUTCOMES OF EXERCISE SCIENCE ASSESSMENT:

The PKI administered to students majoring in Exercise Science assesses the student's general knowledge of the discipline in a 100 question format covering all coursework in the major core courses. Minimal passing is fifty percent. Since the academic year 2000-2001, the Exercise Science program has demonstrated a 100% passing rate during the following years: 2000-2001 (18 students); 2001-2002 (16 students); 2002-2003 (21 students); 2003-2004 (16 students); and, 2004-2005 (19 students).

The PEES 499 Internship provides an avenue to assess Exercise Students' ability to apply their knowledge in a supervised practical setting. Internships are separated into two semesters. Since the academic year 2000-2001, the Exercise Science program has demonstrated a 100% passing rate during the following years: 2000-2001 (18 students); 2001-2002 (16 students); 2002-2003 (21 students); 2003-2004 (16 students); and, 2004-2005 (19 students).

These data suggest the program is meeting its goals and no changes are planned.

Interim Program Assessment Summary for Sports Medicine/Athletic Training

I. PROGRAM GOALS

Students graduating from Lander University with a degree in sports medicine/athletic training should be able to:

1. Identify and discuss major factors in the evolution in the field of athletic training from its early historical roots to its present position in the American health care system.
2. Identify, develop, and utilize a variety of instructional methods and directed learning experiences that address the cognitive, psychomotor, and affective learning needs of the students.
3. Experience a broad variety of clinical learning experiences utilizing University and Greenwood area allied health resources.
4. Possess competencies and clinical proficiencies (as specified by NATA and CAAHEP) necessary to meet the challenging sports injury management need of our rapidly changing society.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
PEES – Professional Knowledge Inventory	1-2	Each semester	Annually
Athletic Training Courses--Formative & Cumulative Assessments	3-4	Each semester	Annually

The Professional Knowledge Inventory (PKI) assesses the student's general knowledge of the discipline in a 100 question format covering all coursework in the major core courses. It is expected that each student will demonstrate a sound understanding of the principles addressed in the eight program goals. The minimum pass rate was established as 50% which demonstrates a general level of mastery of exercise science concepts.

III. OUTCOMES OF ASSESSMENT:

2004-2006 Results: Six (6) Athletic Training Majors took the PKI from 2004-06 with a passing rate (50th-percentile or higher) of 100%.

Students are expected to successfully complete assessment manuals for each Athletic Training course completed. These assessments include both formative evaluations in a check-off format and cumulative assessments at the end of the semester, culminating in summative evaluations in each Athletic Training course.

2004-2006 Results: Six (6) Athletic Training Majors graduated from the program from 2004-06. Clinical manuals for these students are on file documenting their successful completion of required clinical skills and proficiencies, and the systematic formative and summative evaluation of those skills and proficiencies as required by the Joint Review Committee on Athletic Training and Commission for the Accreditation of Allied Health Education Programs. Approval by the Joint Review Committee indicates the program is meeting its goals and no changes are planned.

Interim Program Assessment Summary for History

I. PROGRAM GOALS

Students graduating from Lander University with a degree in history should:

1. know the basic historical chronologies of the United States and of Western Civilization;
2. possess detailed knowledge of selected areas of European, U.S., and World histories;
3. be able to read and critically evaluate primary and secondary historical sources;
4. be able to examine and evaluate conflicting interpretations of events and personalities;
5. be able to perform historical research in libraries, archives, and other appropriate repositories of historical records;
6. be able to write about historical questions and evidence in a clear, analytical, and organized manner, including the technical ability to document research and to construct a bibliography;
7. be able to discuss historical findings in clear and coherent oral presentations;
8. be able to understand and explain historical information drawn from other cultures, both within the United States and from other countries.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Senior Exit Questionnaire	1-8	Every semester	Annually
History Alumni Survey	1-8	Every 4 years	Every 4 years
History Achievement Exam	1-2	Every semester	Annually
Senior Thesis	1-8	Annually	Annually
Senior Exit Interview	1-8	Annually	Annually
Student Exit Course Checklist	1-2, 8	Every semester	Annually

No assessment records were maintained during a four and a half year period from the fall semester 1999 through the fall semester or 2003 when the history program was chaired by a person appointed from outside the Division of History and Political Science. Assessment and record maintenance were resumed in the spring semester of 2004 when the history program was placed in the Department of History and Philosophy and a chair was appointed from the history faculty.

Senior Exit Questionnaires: Senior students in the capstone course (HIST 432: THESIS) respond to twelve statements intended generally to assess student's perceptions of the effectiveness and quality of the program. Students respond using a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral or undecided, 4=agree, 5=strongly agree). The table below summarizes the spring and fall 2005 responses.

Question	Means	
	Spring 2005 n = 8	Fall 2005 n = 11
1. The history program provided a strong and balanced curriculum.	4.1	4.6
2. The history faculty, as a whole, was well prepared to instruct courses in the curriculum.	4.9	4.8
3. The history faculty, as a whole, was professional in the way it carried out its responsibilities.	4.6	4.5
4. As a history major, I felt a sense of community with the faculty and with other students.	4.1	4.3
5. There was sufficient opportunity for me to interact with other students and the faculty outside of class time.	4.0	4.3
6. The history program offered adequate and interesting extracurricular	3.3	2.8

activities for its students.		
7. The physical facilities in which the history program was housed were adequate for student interaction and learning.	3.9	4.5
8. When I had paperwork and administrative problems I received adequate help in solving them.	4.3	4.0
9. The knowledge I have acquired in my history courses has been substantive and of high quality.	4.3	4.3
10. The skills I acquired in my history courses will serve me well in my career and postgraduate endeavors.	4.1	4.3
11. I received adequate advice and counseling regarding my plans for after graduation.	3.8	4.4
12. My history major prepared me well for a career.	4.1	4.0

History Alumni Surveys: A survey of history alumni will be conducted in the spring semester of 2006. A portion of the questionnaire will be constructed in a manner that will allow the participants directly to assess whether the history program met its eight objectives.

History Achievement Exams: A 100-question, content-based History Achievement Exam was administered in academic year 2003-2004 and again in fall 2005. In academic year 2004-2005 a 50-question content- and skills-based exam was administered. These exams were administered in the senior capstone/Thesis courses. The following table provides outcome data from these assessments.

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
No. students	10	14	10	8	11
Average score	65.4% (combined for fall and spring)		48.2%	46.25%	56.82%

Senior Theses: Since the fall semester of 2004 thesis papers written by senior history majors have been assessed specifically to determine achievement of the eight program goals. Each thesis paper was assessed by three members of the history faculty in a process that was separated from grading. The following scale was used to assess the achievement of each goal in each paper:

- 5 = highest achievement
- 4 = high achievement
- 3 = satisfactory achievement
- 2 = low achievement
- 1 = lowest achievement

The following table provides average ratings of the achievement of each goal in each cohort since fall 2004:

Goal	Fall 2004	Spring 2005	Fall 2005	Overall Average
1	3.67	2.56	3.14	3.12
2	3.42	2.67	2.98	3.02
3	3.13	2.54	3.05	2.91
4	3.04	2.42	3.08	2.85
5	3.44	2.63	3.24	3.10
6	3.23	2.00	2.74	2.66
7	3.29	2.42	2.92	2.88
8	3.67	2.50	3.13	3.10

Senior Exit Interviews: Following administration of the exit questionnaire (conducted in confidentiality) in the capstone/Thesis course a follow-up discussion is conducted by the department chair. The students are asked to identify strengths and weaknesses of the program and to propose suggestions for improving the program. The group interview is unstructured. The chair shares salient points made by the students with the history faculty.

Student Exit Course Checklist: Discontinued.

III. OUTCOMES OF HISTORY ASSESSMENT:

The history program is in a state of transition. There is currently a single core course in the history curriculum, all other courses in the major being history electives. The absence of a more extensive core makes assessment difficult since students in the major share only a limited knowledge base at graduation. Furthermore, all of the elective courses are content-based so that skill-based goals are not addressed directly until students take the senior core course requiring the writing of a thesis paper. Based on the weaknesses reflected in the History Achievement Exam scores and Senior Theses assessments, three new core courses will be introduced in the 2006-2007 academic year. History majors will take the new core courses, emphasizing both content and skills, during their sophomore and junior years. Consequently, the impact of the new core curriculum will be assessable only in academic years 2007-2008 and 2008-2009 when next year's entering cohort will take the new courses.

The History Achievement Exam currently used for assessment measures only knowledge. A revised exam, administered in the academic year 2004-2005, attempted to measure achievement of both knowledge-based and skill-based goals, but with limited results. It was discontinued. In academic year 2007-2008, when the first cohort of history majors begins to enroll in the new core courses, the achievement exam will require revision to reflect the curriculum changes. Development of an entirely new achievement examination may be necessary.

Finally, the Senior Exit Questionnaire given to students in the capstone/Thesis course does not correspond to the eight program goals. In academic year 2006-2007 the questionnaire will be revised to permit students specifically to reflect on the degree to which they have achieved the goals of the program.

Interim Assessment Summary for Political Science

I. Program Goals

All students graduating from Lander University with a degree in political science

1. will attain a factual understanding in most of the generally-recognized areas of the discipline;
2. will be equipped with skills of political analysis;
3. will both receive the broad training and develop the general competence in the discipline required to equip them for successful careers in professions such as governmental service, politics and campaigning, legal practice, journalism, business, the ministry, military service, law enforcement, teaching, public relations, and service in public, quasi public, and private agencies;
4. will acquire skills and knowledge to enable them to be effective citizens;
5. will exhibit their capacity to read quickly and retentively, to express their ideas in writing in a concise and lucid manner, and to speak with precision and cogency.

In addition, all students graduating from Lander University with a B.S degree in political science will be equipped to undertake post-graduate professional study in political science, public administration, or related areas of study, and thus

6. will be acquainted with those skills of analysis (e.g., statistical techniques, computer-aided analysis, sampling) necessary to conduct research and solve problems involved in the study of politics.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Senior Exit Interview	1-4, 6	Every semester	Annually
Student Exit Questionnaire	1-4, 6	Every semester	Annually
Lander University Alumni Survey	3	Biennially	Biennially
Disciplinary Alumni Survey	3, 4, 6	Every 4 years	Every 4 years
Exit Exam	1, 4, 6	Every semester	Annually
Capstone Research Paper/Project	2, 5	Annually	Annually
Student Exit Course Checklist	1, 6	Every semester	Annually

Student Exit Questionnaire: This questionnaire has not been administered in the last several years.

Alumni Survey: This survey has not been administered since reorganization of the department in 2003.

Exit Exams: Due to faculty and Chair turnover, this exam has not been administered since reorganization in 2003.

Capstone Research Papers/Projects: POLS 421 is the capstone course for the major. All graduating seniors must complete the course which includes successful completion of a major paper or project. All students have achieved an acceptable level of performance over the last three years.

Student Exit Course Checklist: This checklist is required for all students who complete a graduation approval. A review of the checklists suggested that the core curriculum was difficult from a course sequencing perspective. As a result, the core curriculum was revised during the 2004-2005 academic year and will be in effect for all new students entering in 2005-2006.

III. OUTCOMES OF POLITICAL SCIENCE ASSESSMENT:

Since last reporting for this major, Lander University has been administratively reorganized and the Political Science program has been taken out of the Division of History/Political Science and placed in the Department of Political and Social Sciences. During the last three years, three different administrators have served as head of the unit administering the Political Science program. As a result, the assessment program has been neglected and is now at the top of the agenda for the 2006-2007 academic year.

Alumni feedback has provided the impetus to make major changes in the core curriculum for the major and the revisions to goals and assessment methods will be much clearer moving forward. The faculty reviewed the program goals during 2005-2006 academic year and will be developing a revised assessment plan in the fall 2006 semester.

The current assessment clearly shows that due to the changes in leadership and administrative organization changes over the last three years, and changes in the core curriculum, major revisions to the assessment plan for the political science program will be required. A committee of faculty members is currently working on revising program goals and a new Chair of the Department has been appointed for 2006-2007. A main focus for the 2006-2007 year will be to revise and implement an effective assessment plan for the political science program.

Interim Assessment Summary for Sociology

I. PROGRAM GOALS

Students graduating from Lander University with a Degree in sociology should:

1. Be able to design, implement, and interpret sociological research.
2. Be able to apply sociological theory to the analysis and understanding of particular social phenomena.
3. Be able to organize, analyze, and communicate both orally and in writing the central issues in the discipline.
4. Acquire an understanding of the historical and cultural underpinnings of social phenomena that constitutes the human experience.
5. Be able to apply the principles of sociological theory and research acquired in the classroom to situations in a professional setting.
6. Promote and create an interest in the pursuit of sociology both as an area of study and as a profession.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Assessment Inventory of Sociology Concepts	1,2,4	Annually	Annually
Lander University Alumni Survey	5,6	Biennially	Biennially
Discipline Alumni Survey	5,6	Triennially	Triennially
Chair's Exit Interview of Graduating Seniors with Faculty Review	1-6	Annually	Annually
Portfolio	1-6	Annually	Annually

Assessment Inventory of Sociology Concepts: Apparently, the development of this assessment instrument was assigned to a junior faculty member who did not complete the task in a timely manner and then was subsequently denied tenure and left the university. No one took over the responsibility for developing and administering this instrument and no data is available.

Alumni Survey: This survey has not been completed since reorganization of the department in 2003

Senior Exit Interviews: These interviews have followed a strict format with an idea of generating specific data. Information obtained from this feedback has provided the basis for some reorganization of the program.

- The core curriculum was reorganized to spread more equally over four years rather than being bunched into the last two years.
- Theory classes were removed from the on-line method of delivery.
- Prerequisites were clarified and linked directly to needed competencies.

Portfolio: The portfolios have been only partially completed with an overview of the internship experience. Feedback from the internships indicates that the students are capable of implementing their experiences into field applications. All students must qualify to enter the internship and those who have entered the program have been successful in completing the requirements.

III. OUTCOMES OF SOCIOLOGY ASSESSMENT:

Since last reporting for this major, Lander University has been administratively reorganized and the Sociology program has been taken out of the Division of Behavioral Sciences and placed in the Department of Political and Social Sciences. During the last three years, three different administrators have served as head of the unit administering the Sociology program. As a result, the assessment program has been neglected and is now at the top of the agenda for the 2006-2007 academic year.

Alumni feedback has provided the impetus to make major changes in the core curriculum for the major and the revisions to goals and assessment methods will be much clearer moving forward. The faculty reviewed the program goals during 2005-2006 academic year and will be developing a revised assessment plan in the fall semester.

The current assessment clearly shows that due to the changes in leadership and administrative organization changes over the last three years, and changes in the core curriculum, major revisions to the assessment plan for the sociology program will be required. A new Chair of the Department has been appointed for 2006-2007. A main focus for the 2006-2007 year will be to revise and implement an effective assessment plan for the sociology program.

Interim Program Assessment Summary for Psychology

I. PROGRAM GOALS

Students graduating from Lander University with a degree in psychology should have:

1. The ability to comprehend complex written material concerning psychological issues.
2. The ability to think logically, critically, and objectively.
3. A general knowledge of the theories, issues, and findings in the areas of human development, experimental methodology, experimental psychology, and clinical/counseling psychology.
4. The ability to write technical reports in APA style.
5. Knowledge of basic methods of statistical analysis.
6. Knowledge of ethical issues pertaining to psychology.

II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
Achievement Test in Psychology	1,2,3,5	all entering freshman; all graduating seniors	Annually
Lander University Alumni Survey	2,6	Biennially	Biennially
Chair's Exit Interview of Graduating Seniors with Faculty Review	2,6	Annually	Annually
Psychology Methodology and Ethics Test	1,2,4,5,6,	Annually	Annually

Achievement Test in Psychology: This instrument was devised by the psychology faculty in 1998 and consists of 100 multiple-choice items drawn from five content areas: general psychology, development, personality, methodology, and statistics. The test has been administered every semester since its creation to seniors in the capstone course and was last reported on in the 2002 Institutional Effectiveness Report. Beginning in fall 2004, it was also administered each fall to entering freshmen psychology majors during Freshmen Academic Orientation Week. It was created to provide summative data about the effectiveness of the psychology curriculum goals 1, 2, 3, and 5.

Unfortunately, the individual charged with administering and recording data for these assessments since 2002 recently realized he had lost all records of past administrations. The only recoverable data to report are from 11 students from the fall 2004 capstone course. The scores ranged from 50% to 80% with an average score of 66%.

In academic year 2005-2006, in order to more accurately reflect the content covered in the psychology core curriculum, goal 3 was slightly revised by the faculty by replacing the word personality with the words experimental psychology, and clinical/counseling psychology. However, the current Achievement Test has not been revised so it does not currently fully and accurately assess goal 3.

Lander University Alumni Survey: This assessment does not provide data specific to the psychology program and will be deleted from future assessment reports unless the instrument is revised to provide useful information for the psychology program.

Chair's Exit Interview of Graduating Seniors with Faculty Review: At some point in the distant past, this assessment involved a one-on-one interview between the chairman and each student, hence the word Interview in the title. However, this assessment is now conducted in the form of a written survey administered by the chairman each semester in the senior seminar course (PSYC 407). The survey consists of the nine questions shown in the table below as well as 5 open-ended questions. Questions 1-8 are answered using a 5-point scale (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1 =Strongly Disagree) and question 9 is answer using a 4-point scale (1=Excellent, 2=Good, 3=Fair, 4=Poor). Data are available for all semesters since the current individual assumed his role as chairman of the department (Spring 2004). The following table summarizes the student responses.

Questions	Anticipated Graduation Date					Overall
	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	

	n=11	n=10	n=6	n=13	n=2	n=42
1. As a psychology major, I have the ability to comprehend complex written material concerning psychological issues.	4.45	4.30	4.50	4.54	4.50	4.45
2. As a psychology major, I have the ability to think logically, critically, and objectively.	4.91	4.70	4.50	4.69	4.00	4.69
3. As a psychology major, I have a general knowledge of the theories, issues and findings in the area of human development.	4.45	4.60	5.00	4.31	4.00	4.50
4. As a psychology major, I have a general knowledge of the theories, issues and findings in the area of experimental methodology.	4.27	4.60	5.00	4.23	4.00	4.43
5. As a psychology major, I have a general knowledge of the theories, issues and findings in the area of personality.	4.45	4.30	4.83	4.00	3.50	4.29
6. As a psychology major, I have the ability to write technical reports in APA style.	4.55	4.50	4.83	4.38	4.50	4.52
7. As a psychology major, I have knowledge of basic methods of statistical analysis.	4.45	4.50	4.67	4.15	4.00	4.38
8. As a psychology major, I have knowledge of ethical issues pertaining to psychology.	4.82	4.90	5.00	4.54	5.00	4.79
9. How do you rate the education you received in the Psychology program at Lander?	1.18	1.60	1.33	1.54	2.00	1.45

These data demonstrate that our senior students consistently “agree” or “strongly agree” that the psychology program is achieving its identified goals and that the quality of the education they received in the psychology program is “good” to “excellent.” These data are shared with the psychology faculty each semester as the data are collected. Because the data are consistently positive, no changes to the program have been suggested in light of these data.

Psychological Methodology and Ethics Test: The same individual who was responsible for maintaining Achievement Test data was also charged with developing this instrument to provide additional assessment data for goals 1, 2, 5, and 6, and to serve as the sole data relevant to goal 4. The test was to be an essay exam assessing students’ ability to think critically, to understand research methodology, and to demonstrate their knowledge of APA writing style and ethical issues. Unfortunately, this test was never developed.

III. OUTCOMES OF PSYCHOLOGY ASSESSMENT:

In light of the data summarized above, several changes have been or will be made to improve both our psychology program and the assessment of our program in academic year 2006-2007. These changes are summarized below:

1. The individual who was charged with maintaining the Psychology assessment program was removed from that duty in spring 2006 and a new faculty member will assume that duty in fall 2006. The new faculty member will become Chairman of the Psychology Assessment Committee and will convene the committee (to be comprised of all faculty in psychology) periodically to assist in the ongoing functioning of the assessment program.
2. The Achievement Test in Psychology is currently under revision. Once revised:
 - a. it will reflect the content changes in goal 3
 - b. it will include content relevant to goals 4 and 6. This will eliminate the need for a separate Psychology Methodology and Ethics Test and provide additional objective data for goal 6.
 - c. it will address all six program goals and provide subscores relevant to program goals 2-6; the overall score on this new test will provide an assessment of goal 1.
3. Although an informal Psychology Alumni Survey is available online for our graduates, it does not adequately assess alumni perceptions of our program goals. A new survey designed for this purpose and a schedule and methodology for administering it will be developed in academic year 2006-2007 by the Assessment Committee.

4. The Chair's Exit Interview will be revised to reflect the content changes in goal 3, answer choices for item nine will be reversed so that higher scores are associated with positive ratings, and the interview will be renamed Senior Seminar Survey to reflect current administration practices. Responsibility for administering this survey will be shifted from the Department Chairman (who until recently co-taught the Senior Seminar) to the Psychology Assessment Chairman.
5. Currently, the psychology program offers degrees at the University Center in Greenville (UCG) and no assessment data relevant to the psychology program is gathered in that venue. Therefore, the Psychology Assessment Committee will work to include the UCG in all subsequent program assessment activities.
6. The Program Assessment Plan for Psychology will be updated to reflect all these changes and will be posted to the assessment website.

Program Assessment Summary for General Education

I. PROGRAM GOALS

The general education curriculum provides a means of acquiring life skills, a common core of intellectual experiences, and a liberal arts foundation appropriate for all students. These experiences should allow students to successfully complete any undergraduate program of study and to be intellectually prepared for the challenges of modern life.

The General Education program is designed to enable students to

- A. Acquire skills in communicating clearly.
- B. Acquire quantitative reasoning skills.
- C. Acquire critical thinking skills.
- D. Acquire an understanding of scientific concepts.
- E. Acquire an understanding of social structures and processes.
- F. Acquire an understanding of aesthetic works.
- G. Explore another culture.
- H. Acquire an understanding of health.

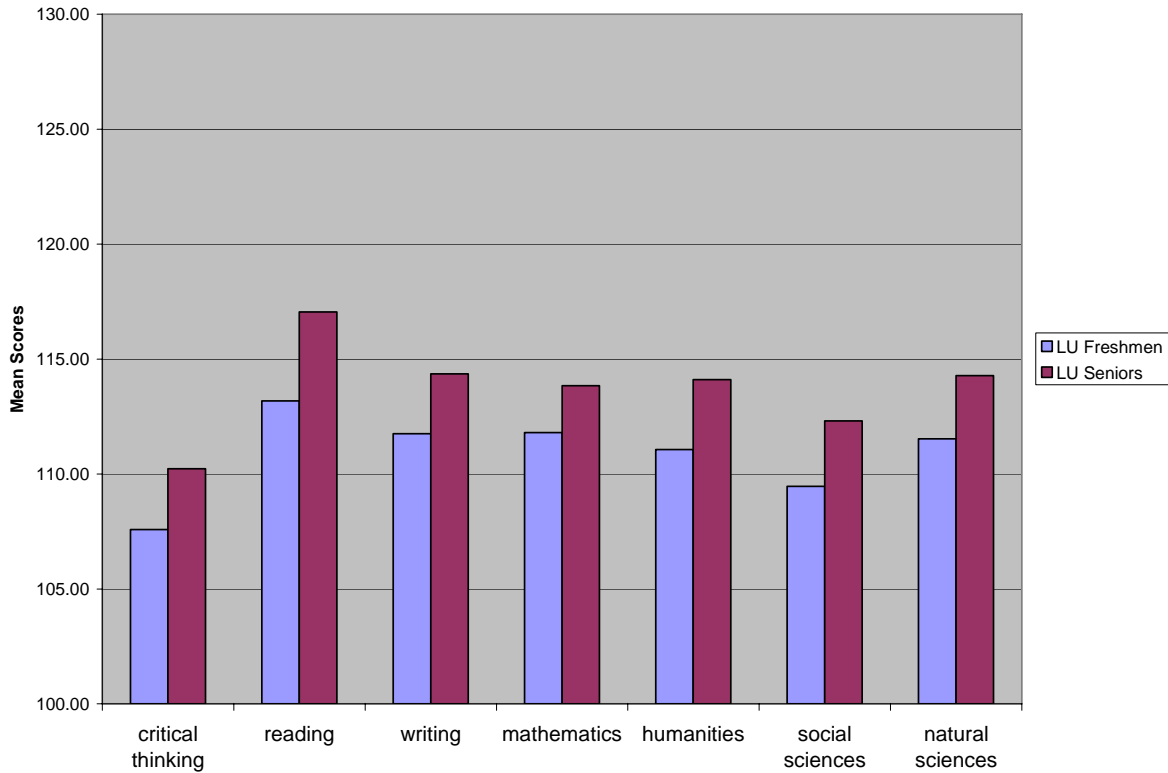
II. MEANS OF ASSESSMENT:

Assessment	Goals Assessed	Frequency of Administration	Frequency of Evaluation
ETS Academic Profile (AP)	A, B, C, D, E	every semester	biennially
Student Survey of General Education Goals	A – H	every semester	biennially
Student Evaluation of General Education Outcomes	F, G, H	every semester	biennially
Review of FALS Events Attended	F	biennially	biennially
Review of Study Abroad Participation	G	annually	biennially
CHE Mandated Alumni Survey	A – H	biennially	biennially
Lander Alumni Survey	A – H	every fall	biennially

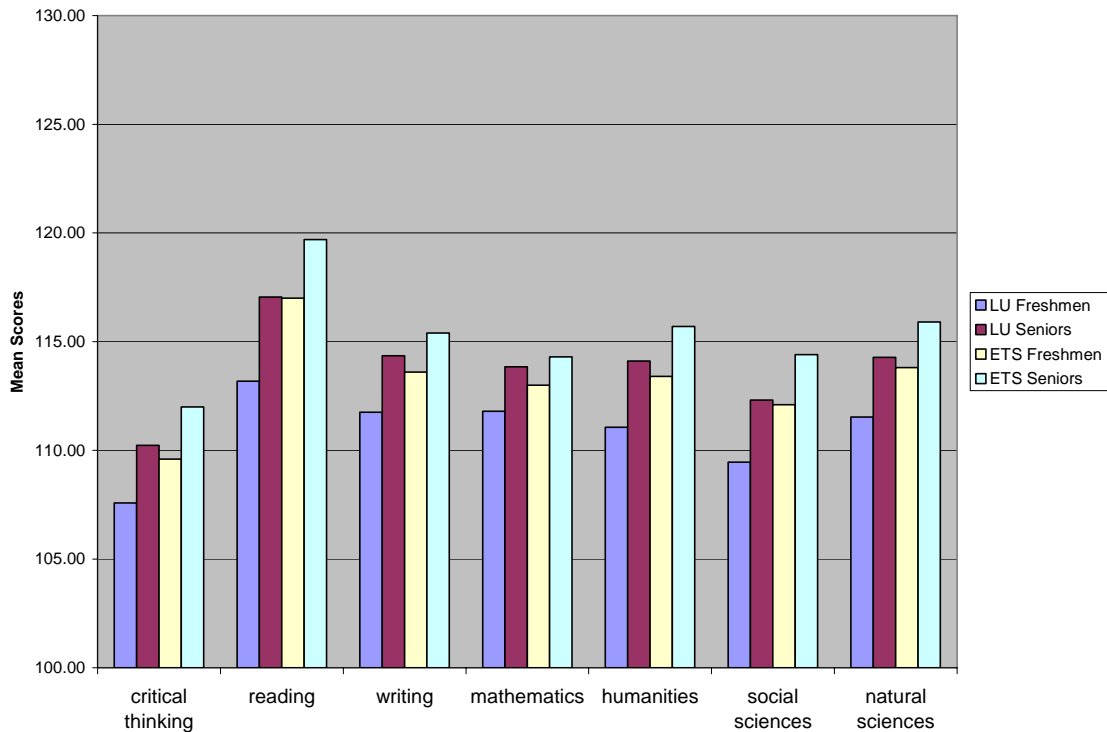
ETS Academic Profile (AP): Lander University began administering the AP in August 2004 to provide benchmarks for its new general education goals, and, ultimately, longitudinal data relevant to goals A-E. The goal has been to administer the AP to all students attending Freshmen Academic Orientation week in August 2004 and 2005 and to all students in senior capstone courses in fall and spring 2004-2005 and 2005-2006. These particular samples provide pre- (entering Freshmen) and post-test (Seniors) data concerning the impact of specific areas of the General Education curriculum. The AP provides a total score based on answers to all questions (400-500 points), four skill subscores (Critical Thinking, College-level Reading, College-level Writing, and Mathematics, 100-130 points), and context-based subscores of reading and critical thinking within three academic contexts (Humanities, Social Sciences, and Natural Sciences). Each of these subscores provide nationally standardized and normed, summative data concerning each of Lander's identified General Education Goals. The following table illustrates how these AP scores map to goals A-E:

General Education Goal	Academic Profile Subscore
A	College-level Reading/Writing and Humanities
B	Mathematics
C	Critical Thinking
D	Social Sciences and Natural Sciences
E	Social Sciences

As can be seen in the table below, Lander Seniors score consistently better than Entering Freshmen on all areas of the AP (all differences significant, $p < .01$). These data suggest the General Education program supports Goals A-E.



However, when compared to the ETS-supplied institutional statistics, Lander's institutional performance was consistently below that of our comparison group (i.e., Master's (Comprehensive) Colleges and Universities I and II) as see in the table below.



Student Survey of General Education and Course Goal Alignment: In fall 2005, the faculty was asked to identify primary and secondary goals for all general education courses offered at Lander. This survey was developed to provide a simple assessment of students' perceptions of how often each general education goal is addressed in each general education course. The survey was first administered in fall 2005 and is administered each semester in every general education course.

Students' perceptions of the goals covered in each general education course were compared to the goals identified by faculty for each general education course, thereby providing information about course goal alignment to actual course activities as perceived by students. As can be seen in the following table, student perceptions of the general education goals covered in each general education course matched those identified by the faculty in 44% to 64% of the courses offered. There were no courses in which student and faculty perceptions didn't match when faculty identified a secondary course goal. These data provide evidence that students perceive their general education courses are addressing the goals the faculty have identified for the courses offered. However, these data are also inconclusive in this regard for 19% to 24% of courses since faculty had not identified a secondary goal for those courses. Upon investigation, it was determined that most departments in the College of Arts and Humanities had not understood they were to identify secondary goals for their courses in fall 2005.

	Fall 2005		Spring 2006	
	Total	% of Total	Total	% of Total
Student 1st Goal Choice Matches Faculty Primary Course Goal	25	37%	34	51%
Student 1st Goal Choice Matches Faculty Secondary Course Goal	5	7%	6	9%
Student 2nd Goal Choice Matches Faculty Primary Course Goal	0	0%	3	4%
Subtotal Match	30	44%	43	64%
Student 1st or 2nd Goal Choice DON'T match either Faculty Primary or Secondary Course Goals	0	0%	0	0%
Student 1st Goal Choice and Faculty Primary Course Goal DON'T match, No Faculty Secondary Goal Choice Identified	13	19%	16	24%
Courses Collected No Data	24	35%	7	10%
No Faculty Primary or Secondary Course Goals Identified	1	1%	1	1%
Subtotal Other or No Match	38	56%	24	36%
General Education Courses Offered	68		67	

Student Evaluation of General Education Outcomes: This survey was developed to provide an assessment of goals F-H since these goals are not assessed by the AP and no other suitable nationally standardized assessment for these goals has been found. The 19-question survey was developed by an ad hoc committee on general education assessment and was first administered in 10 capstone courses in spring 2006 (168 students) and will be administered each semester in all senior capstone courses. A parallel instrument was developed to administer to incoming freshmen and data will be collected beginning with the fall 2006 cohort of freshmen. The 19 questions and average scores for the spring 2006 courses are provided in the table below. In addition, three composite scores (were computed by taking the average score of the individual questions dealing with each goal area. Students used a 5-point scale (1 = strongly disagree, 2 = disagree, 3 = neither disagree or agree, 4 = agree, 5 = strongly agree) to indicate their responses. All responses indicate moderate agreement that the general education curriculum is improving students' self-reported changes in knowledge, attitudes, and behaviors associated with goals F-H (i.e., all but two averages are above 3.5).

Average	Question #	Question
3.53	1	I am more likely to attend musical, theatrical, dance, or artistic events.
3.49	2	I am more likely to support fine arts organizations.
3.66	3	I have a greater appreciation of the Arts.
3.90	4	I believe the Arts contribute to the quality of life.
3.79	5	I believe a college education is incomplete without experiences exposing students to cultural and artistic works.
4.02	6	I have a greater appreciation of different cultures.
3.33	7	I would feel more comfortable visiting a non-English speaking country.
3.63	8	I am more likely to visit a foreign country.
3.71	9	I would take a study abroad course if I were financially able to.
4.25	10	I believe interacting with people from different cultures contributes to the quality of life.
3.86	11	I believe a college education is incomplete without experiences exploring another culture.
3.85	12	My views and knowledge concerning physical health have improved.
3.85	13	I am more likely to participate in activities that improve my physical health.
4.15	14	I believe an understanding of physical health contributes to the quality of life.
3.64	15	I believe a college education is incomplete without experiences that improve skills related to physical health.
3.86	16	My views and knowledge concerning mental health have improved.
3.82	17	I am more likely to participate in activities that improve my mental health.

4.04	18	I believe an understanding of mental health contributes to the quality of life.
3.71	19	I believe a college education is incomplete without experiences that improve skills related to mental health.
Average		Composite Scores
3.68	1-5	Aesthetic Scale (Goal F)
3.80	6-11	Culture Scale (Goal G)
3.86	12-19	Health Scale (Goal H)

Review of FALS Events Attended: All Lander students are required to attend 15 Fine Arts/Lectureship Series (FALS) events in order to graduate. The primary intent of Lander's FALS requirement is to expose students to fine arts presentations (e.g., art exhibits, musical and theatrical productions, and dance performances) and lectures and discipline-sponsored events of general interest to the Lander University community (e.g., lectures, debates, forums for social issues, presentations of senior projects and research of students).

This assessment was developed to provide an additional, outside audit of the types of programs being approved for FALS credit by the FALS committee and as an indication of the FALS requirement's support of Goal F. First conducted in spring 2006 for FALS events attended by students graduating in fall 2005, all FALS events approved for credit by the FALS Committee were reviewed by the four Academic Deans and the Director of Assessment and classified as "aesthetic," "lecture," or "other" in nature.

The FALS events attended by 140 students graduating in fall 2005 were examined and it was found that these students had attended 1025 unique events, with an average attendance of 15.3 events per student. The 1025 events were classified as follows: 62% aesthetic, 8% lecture, 28% other, and 2% unclassifiable. These data suggest that over half of the events attended by these students supported Goal F.

Review of Study Abroad Participation: In spring 2004 a new director of the Study Abroad program was appointed. The new director determined that the program was essentially inactive, with three students studying in Mexico, one in Costa Rica, and one in England in the summer 2004.

In late spring 2004, seeking to improve the performance of this program, and in support of goal G, the President and Vice President of Academic Affairs funded a small budget for study abroad activities (ca. \$15,800) and formed a faculty advisory committee for the study abroad program. The new director has convened the faculty advisory committee 2-3 times each semester since his appointment. The director and committee, with the support of the administration, have initiated the following activities in support of goal G.

For Academic Year 2004-2005 (including the summer of 2005):

- 1) Developed a new program of \$1500 grants to faculty who agreed to organize Summer Study Tours, and the awarding of small scholarships to students who had financial need to study abroad. Specific outcomes of these efforts:
 - a) Four Lander students studied at the University College Northampton during the spring 2005 semester. Each enrolled in the required British Studies course there plus either three or four additional courses (total hours = 12 or 15). Three students made "C" or better grades in all courses taken and transferred a total of 14 courses back to Lander; one student failed to complete two courses and made a D- in another and transferred only 2 courses back to Lander.
 - b) The following Summer Study Tours were offered during the summer of 2005:
 - i. WWI & WWII (England, France, Belgium) - Dr. Jean Paquette - 7 students each earned 3 hours of credit for HIST 383 Modern Warfare.
 - ii. Spanish Language and Culture (Barcelona, Spain) - Dr. Manuel Morales - 8 students earned a total of 48 hours of credit for SPAN
 - iii. European Culture and Literature (London, Amsterdam, Paris) - Dean Alan MacTaggart and Dr. Don Lawson - 14 students earned 6 hours of credit for ART 373 European Art and Architecture and ENGL 211 Western Literary Tradition.
 - iv. A Summer Study Tour designed for education majors at the University of Brighton failed to attract sufficient student interest.

For Academic Year 2005-2006 (including the summer of 2006):

- 1) Lander entered into an academic agreement with University of Winchester (England). In the fall of 2005. Dr. Roger Richardson, Professor of History and Director of International Relations at UW, visited Lander to sign this agreement. He now visits Lander each semester to inform students of the opportunity to study at Winchester. It was decided that we would encourage fall semester study at Winchester for Lander students, and especially for those students participating in the newly revised Honors International Program. The Study Abroad Program received \$5000 from The Lander Foundation.

- 2) During the fall semester two Lander students majoring in elementary education did their student teaching in England under the direction of the University of Brighton. Lander Professor Jill Hunter coordinated their work so that they met all teacher certification requirements of the SC Department of Education.
- 3) Two Lander students chose to study at the University College Northampton during the spring 2006 semester. Each enrolled in the required British Studies course plus three additional courses (total hours = 12). Both students made "C" or better grades in all courses taken and they transferred a total of 8 courses back to Lander (tentative - awaiting one transcript).
- 4) The following Summer Study Tours were offered during the summer of 2005:
 - a) Nazi Germany (Germany, Poland, Austria) - Dr. Jean Paquette / Dr. Mike Sonntag - 11 students earned 6 hours of credit for HIST 308 Hitler and the Rise of the Third Reich and PSYC 405 Death and Dying.
 - b) Spanish Language and Culture (Guadalajara, Mexico) - Dr. Anita Coffey - 17 students earned a total of 75 hours of credit for SPAN
 - c) A Summer Study Tour designed for education majors at the University of Brighton again failed to attract student interest.
 - d) An additional Lander student studied at Cambridge University.

CHE Mandated Alumni Survey: This survey is administered every two years to students who graduated two years prior to the administration of the survey. Specific questions in this assessment provide data about alumni perceptions of the general education curriculum. It was last administered to 2001-2002 graduates as mandated by CHE and reported in the 2005 Institutional Effectiveness Report. The survey was sent to 379 alumni and 90 (23.7%) were completed and returned. There are two items on this survey relevant to the general education curriculum. Respondents are asked to indicate on a 6-point scale (very satisfied, satisfied, somewhat satisfied, somewhat dissatisfied, dissatisfied, very dissatisfied) the respondent's level of satisfaction with their "General Education program of student (non-major requirements)" and the "Instruction in general education." The average response to both questions was "satisfied" and over 80% of applicants responded "satisfied" or "very satisfied" to both questions.

Lander Alumni Survey: Although currently part of the assessment plan for general education, this survey is currently administered by Student Affairs staff and does not contain questions relevant to general education. It is currently planned to incorporate this survey into the CHE Mandated Alumni Survey discussed above and to include a broader range of questions aimed at assessing general education.

III. OUTCOMES OF GENERAL EDUCATION ASSESSMENT:

Since the last Institutional Effectiveness Assessment report on general education (August, 2001), the assessment plan for general education has been in a state of flux due to an ongoing campus-wide discussion about the general education program and changes in administrative leadership. Three primary events precipitated a reexamination of the general education program and its assessment at Lander University.

1. In fall 2001 Dr. Wiedemann, then Vice President for Academic Affairs (VPAA), appointed an ad hoc committee on general education charged with conducting a broad based review of the general education program. Among other recommendations, this committee provided: 1) a recommendation to change the general education program, and 2) a recommendation to move toward core abilities: critical thinking, writing, etc.
2. Parallel to these activities, the University was also engaged in a strategic planning effort which culminated in a set of strategic goals ratified by the Lander Board of Trustees September 10, 2002. These strategic goals also called for reexamining and revising the general education program.
3. Between fall 2002 and spring 2003, Michael Sonntag, Director of Assessment and Planning, conducted a review of Lander University's general education assessment practices. At the time the review began, the general education program assessment plan was still the one used to guide the 2001 report, which consisted of course assessments designed at the departmental level and through entry/exit writing samples. Close examination of the assessment practices showed wide discrepancies in assessment practices across the campus, and a general impression that the methodologies being employed were of little value.

Following the submission of the ad hoc committee reports to her office, Dr. Wiedemann left Lander and Dr. Lundquist became VPAA in fall 2002. In spring 2003, the VPAA formed a new ad hoc committee on General Education and charged it with establishing General Education Goals and assessment tools. The committee was given an Oct. 1, 2003 deadline to develop a set of goals for general education, identify a tool/methodology to measure these goals, and recommend when/how the measurement should take place. At that time, due to the weaknesses noted above, the assessment practices then in place for general education were discontinued. In mid-October 2003 the committee delivered to the VPAA a proposed set of 5 goals and recommended that the AP be used to assess these goals. These goals were presented to the full faculty for consideration in late fall 2003. The faculty voted to accept the five goals, but to add an additional three goals. These eight goals were adopted and became Lander's new general education goals beginning spring 2004.

The AP was administered to all students attending freshmen orientation week in August 2004 and 2005 and to all students in senior capstone courses in fall and spring 2004-2005 and 2005-2006. Assessment methodologies for the additional three goals were developed in academic year 2005-2006.

The overarching plan since adopting the new general education goals and the new assessment plan for general education has been to provide enough data to benchmark Lander students' performance both institutionally and nationally, and then to revise the curriculum if needed to meet the new goals. Based on the data presented above, it appears that Lander students show objective improvements in skills related to the general education goals, view the curriculum and course goals as aligning with the general education goals, have ample opportunities to engage in activities relevant to the general education goals, and are satisfied with the quality of the curriculum and instruction in the general education program. One shortcoming noted in the data, however, is the fact that Lander students' currently perform lower than a national sample of comparable institutions on objective measures of skills related to general education goals A-E. In addition, students only moderately agreed that the general education curriculum currently improves self-reported changes in knowledge, attitudes, and behaviors associated with goals F-H. It is currently planned to present these and additional data to the Faculty, Administration, and Board of Trustees in early fall 2006 for consideration and discussion in order to determine what subsequent steps need to be taken with regard to revising the general education program and its assessment.

This document compiled by Michael Sonntag, Ph.D., Director of Assessment.
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