

# 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

LINK Program- QEP

## Submission Year

2019-2020

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

## Assessment Coordinator Name

Dr. Mark Pilgrim

## Enter Assessment Coordinator Email

mpilgrim1@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 develop the skills of effective leaders. (Leadership)

#### 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

Students will develop the skills of effective leaders by identifying the qualities of great leadership and how they will enhance employability. (Outcome 1A)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

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

### Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

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

### Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

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

### Assessment Measure Used

LINK 101 core module quiz: Leadership

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

### Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

### Data Collected for this Timeframe (Results)

95% (707/742)

*If this is a new outcome and no data has been collected, you should explain when data will be*

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

3

available for entry.

### Comments/Narrative

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Leadership module quiz compared to fall 2017 (73%) with 95% of students (707/742) scoring 70% or higher. Suggest keeping assessment and criteria the same for next year. The Program met the expected outcome according to this indicator of success.

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## 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

Students will develop the skills of effective leaders by identifying the qualities of great leadership and how they will enhance employability. (Outcome 1A)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 90% of the students who completed the assignment scored at the "Proficient" level for both "Strengths & Weaknesses" and "Opportunities & Threats" criteria of the rubric.

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

### Performance Target for "Partially Met"

50-89% of the students who completed the module scored at the "Proficient" level for both "Strengths & Weaknesses" and "Opportunities & Threats" criteria of the rubric.

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

### **Performance Target for "Not Met"**

Less than 50% of the students who completed the module scored at the "Proficient" level for both "Strengths & Weaknesses" and "Opportunities & Threats" criteria of the rubric.

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

### **Assessment Measure Used**

LINK101 Leadership SWOT analysis assignment

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

### **Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

Ave: 71%, S&W: 74%, O&T: 68%

*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)**

2

### **Comments/Narrative**

Students completed the Leadership module video and slides on Blackboard, then submitted a Leadership SWOT analysis for self-assessment of their leadership qualities and potential, on Blackboard. A video about how to do a SWOT analysis was provided to students on Blackboard. Many students did not submit their SWOT analyses through Blackboard (64% completion rate, 588/891). Instructors were asked to use a grading rubric to evaluate the student work, but many instructors did not use the rubric (69% rubric usage, 389/588). This has continued to be an issue from last year. In addition, while only 71% of the students scored an average at Proficient level on both criteria, the average for all students on "Strengths and Weaknesses" (7.2 out of 8.0) and "Opportunities and Threats" (6.93 out of 8.0) is in the Proficient range (7.0 - 8.0). The Program partially met the outcome according to this indicator of success. Suggest assessment be adjusted to monitor average score of all students and expected outcome to be average for each criterion in the Proficient range. Additional communication/training is necessary to ensure assignments are submitted to Blackboard and rubric is used to grade this assessment.

*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**

None

*Include estimate of cost.*

### **Explanation of How Resources Will Be Used**

None

## **Outcome 3**

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

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

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

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will develop the skills of effective leaders by identifying the qualities of great leadership and how they will enhance employability. (Outcome 1A)

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 75% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

**Performance Target for "Partially Met"**

50-74% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

**Performance Target for "Not Met"**

Less than 50% of the students met or exceeded the expectations for this learning outcome.

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

**Assessment Measure Used**

Discipline cluster assessments for Leadership (various)

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

88% (592/669)

*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**

Lead instructors were asked to develop cluster-specific assessments to be administered during class time or assigned for homework that aligned with program goals of leadership. Clusters identified assessments and measures of success specific to their clusters, identified levels of achievement, and reported number and percentages of students that met or exceeded their expectations. 12/13 discipline clusters reported assessment data with a combined average of 88% (592/669) of all students taking LINK 101 meeting or exceeding cluster-specific expectations on this outcome.

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

## **Outcome 4**

**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**

Students will develop the skills of effective leaders by participating in leadership opportunities in diverse contexts. (Outcome 1B)

#### **Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

#### **Performance Target for "Met"**

NSSE-19 data will demonstrate a between-groups gain compared to the NSSE-16 data.

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

#### **Performance Target for "Partially Met"**

NSSE-19 data will demonstrate no between-groups difference compared to the NSSE-16 data.

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

### Performance Target for "Not Met"

NSSE-19 data will demonstrate a between-groups decrease compared to the NSSE-16 data.

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

#### Assessment Measure Used

NSSE FYE Topical Items:  
1c, 1e, and 1f

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

#### Frequency of Assessment

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

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

2019: 2.91, 2016: 2.88

*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

NSSE was administered to first-year students in spring 2013, 2016, and 2019 (comparisons made between NSSE-16 and NSSE-19). NSSE items from the FYE Topical Module that aligned with the Leadership outcome of LINK101 were identified and response data was pooled. The average response to items (1c, 1e-f) related to how often students (1c) participated in course discussions even when you didn't feel like it, (1e) finished something you had started when you encountered challenges, and (1f) stayed positive, even when you did poorly on a test or assignment. Average pooled student responses did increase from 2016 (2.88) to 2019 (2.91). The improvement from 2016 to 2019 on item 1e was statistically significant ( $p=0.050$ ).

*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

None

*Include estimate of cost.*

#### Explanation of How Resources Will Be Used

None

## Outcome 5

**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**

Students will develop the skills of effective leaders by identifying the qualities of great leadership and how they will enhance employability. (Outcome 1A)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

LINK101 FYSA average ratings on selected items will demonstrate a significant gain when compared to previous year's FYSA ( $p < 0.05$ , effect size of 0.3 or higher)

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

**Performance Target for "Partially Met"**

LINK101 FYSA average ratings on selected items will demonstrate no significant difference when compared to previous year's FYSA

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

**Performance Target for "Not Met"**

LINK101 FYSA average ratings on selected items will demonstrate a significant decrease when compared to previous year's FYSA

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

**Assessment Measure Used**

Skyfactor First-Year Seminar Assessment (FYSA)  
Factors: 5. Academic Integrity, 17. Critical Thinking, 22. Social Integration

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

**Frequency of Assessment**

Administered to all LINK101 students at end of course: every fall semester

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

2018: 5.56, 2017: 5.61,  $p=0.48$ ,  $ES = -0.04$

*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)**

2

**Comments/Narrative**

Skyfactor FYSA was administered at the end of the course in fall 2018 and comparisons made to results in fall 2017. Although the average score for these items was lower (5.56) compared to fall 2017 (5.61), the difference was very small and was not statistically significant. The Program partially met the expected outcome for this factor. Suggest keeping assessment and criteria the same for next year.

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## Goal Summary

### Goal Summary/Comments

The LINK Executive Committee (ExComm) working members met on 10/23/19 to discuss this report and make suggestions for change. All expected outcomes were met or partially met for all indicators of success, including FYSA factors related to Leadership, which was not met last year. Outcomes were met for: Leadership module quiz, discipline-cluster assessments, and NSSE items. Outcomes were partially met for: Leadership SWOT analysis assignment and the FYSA.

*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

Criteria for measuring success were modified this year for the indirect assessments (NSSE, Skyfactor) due to the variability of the data. Criteria for the SWOT analysis assignment will be modified for next year as described above. Direct assessments specific to discipline clusters were added this year to the program assessment. Completion rates for all Blackboard quizzes improved this year as a result of a common Blackboard course for all sections with identical sequencing of modules and the same due dates for Blackboard assessments across all class sections. To address instructor use of rubrics for assessments, instructors were reminded that all student work must be submitted to Blackboard and rubrics used for program assessments. In addition, 5 students served as LINK101 Peer Leaders (fall 2018) as role models for leadership in the classroom and beyond.

*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 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 become active citizens in the university community and beyond. (Involvement)

### 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**

Students will become active citizens in the university community and beyond by describing the principles of responsible citizenship and civic engagement. (Outcome 2A)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 90% of the students who completed the module scored 70% or better.

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

**Performance Target for "Partially Met"**

50-89% of the students who completed the module scored 70% or better.

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

**Performance Target for "Not Met"**

Less than 50% of the students who completed the module scored 70% or better.

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

**Assessment Measure Used**

LINK101 core module quiz: Student Handbook

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

93%, (792/852)

*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**

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Student Handbook module quiz compared to fall 2017 (41%) with 93% of students (792/852) scoring 70% or higher. The Program met the expected outcome according to this indicator of success. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

## 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**

Students will become active citizens in the university community and beyond by practicing responsible citizenship through active involvement in opportunities within and beyond the campus community. (Outcome 2B)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 75% of the students who submit reflection assignments as required will clearly connect the events they attended with their perspective of self and their achievement of the course outcomes (Sufficient to Excellent) on the middle three rubric "Connection" criteria.

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

**Performance Target for "Partially Met"**

50-74% of the students who submit reflection assignments as required will clearly connect the events they attended with their perspective of self and their achievement of the course outcomes (Sufficient to Excellent) on the middle three rubric "Connection" criteria.

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

**Performance Target for "Not Met"**

Less than 50% of the students who submit reflection assignments as required will clearly connect the events they attended with their perspective of self and their achievement of the course outcomes (Sufficient to Excellent) on the middle three rubric "Connection" criteria.

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

**Assessment Measure Used**

LINK101 LINKed Events Reflections

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

Ave: 89%, Exp: 86%, LINK: 90%, Self: 91%

*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**

Students attended 8 "LINK-Approved" events/activities throughout the semester and were required to complete 2 "LINKed Events Reflection" essays. This was decreased from 8 essays (Fall 2017) to address student and instructor feedback and to improve the program experience. Assignment guidelines and grading rubric were revised from Fall 2017 for clarity. Assignment guidelines and the grading rubric were provided to students on Blackboard. A video, "How to Write a Great Reflection", using student work from Fall 2017 as a model, was made available to students in Blackboard to guide their efforts. In class, instructors were expected to go over the guidelines, rubric, and how to submit the reflections using Blackboard. Rubric analysis was performed in the common core Blackboard course on Reflection #2 only. Students scoring Sufficient to Excellent in the middle three connection criteria on the rubric were averaged to obtain this year's data. Next year, students will be instructed to focus on 2 outcomes per reflection (#1: Involvement and Knowledge, #2: Leadership and Networking). Suggest running rubric analysis on both reflections and taking average performance on each criterion for next year.

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

### **Outcome 3**

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

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

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

**Most goals have at least two outcomes measured.**

#### **What type of Outcome would you like to add?**

Student Learning Outcome

#### **Enter Outcome**

Students will become active citizens in the university community and beyond by describing the principles of responsible citizenship and civic engagement. (Outcome 2A)

#### **Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 75% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

**Performance Target for "Partially Met"**

50-74% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

**Performance Target for "Not Met"**

Less than 50% of the students met or exceeded the expectations for this learning outcome.

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

**Assessment Measure Used**

Discipline cluster assessments for Involvement (various)

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

85%, (579/679)

*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**

Lead instructors were asked to develop cluster-specific assessments to be administered during class time or assigned for homework that aligned with program goals of involvement. Clusters identified assessments and measures of success specific to their clusters, identified levels of achievement, and reported number and percentages of students that met or exceeded their expectations. 12/13 discipline clusters reported assessment data with a combined average of 85% (579/679) of all students taking LINK 101 meeting or exceeding cluster-specific expectations on this outcome.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

**Outcome 4**

**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**

Students will become active citizens in the university community and beyond by practicing responsible citizenship through active involvement in opportunities within and beyond the campus community.  
(Outcome 2B)

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

NSSE-19 data will demonstrate a between-groups gain compared to the NSSE-16 data.

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

**Performance Target for "Partially Met"**

NSSE-19 data will demonstrate no between-groups difference compared to the NSSE-16 data.

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

**Performance Target for "Not Met"**

NSSE-19 data will demonstrate a between-groups decrease compared to the NSSE-16 data.

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

**Assessment Measure Used**

NSSE items: 1d, 2b, 12, 14e, 14h, 14i

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

**Frequency of Assessment**

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

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

2019: 2.89, 2016: 2.76,  $p=0.17$ ,  $ES=0.15$

*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**

NSSE was administered to first-year students in spring 2013, 2016, and 2019 (comparisons made between NSSE-16 and NSSE-19). NSSE items that aligned with the Involvement outcome of LINK101 were identified and response data was pooled. The average response to these items (2.89) in 2019 was higher than the average response (2.76) in 2016. When students were asked about how much the institution emphasizes (14e) providing opportunities to be involved socially, (14h) attending campus activities and events, and (14i) attending events that address important social, economic, or political issues, statistically significant higher scores were received in 2019 (average = 3.18), compared to 2016 (average = 2.89) ( $p < 0.01$ ). No topical FYE module items were identified that aligned with this outcome.

*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

None

*Include estimate of cost.*

#### Explanation of How Resources Will Be Used

None

## Outcome 5

**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

Students will become active citizens in the university community and beyond by practicing responsible citizenship through active involvement in opportunities within and beyond the campus community. (Outcome 2B)

#### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

#### Performance Target for "Met"

LINK101 FYSA average ratings on selected items will demonstrate a significant gain when compared to previous year's FYSA ( $p < 0.05$ , effect size of 0.3 or higher)



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

**Performance Target for "Partially Met"**

LINK101 FYSA average ratings on selected items will demonstrate no significant difference when compared to previous year's FYSA

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

**Performance Target for "Not Met"**

LINK101 FYSA average ratings on selected items will demonstrate a significant decrease when compared to previous year's FYSA

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

**Assessment Measure Used**

Skyfactor First-Year Assessment (FYSA) Factors:  
10. Campus Policies,  
20. Co-curricular Engagement

**Frequency of Assessment**

Administered to all LINK101 students at end of course: every fall semester

*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)**

2018: 5.38, 2017: 5.39, p=0.85, ES = -0.01

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

2

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

**Comments/Narrative**

Skyfactor FYSA was administered at the end of the course in fall 2018 and comparisons made to results in fall 2017. Although the average score for these items was lower (5.38) compared to fall 2017 (5.39), the difference was very small and not statistically significant. The Program partially met the expected outcome for this factor. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

## Goal Summary

### Goal Summary/Comments

The LINK Executive Committee (ExComm) working members met on 10/23/19 to discuss this report and make suggestions for change. All expected outcomes were met or partially met for all indicators of success, including FYSA factors related to Involvement and the Student Handbook quiz, which were not met last year. Outcomes were met for: Student Handbook module quiz, LINKed Events Reflections, and discipline-cluster assessments. Outcomes were partially met for: NSSE items and the FYSA.

*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**

Criteria for measuring success were modified this year for the indirect assessments (NSSE, Skyfactor) due to the variability of the data. Direct assessments specific to discipline clusters were added this year to the program assessment. Completion rates for all Blackboard quizzes improved this year as a result of a common Blackboard course for all sections with identical sequencing of modules and the same due dates for Blackboard assessments across all class sections. To address instructor use of rubrics for assessments, instructors were reminded that all student work must be submitted to Blackboard and rubrics used for program assessments. Training continues to be offered during the fall semester close to the due date of the first reflection for instructors to use the rubric properly in grading the LINKed Events Reflections. Midterm interviews after the reflection is graded to discuss feedback with the students continues to be a program-wide requirement. The Program will foster stronger partnerships with various agencies on campus to increase student achievement and improve student perceptions regarding the Involvement outcome. The Program planned and implemented weekly drop-ins for LINK topics during the fall 2019 semester, which could also count as LINKed Events for students. All of these initiatives will be continued to maintain high-levels of performance on the Involvement outcomes.

*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 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 build strong, positive networks within the university community. (Networking)

### **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

Students will build strong, positive networks within the university community by interacting collaboratively with peers, staff, and faculty to gain knowledge of areas of academic and career interest. (3B)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

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

### Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

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

### Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

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

### Assessment Measure Used

### Frequency of Assessment

LINK101 core module quiz: Career Services

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

LINK101 course-embedded assessment: every fall semester

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

85% (592/697)

*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)**

2

### Comments/Narrative

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Career Services module quiz compared to fall 2017 (76%) with 85% of students (592/697) scoring 70% or higher. The expected outcome was partially met, so modifications to improve performance are suggested. The Program met the expected outcome according to this indicator of success. Suggest keeping assessment and criteria the same for next year for comparison of modification efforts.

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## 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**

Students will build strong, positive networks within the university community by interacting collaboratively with peers, staff, and faculty to gain knowledge of areas of academic and career interest. (3B)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 90% of the students who completed the module scored 70% or better.

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

**Performance Target for "Partially Met"**

50-89% of the students who completed the module scored 70% or better.

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

**Performance Target for "Not Met"**

Less than 50% of the students who completed the module scored 70% or better.

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

**Assessment Measure Used**

LINK101 core module quiz: Financial Literacy

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

88% (646/736)

*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)**

2

**Comments/Narrative**

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Financial Literacy module quiz compared to fall 2017 (58%) with 88% of students (646/736) scoring 70% or higher. The expected outcome was partially met, so modifications to improve performance are suggested. Suggest keeping assessment and criteria the same for next year for comparison of modification efforts.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

### Outcome 3

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

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

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

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will build strong, positive networks within the university community by interacting collaboratively with peers, staff, and faculty to gain knowledge of areas of academic and career interest. (3B)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 90% of the students who completed the module scored 70% or better.

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

**Performance Target for "Partially Met"**

50-89% of the students who completed the module scored 70% or better.

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

**Performance Target for "Not Met"**

Less than 50% of the students who completed the module scored 70% or better.

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

**Assessment Measure Used**

LINK101 core module quiz: The Healthy Student  
*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

99% (793/804)

*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**

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Healthy Student module quiz compared to fall 2017 (80%) with 99% of students (793/804) scoring 70% or higher. The Program met the expected outcome according to this indicator of success. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

## **Outcome 4**

**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**

Students will build strong, positive networks within the university community by interacting collaboratively with peers, staff, and faculty to gain knowledge of areas of academic and career interest. (3B)

#### **Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

#### **Performance Target for "Met"**

At least 75% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

#### **Performance Target for "Partially Met"**

50-74% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

### Performance Target for "Not Met"

Less than 50% of the students met or exceeded the expectations for this learning outcome.

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

#### Assessment Measure Used

Discipline cluster assessments for Networking (various)

#### Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

*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)

85% (595/702)

#### 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

Lead instructors were asked to develop cluster-specific assessments to be administered during class time or assigned for homework that aligned with program goals of networking. Clusters identified assessments and measures of success specific to their clusters, identified levels of achievement, and reported number and percentages of students that met or exceeded their expectations. 12/13 discipline clusters reported assessment data with a combined average of 85% (595/702) of all students taking LINK 101 meeting or exceeding cluster-specific expectations on this outcome.

*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

None

*Include estimate of cost.*

#### Explanation of How Resources Will Be Used

None

## Outcome 5

**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**

Students will build strong, positive networks within the university community by connecting with individuals of diverse perspectives and backgrounds through respectful discourse.(3A)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

NSSE-19 data will demonstrate a between-groups improvement compared to the NSSE-16 data.

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

**Performance Target for "Partially Met"**

NSSE-19 data will demonstrate no between-groups difference compared to the NSSE-16 data.

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

**Performance Target for "Not Met"**

NSSE-19 data will demonstrate a between-groups lack of improvement compared to the NSSE-16 data.

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

**Assessment Measure Used**

NSSE: FYE Topical Module items: 1d, 3a, 3b (pool) and 2c, 2d (pool)

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

**Frequency of Assessment**

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

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

2019: 2.44, 2.60; 2016: 2.42, 2.96

*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**

NSSE was administered to first-year students in spring 2013, 2016, and 2019 (comparisons made between NSSE-16 and NSSE-19). NSSE items from the FYE Topical Module that aligned with the Networking outcome of LINK101 were identified and response data was pooled. The average response to items (1d, 3a, 3c) related to how often students asked instructors for help or sought help with coursework from faculty or learning support services was not significantly different between 2016 (2.42) and 2019 (2.44), although it did increase. However, the average response to items (2c, 2d) related to how difficult it was to get help with schoolwork or interact with faculty were significantly lower in 2019 (2.60) compared to 2016 (2.96), with an ES>0.3 (considered a large effect). It appears that it was significantly less difficult to get help with schoolwork or interact with faculty in 2019 than 2016. The improvement from 2016 to 2019 on items 1d, 2c, and 2d were statistically significant (p<0.05).

*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

None

Include estimate of cost.

#### Explanation of How Resources Will Be Used

None

## Outcome 6

**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

Students will build strong, positive networks within the university community by connecting with individuals of diverse perspectives and backgrounds through respectful discourse.(3A)

#### Timeframe for this Outcome

Fall 2018

Ex. Academic Year 2017-2018

#### Performance Target for "Met"

LINK101 FYSA average ratings on selected items will demonstrate a significant gain when compared to previous year's FYSA ( $p < 0.05$ , effect size of 0.3 or higher)

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

#### Performance Target for "Partially Met"

LINK101 FYSA average ratings on selected items will demonstrate no significant difference when compared to previous year's FYSA

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

#### Performance Target for "Not Met"

LINK101 FYSA average ratings on selected items will demonstrate a significant decrease when compared to previous year's FYSA

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

**Assessment Measure Used**

**Frequency of Assessment**

Skyfactor FYSA Factors:

- 7. Diverse Interactions,
- 9. Major/Career Choice,
- 11. Money Management,
- 12. Wellness,
- 18. Connections with Faculty,
- 19. Connections with Peers

Administered to all LINK101 students at end of course: every fall semester

*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)**

2018: 5.35, 2017: 5.46,  $p=0.23$ ,  $ES = -0.07$

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

2

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

**Comments/Narrative**

Skyfactor FYSA was administered at the end of the course in fall 2018 and comparisons made to results in fall 2017. Although the average score for these items was lower (5.35) compared to fall 2017 (5.46), the difference was very small and was not statistically significant. The Program partially met the expected outcome for this factor. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

## Goal Summary

**Goal Summary/Comments**

The LINK Executive Committee (ExComm) working members met on 10/23/19 to discuss this report and make suggestions for change. All expected outcomes were met or partially met for all indicators of success, including FYSA factors related to Networking, which were not met last year. Outcomes were met for: The Healthy Student module quiz, discipline-cluster assessments, and NSSE FYE Topical Module items. Outcomes were partially met for: Financial Literacy module quiz, Career Services quiz, and the FYSA.

*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**

Criteria for measuring success were modified this year for the indirect assessments (NSSE, Skyfactor) due to the variability of the data. Direct assessments specific to discipline clusters were added this year to the program assessment. Completion rates for all Blackboard quizzes improved this year as a result of a common Blackboard course for all sections with identical sequencing of modules and the same due dates for Blackboard assessments across all class sections. The Program will foster stronger partnerships with various agencies on campus to increase student achievement and improve student perceptions regarding the Networking outcome. Career Peers will be in use by the Office of Career Services during fall 2019. The Career Peers will offer guidance to students on career paths, in the form of one-on-one interactions as well as workshops. This co-curricular engagement/support for students should improve performance on the Career Services module. Additionally questions on the assessment and the video for this module will be revised for fall 2019. The video and module quiz assessment will need to be revised in the near future to improve performance on the Financial Literacy assessment. The Program planned and implemented weekly drop-ins for LINK topics during the fall 2019 semester, which should help students connect to resources and faculty/staff on campus, all critical to the Networking outcome. All of these initiatives will be continued to maintain high-levels of performance on the Networking outcomes.

*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 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 learn how to be successful in college and life. (Knowledge)

#### **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

Students will learn how to be successful in college and life by developing and applying skills and strategies that support personal and academic success. (4B)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

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

### Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

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

### Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

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

### Assessment Measure Used

LINK101 core module quiz: Blackboard/ITS

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

### Frequency of Assessment

LINK101 course-embedded assessment: every fall semester

### Data Collected for this Timeframe (Results)

99% (845/850)

*If this is a new outcome and no data has been collected, you should explain when data will be*

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

3

available for entry.

### Comments/Narrative

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Blackboard/ITS module quiz compared to fall 2017 (92%) with 99% of students (845/850) scoring 70% or higher. Suggest keeping assessment and criteria the same for next year. The Program met the expected outcome according to this indicator of success.

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## 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

Students will learn how to be successful in college and life by developing and applying skills and strategies that support personal and academic success. (4B)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 90% of the students who completed the module scored 70% or better.

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

### Performance Target for "Partially Met"

50-89% of the students who completed the module scored 70% or better.

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

### Performance Target for "Not Met"

Less than 50% of the students who completed the module scored 70% or better.

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

### Assessment Measure Used

LINK101 core module quiz:  
Academic Success

### Frequency of Assessment

LINK101 course-embedded assessment: every  
fall semester

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)

91% (755/834)

### 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

Students viewed a video and slides on this topic in Blackboard then completed this multiple-choice quiz on Blackboard. Students improved in performance on the Academic Success module quiz compared to fall 2017 (69%) with 91% of students (755/834) scoring 70% or higher. Suggest keeping assessment and criteria the same for next year. The Program met the expected outcome according to this indicator of success.

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

None

Include estimate of cost.

### Explanation of How Resources Will Be Used

None

## Outcome 3

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

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

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

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Student Learning Outcome

**Enter Outcome**

Students will learn how to be successful in college and life by developing and applying skills and strategies that support personal and academic success. (4B)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

At least 90% of the students who completed the post-test scored 70% or better.

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

**Performance Target for "Partially Met"**

50-89% of the students who completed the post-test scored 70% or better.

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

**Performance Target for "Not Met"**

Less than 50% of the students who completed the post-test scored 70% or better.

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

**Assessment Measure Used**

LINK101 course post-test: WDYK LINK Test #2

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

93% (728/779)

*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**

Students completed the "What Do You Know" (WDYK) LINK Test #2 at the end of the semester as a course post-test. Students improved in performance on the WDYK LINK Test #2 compared to fall 2017 (81%) with 93% of students (728/779) scoring 70% or higher. Suggest keeping assessment and criteria the same for next year. The Program met the expected outcome according to this indicator of success.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**



None

## Outcome 4

**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**

Students will learn how to be successful in college and life by developing and applying skills and strategies that support personal and academic success. (4B)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Students completing both WDYK LINK tests significantly improved from the pre- to the post-test ( $p < 0.05$ , effect size of 0.3 or higher)

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

**Performance Target for "Partially Met"**

Students completing both WDYK LINK tests improved from the pre- to the post-test

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

**Performance Target for "Not Met"**

Students completing both WDYK LINK tests did not improve from the pre- to the post-test

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

**Assessment Measure Used**

LINK101 course pre-test to post-test improvement

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

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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

AVE Gain = 12.6, ( $p < 0.01$ , ES=1.01)

*If this is a new outcome and no data has been collected, you should explain when data will be*

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

3

available for entry.

### Comments/Narrative

Gains from pre-test scores (WDYK LINK Test #1) to post-test scores (WDYK LINK Test #2) were measured and there was statistically significant improvement ( $p < 0.01$ ) of an average gain of 12.6 points. The effect size of this gain ( $ES = 1.01$ ) is considered "large" ( $ES > 0.8$ ). Suggest keeping assessment and criteria the same for next year. The Program met the expected outcome according to this indicator of success.

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## Outcome 5

**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

Students will learn how to be successful in college and life by developing and applying skills and strategies that support personal and academic success. (4B)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

At least 75% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

### Performance Target for "Partially Met"

50-74% of students in LINK 101 will meet or exceed the expectations for this learning outcome.

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

**Performance Target for "Not Met"**

Less than 50% of the students met or exceeded the expectations for this learning outcome.

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

**Assessment Measure Used**

Discipline cluster assessments for Knowledge (various)

**Frequency of Assessment**

LINK101 course-embedded assessment: every fall semester

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)**

82% (578/703)

**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**

Lead instructors were asked to develop cluster-specific assessments to be administered during class time or assigned for homework that aligned with program goals of knowledge. Clusters identified assessments and measures of success specific to their clusters, identified levels of achievement, and reported number and percentages of students that met or exceeded their expectations. 12/13 discipline clusters reported assessment data with a combined average of 82% (578/703) of all students taking LINK 101 meeting or exceeding cluster-specific expectations on this outcome.

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**

None

Include estimate of cost.

**Explanation of How Resources Will Be Used**

None

## Outcome 6

**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**

Students will learn how to be successful in college and life by identifying his/her interests, strengths, and opportunities in order to make informed decisions about a career path. (4A)

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

NSSE-19 data will demonstrate a between-groups improvement compared to the NSSE-16 data.

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

**Performance Target for "Partially Met"**

NSSE-19 data will demonstrate no between-groups difference compared to the NSSE-16 data.

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

**Performance Target for "Not Met"**

NSSE-19 data will demonstrate a between-groups lack of improvement compared to the NSSE-16 data.

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

**Assessment Measure Used**

NSSE FYE Topical Module items:  
1a-b (pool), 2a-b (pool)

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

**Frequency of Assessment**

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

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

2019: 2.84, 3.65  
2016: 2.85, 3.76

*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**

NSSE was administered to first-year students in spring 2013, 2016, and 2019 (comparisons made between NSSE-16 and NSSE-19). NSSE items from the FYE Topical Module that aligned with the Knowledge outcome of LINK101 were identified and response data was pooled. The average response to items (1a-b) related to studying and finding additional information when they did not understand material was not significantly different between 2016 (2.85) and 2019 (2.84). The average response to items (2a-b) related to how difficult it was learning course material and managing your time were lower in 2019 (3.65) compared to 2016 (3.76).

*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

None

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

None

## Outcome 7

**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

Students will learn how to be successful in college and life by identifying his/her interests, strengths, and opportunities in order to make informed decisions about a career path. (4A)

### Timeframe for this Outcome

Fall 2018

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

LINK101 FYSA average ratings on selected items will demonstrate a significant gain when compared to previous year's FYSA ( $p < 0.05$ , effect size of 0.3 or higher)

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

### Performance Target for "Partially Met"

LINK101 FYSA average ratings on selected items will demonstrate no significant difference when compared to previous year's FYSA

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

### Performance Target for "Not Met"

LINK101 FYSA average ratings on selected items will demonstrate a significant decrease when compared to previous year's FYSA

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

### Assessment Measure Used

### Frequency of Assessment

Skyfactor FYSA Factors:  
6. Knowledge of academic services; 8. Knowledge of study strategies; 13. Library, research, and information literacy skills; 14. Academic skills; 15. Managing Time and Priorities; 16. Knowledge of Stress Management

Administered to all LINK101 students at end of course: every fall semester

*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)**

2018: 5.28, 2017: 5.38, p=0.25, ES = -0.06

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

2

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

**Comments/Narrative**

Skyfactor FYSA was administered at the end of the course in fall 2018 and comparisons made to results in fall 2017. Although the average score for these items was lower (5.28) compared to fall 2017 (5.38), the difference was very small and was not statistically significant. The Program partially met the expected outcome for this factor. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

## Goal Summary

### Goal Summary/Comments

The LINK Executive Committee (ExComm) working members met on 10/23/19 to discuss this report and make suggestions for change. All expected outcomes were met or partially met for all indicators of success, including FYSA factors related to Knowledge, which were not met last year. Outcomes were met for: Blackboard/ITS module quiz, Academic Success module quiz, WDYK LINK post-test scores, WDYK LINK pre- to post-test score improvement, discipline-cluster assessments, and NSSE FYE Topical Module items. Outcomes were partially met for the FYSA.

*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

Criteria for measuring success were modified this year for the indirect assessments (NSSE, Skyfactor) due to the variability of the data. Direct assessments specific to discipline clusters were added this year to the program assessment. Completion rates for all Blackboard quizzes improved this year as a result of a common Blackboard course for all sections with identical sequencing of modules and the same due dates for Blackboard assessments across all class sections. The Program will foster stronger partnerships with various agencies on campus to increase student achievement and improve student perceptions regarding the Knowledge outcome. The Program planned and implemented weekly drop-ins for LINK topics during the fall 2019 semester, which should help students gain college-level knowledge and skills, all critical to the Knowledge outcome. All of these initiatives will be continued to maintain high-levels of performance on the Knowledge outcomes.

*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.**

Students completing the LINK101 course will have improved academic success and retention rates.

### **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?**

Operational Outcome

**Enter Outcome**

Retention rates for students in LINK101 will be higher than the previous year and than the average university retention rate.

**Timeframe for this Outcome**

Fall 2018 to Fall 2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Overall retention rate is higher than the previous year and higher than the university retention rate.

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

**Performance Target for "Partially Met"**

Overall retention rate is at least higher than the university retention rate.

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

**Performance Target for "Not Met"**

Overall retention rate is lower than the university retention rate.

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

**Assessment Measure Used**

Overall retention rate for all students who pass LINK101 (first to second year)

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

**Frequency of Assessment**

Annually after fall drop/add is complete

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

2019: 73%, 2018: 71%

*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**



Retention rate for all students who pass LINK 101 (D and above) from fall 2018 to fall 2019 in the second year of the program was 73%, above last year's fall 2017 to fall 2018 retention rate among students that passed the course (71%) and the average retention rate at Lander University for all students in the fall 2018 cohort (68%).

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

## **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**

Retention rates for students in LINK101 will be higher than the previous year and than the average university retention rate.

#### **Timeframe for this Outcome**

Fall 2018 to Fall 2019

*Ex. Academic Year 2017-2018*

#### **Performance Target for "Met"**

Retention rate for students who earn an A or B in LINK101 is higher than the previous year and higher than the university retention rate.

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

#### **Performance Target for "Partially Met"**

Retention rate for students who earn an A or B in LINK101 is at least higher than the overall university retention rate.

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

### Performance Target for "Not Met"

Retention rate for students who earn an A or B in LINK101 is lower than the overall university retention rate.

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

#### Assessment Measure Used

Retention rates for students who earn an A or B in LINK101 (first to second year) – “ambitious and talented students”

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

#### Frequency of Assessment

Annually after fall drop/add is complete

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

2019: 77%  
2018: 82%

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

2

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

#### Comments/Narrative

Retention rate for students who earned an A or B in LINK101, from fall 2018 to fall 2019 in the second year of the program was 77%, which was lower than last year's fall 2017 to fall 2018 retention rate of students who earned an A or B in LINK 101 (82%), but still higher than the average retention rate at Lander University for all students in the fall 2018 cohort (68%).

*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

None

*Include estimate of cost.*

#### Explanation of How Resources Will Be Used

None

## Outcome 3

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

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

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

**Most goals have at least two outcomes measured.**

**What type of Outcome would you like to add?**

Operational Outcome

**Enter Outcome**

Academic success of students in LINK101 as measured by GPA will be higher than the previous year.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Average GPA of students who pass LINK101 is more than 0.1 higher than the previous year.

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

**Performance Target for "Partially Met"**

Average GPA of students who pass LINK101 is within 0.1 of the average GPA in the previous year.

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

**Performance Target for "Not Met"**

Average GPA of students who pass LINK101 is more than 0.1 lower than the previous year

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

**Assessment Measure Used**

Average GPA of students at end of first year who passed LINK101

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

**Frequency of Assessment**

Annually after spring final grades are submitted

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

2019: 2.46  
2018: 2.34

*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**

Average GPA for all students who pass LINK 101 (D and above) from fall 2018 to fall 2019 in the second year of the program was 2.46, above last year's fall 2017 to fall 2018 average GPA among students that passed the course (2.34).

*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**

None

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

None

## Outcome 4

**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**

Academic success of students in LINK101 as measured by GPA will be higher than the previous year.

**Timeframe for this Outcome**

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

Average GPA of students who earn an A or B in LINK101 is more than 0.1 higher than the previous year.

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

**Performance Target for "Partially Met"**

Average GPA of students who earn an A or B in LINK101 is within 0.1 of the average GPA in the previous year.

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

**Performance Target for "Not Met"**

Average GPA of students who earn an A or B in LINK101 is more than 0.1 lower than the previous year

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

**Assessment Measure Used**

Average GPA of students at end of first year who earn an A or B in LINK101 – “ambitious and talented students”

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

**Frequency of Assessment**

Annually after spring final grades are submitted

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

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

2019: 2.88  
2018: 2.90

2

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

#### Comments/Narrative

Average GPA for all students who earned an A or B in LINK101, from fall 2018 to fall 2019 in the second year of the program was 2.88, slightly lower than last year's fall 2017 to fall 2018 average GPA among students that earned an A or B in the course (2.90).

*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

None

*Include estimate of cost.*

#### Explanation of How Resources Will Be Used

None

## Outcome 5

**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

Students will develop a sense of belonging to the university.

#### Timeframe for this Outcome

Academic Year 2018-2019

*Ex. Academic Year 2017-2018*

#### Performance Target for "Met"

NSSE-19 data will demonstrate a between-groups improvement compared to the NSSE-16 data.

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

#### Performance Target for "Partially Met"

NSSE-19 data will demonstrate no between-groups difference compared to the NSSE-16 data.

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

#### **Performance Target for "Not Met"**

NSSE-19 data will demonstrate a between-groups lack of improvement compared to the NSSE-16 data.

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

#### **Assessment Measure Used**

NSSE items: 19 (20)  
FYE Topical Module item: 4a

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

#### **Frequency of Assessment**

Conducted in spring 2016, spring 2019, and spring 2022 to all students enrolled at Lander University

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

2019: 83%, (89%) 30.3%  
2016: 87%, 38.2%

*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**

NSSE was administered to first-year students in spring 2013, 2016, and 2019 (comparisons made between NSSE-16 and NSSE-19). NSSE item 19 and FYE Topical Module item 4a related to retention were identified. When asked "If you could start over again, would you go to the same institution you are now attending?" (item 19), 83% replied "probably yes" or "definitely yes" in 2019, compared to 87% in 2016. A new item was added in 2019 (item 20), which asks "Do you intend to return to the same institution next year?" to which 89% of students replied "yes". In the NSSE FYE Topical module, item 4a, when asked "During the current school year, have you seriously considered leaving this institution?" 30.3% replied "yes" in 2019, decreased from 38.2% replying "yes" in 2016.

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

## **Outcome 6**

**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**

Students will develop a sense of belonging to the university.

**Timeframe for this Outcome**

Fall 2018

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

LINK101 FYSA average ratings on selected items will demonstrate a significant gain when compared to previous year's FYSA ( $p < 0.05$ , effect size of 0.3 or higher)

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

**Performance Target for "Partially Met"**

LINK101 FYSA average ratings on selected items will demonstrate no significant difference when compared to previous year's FYSA

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

**Performance Target for "Not Met"**

LINK101 FYSA average ratings on selected items will demonstrate a significant decrease when compared to previous year's FYSA

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

**Assessment Measure Used**

Skyfactor FYSA Factors:

1. Classroom Learners: Engaging Pedagogies,
3. Usefulness of Course Materials,
4. Improved transition to college,
21. Impacted retention and graduation
23. Overall program effectiveness

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

**Frequency of Assessment**

Administered to all LINK101 students at end of course: every fall semester

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

2018: 5.15  
2017: 5.12  
 $p = 0.72$   
 $ES = 0.02$

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

2

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

#### **Comments/Narrative**

Skyfactor FYSA was administered at the end of the course in fall 2018 and comparisons made to results in fall 2017. The average score for these items was higher (5.15) compared to fall 2017 (5.12), but the difference was very small and was not statistically significant. The Program partially met the expected outcome for this factor. Suggest keeping assessment and criteria the same for next year.

*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**

None

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

None

## **Goal Summary**

#### **Goal Summary/Comments**

The LINK Executive Committee (ExComm) working members met on 10/23/19 to discuss this report and make suggestions for change. All expected outcomes were met or partially met for all indicators of success, including FYSA factors related to retention and success, which were not met last year. Outcomes were met for: retention and average GPA of students that passed LINK101, and NSSE items. Outcomes were partially met for retention and average GPA of students who earned an 'A' or 'B' in LINK101 and the FYSA.

*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**

Criteria for measuring success were modified this year for the indirect assessments (NSSE, Skyfactor) due to the variability of the data. GPA comparisons were also modified from last year's criteria. Several initiatives have been implemented to increase retention and success of our students across campus. LINK ExComm and instructors plan to continue an assembly of all LINK students at the beginning of each school year, as part of the Launch into Lander events. This should help to begin building community and foster a sense of belonging for the students, which have been shown to increase retention and success. The themes of "belonging" and "growth mindset" will be emphasized at the training LINK Academy and the LINK Assembly, as well as the curriculum in the LINK101 for the fall 2019 semester.

*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.*