

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".

Academic Program

English

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Misty Jameson

Enter Assessment Coordinator Email

mjameson@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to demonstrate an ability to analyze and interpret texts.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis and interpretation should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Portfolio Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Writing Portfolio

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.12 (10/13)

If this is a new outcome and no data has been

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

3

collected, you should explain when data will be available for entry.

Comments/Narrative

This year's cohort, while not as strong a group overall as last year's, demonstrated solid ability in analyzing and interpreting texts in their writing. While there is a slight drop in scores from last year, we were still pleased with their performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average ETS Reading Skills Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis and interpretation should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

ETS Reading Skills Subscore: 115

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

ETS Reading Skills Subscore: 114-111

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

ETS Reading Skills Subscore: less than 111

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

ETS Proficiency Profile

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

121 (9/13)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Because this is our first year to collect and analyze this data, we are cautiously optimistic about this year's scores. We are pleased that our students did so well overall—particularly since a few of them did exceptionally well (reaching perfect or near-perfect scores) on this portion of the ETS Proficiency Profile.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Last year, we stated that we wanted to leverage changes made to our general education program to lower course caps on our 200-level English courses to allow for more individualized instruction in these foundational courses, and we were able to do so. We hope to see the benefits of this change when this year's sophomores reach ENGL 499.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Adding the Proficiency Profile Reading Skills Subscore to this year's assessment has given us a fuller picture of our students' abilities in analyzing and interpreting all sorts of texts, given that the ETS Proficiency Profile uses a variety of materials (passages, poems, graphs, tables) in testing student skill levels. However, we will need to collect a few more years' worth of data before we can determine what further changes we need to make to our program.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

English Major Portfolio Rubric 2019.docx

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to demonstrate an ability to understand texts within context, such as history, politics, genre, and/or culture.

Pillar of Success Supported

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- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to understand texts within various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Portfolio Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Writing Portfolio

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.2 (10/13)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

As with Goal 1, there is a slight drop in scores from last year, but we are still pleased with our students' performance this year. This goal continues to be a strength thanks to previous curricular changes improving our emphasis on contextualization.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Thesis Defense Score (# students meeting standard/total number of students) measuring student ability to understand texts within various contexts should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Thesis Defense Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Thesis Defense Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Thesis Defense Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Thesis Defense

Frequency of Assessment

Tools that allow us to measure or demonstrate the

extent to which outcomes have been achieved (ex. Capstone assignment).

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.15 (9/13)

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This is the first year we have implemented the Thesis Defense as an assessment instrument, and we were generally pleased with student effort. We feel as if this assignment aligns well with the senior thesis in giving us a better idea of student achievement for this goal and allows for more critical rigor in the overall portfolio.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

As with Goal 1, in lowering course caps in our ENGL 201 (Survey of British Literature) and ENGL 202 (Survey of American Literature) core program courses, we stated that we wanted to allow for more individualized instruction. Part of this instructional change is providing students with a more thorough grounding in historical and cultural contexts, and we hope to see the benefits of this change in later assessment cycles. Because this will be the first time we have had a qualified faculty member in our department to teach this course in several years, we are also going to be offering an upper-level Medievalism class in fall 2019. We hope to continue being able to offer students this period course to strengthen their contextual knowledge and understanding.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

After reviewing this year's assessment instruments, we realized that we need to change the structure of the Thesis Defense assignment a bit so that students have more of a rationale as to why a particular work was chosen as their critical/contextual source. We feel that this more individualized context will help them to respond to the work more thoroughly and accurately.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

RUBRIC FOR EVALUATING THESIS
DEFENSE.docx

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to demonstrate familiarity with textual criticism and the ability to integrate sources.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
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- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization

- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student familiarity with textual criticism and ability to integrate sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-19

Ex. Academic Year 2017-2018

Performance Target for "Met"

Portfolio Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Writing Portfolio

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

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

3.25 (10/13)

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

As with previous goals, there is a slight drop in score for this year, but we are still pleased with student effort in this cohort, particularly as citation usage continues to be a problem for our students in general.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Thesis Defense Score (# students meeting standard/total number of students) measuring student familiarity with textual criticism and ability to integrate sources should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Thesis Defense Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Thesis Defense Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Thesis Defense Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Thesis Defense

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Administered to graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.12 (10/13)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Because the Thesis Defense is a new, and in some ways more challenging, assignment for students, we are not surprised that the scores here are slightly lower than that for the portfolio. However, as we said for Goal 3, we feel as if this assignment corresponds well with the senior thesis in giving us a fuller picture of student achievement for this goal.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Last year, we stated that prior to, or during, this academic year (2018-19), we intended to meet to discuss how to continue the reinforced teaching of source integration. This resulted in some professors adding more research components or assignments to their upper-level and/or 200-level classes for the 2018-19 year. Because many students in our current cohort were enrolled in these classes, we hope that this additional instruction improved their performance for this goal.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

For the 2019-2020 academic year, we intend to make more of a concerted effort to improve source usage in our students' writing. To that end, we will again reinforce teaching of source integration in our upper-level ENGL courses, and in ENGL 200: Introduction to the English Major, we intend to place more emphasis on research—locating and evaluating texts for our discipline—and on citation format.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

English Major Portfolio Rubric 2019.docx

RUBRIC FOR EVALUATING THESIS
DEFENSE.docx

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Students will be able to demonstrate the conventions of American grammar and organization through student-produced texts.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to write following the conventions of American grammar and organization should be greater than or equal to 3.0 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Portfolio Score Average: 3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Portfolio Score Average: 2.9-2.5

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Portfolio Score Average: < 2.5

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Writing Portfolio

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Submitted by graduating English majors in ENGL 499 each spring semester

Data Collected for this Timeframe (Results)

3.0 (10/13)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

This year's cohort is a bit unusual in that a few students are repeating ENGL 499. Because these students have had particular difficulties in this area of their writing before, we think that they may have affected the overall portfolio average. While we are pleased that we met our goal for this year, we realize that this goal is a difficult one for our students in general and that we need to work to improve student skills in this area.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

In order to prepare students fully for the task of proofreading and editing their senior theses—or simply to prepare them for their future careers—our students need to be able to take upper-level courses in grammar, editing, or writing. To offer these courses, we need to hire another tenure-track professional writing faculty member.

Include estimate of cost.

Explanation of How Resources Will Be Used

A tenure-track faculty member who can teach upper-level writing and editing courses is essential to the survival of our Professional Writing Emphasis and our Writing Minor, which we soon hope to change into individualized programs.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average ETS Proficiency Profile Writing Subscore (# students meeting standard/total number of students) measuring student writing competencies should be greater than or equal to 115 with a majority of students meeting the standard.

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

ETS Reading Skills Subscore: 115

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

ETS Reading Skills Subscore: 114-111

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

ETS Reading Skills Subscore: less than 111

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

ETS Proficiency Profile

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Administered yearly to all graduating seniors by Lander University

Data Collected for this Timeframe (Results)

117 (9/11)

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Overall, we are pleased with student performance for this assessment instrument and feel that the difference in scores between the Portfolio and the ETS Writing Subscore perhaps reflects a lack of commitment to editing rather than a lack of ability in a subset of this cohort.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

While we have added or modified courses to help students improve their writing skills (such as ENGL 344, 350, or 450), we still have not been allowed to hire a faculty member to take the place of the person who used to help teach these courses. Because these classes are not offered as often as they should be, we are afraid it is beginning to hurt student performance.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Although we were not able to begin offering ENGL 499 each fall and spring semester because of staffing issues, we are, however, planning to look at curricular changes to help emphasize writing in our English and Secondary Education programs. We also realize that there is high demand for quality writing programs, so we will be looking into creating a separate Professional Writing major and a separate Creative Writing major. This will require us to revise our curriculum and hire more faculty to meet student need.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used

for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

To comply with program productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

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

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

N/A

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

59

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

As stated with Goal 4, we intend to look into creating a separate Professional Writing major and a separate Creative Writing major. These are both marketable career-oriented majors that should appeal to a broad number of students.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

We need to hire at least one tenure-track professional writing faculty member to take the place of the one that we lost.

Include estimate of cost.

Explanation of How Resources Will Be Used

We cannot seriously move forward with our new writing programs (or continue the programs we have) if we are not allowed to hire the proper staff to do so.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees awarded)

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

N/A

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book

Frequency of Assessment

Annually

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

11.6

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

While our graduation numbers are holding steady, we hope to attract new majors and minors with our newly-designed writing programs once we are able to complete them.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

Include estimate of cost.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

This academic year, we made more of an attempt to have an on-campus presence and to create more of a support system for our majors. The Events Committee hosted a gathering at the start of the fall semester ("Cliffs Notes for English Majors") to help attract new majors/minors and to help with student retention. The EFL Newsletter, published each spring, helps to create a sense of community with our students. The English Club was more active this year, holding more events such as poetry readings and poetry slams. The Film/Media Committee once again held its annual Spring Film Series for students, and the Writing Center had many outreach programs.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We hope to continue to hold the same sorts of events in the upcoming year (2019-2020) as we did this year; we had very good student turnout for all of the events we held this year and received positive feedback from our student population. Many of them seemed genuinely pleased to be part of our department after participating in or attending these gatherings.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.