LANDER UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS

UNIT/PROGRAM NAME:	English
OFFICE OF PRIMARY RESPONSIBILITY:	Department of English and Foreign Languages, COAH
ASSESSMENT COORDINATOR:	Dr. Misty L. Jameson
SUBMISSION DATE OF THE REPORT:	Thursday, May 10, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:
To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- Use multiple assessments (Indicators of Success) for each Unit Goal.
- Reports must demonstrate engagement in on-going planning and assessment which is consistent over time to enable the unit to evaluate students, courses or a program. Shared widely within and across programs, the results of this assessment must be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods should be evaluated and revised.
- Develop and/or use methods and instruments that are uniquely suited to the goal statements/Indicators of Success and that are supported by faculty/unit.
- Each Report must contain “mature data” (at least five years - sufficient information used as a basis for sound decision making).
- Each Report must provide evidence of improvement, based on the analysis of the assessment results, as opposed to a plan for improvement.

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4.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** As staffing allows, we hope to begin offering ENGL 499 each fall and spring semester to lower class size and increase opportunity for textual revision of the thesis and portfolio to reinforce these skills. Offering this course both semesters is particularly important for our English Education majors, who may need to take 499 in the fall in preparation for student teaching in the spring semester of their senior year. 27

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5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** We will need an additional $250-$300 (approximately) in order to host an event at the start of the fall 2018 semester in order to increase our on-campus presence, to help attract new majors/minors, and to help with student retention. 30

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Our intention in this student-centered event is to allow students to meet faculty and develop a sense of community. We would use these funds to pay for food and drinks (plus necessary plates, cups, and other materials) as well as door prizes and raffle prizes. Funds will also be necessary to pay for posters and fliers to advertise for this event. 30

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5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:** 32

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: In an attempt to increase our on-campus presence, we are hosting an event at the start of the fall semester for English majors to help attract new majors/minor and to help with student retention. 32

1. UNIT/PROGRAM GOAL 1: To demonstrate an ability to analyze and interpret texts.

1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-18

1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[1]**

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1.	Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability in textual analysis and interpretation	3.47 (10/11)	Average portfolio subscore is greater than or equal to 3.0	Average portfolio subscore is between 2.5 and 2.9, inclusive	Average portfolio subscore is less than 2.5	3.00
1.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.
1.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: Score.

[1] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

		Summary Data.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	
1.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
1.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

1.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3

1.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	Writing Portfolio Rubric subscore (Skill 1: To demonstrate an ability to analyze and interpret texts.)	Submitted by graduating English majors in ENGL 499 each academic year
1.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
1.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
1.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
1.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

1.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

1.6.1. **OUTCOME 1 COMMENTS**: This was a particularly strong cohort, and their score increase may be driven by their personal abilities. However, we are hoping that changes we implemented this year to our ENGL 200 course (incorporating more critical analysis and interpretation) in response to last year's weaker scores will help us maintain this level of performance.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.6.2. **Outcome 2 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

1.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

1.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

1.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

1.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

1.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

1.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

1.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Reviewing our data, we realize that we need to include another assessment instrument to help us get a fuller sense of our students' performance. For next year (2018-19), we intend to add the Reading Skill Subscore from the ETS Proficiency Profile as an instrument to measure student success for this goal.

1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** We intend to sustain and enhance changes to our ENGL 200: Introduction to the English Major course. We also hope to leverage changes made to our general education program to lower course caps on other 200-level English courses to allow for more individualized instruction in these foundational courses as well.

2. UNIT/PROGRAM GOAL 2: To demonstrate an ability to understand texts within context, such as history, politics, genre and/or culture.

2.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

2.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-18

2.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[2]

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1	Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to understand texts within various contexts	3.43 (9/11)	Average portfolio subscore is greater than or equal to 3.0	Average portfolio subscore is between 2.5 and 2.9, inclusive	Average portfolio subscore is less than 2.5	3.00
2.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.
2.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: Score.

[2] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

		Summary Data.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	
2.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
2.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

2.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3

2.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	Writing Portfolio Rubric subscore (Skill 2: To demonstrate an ability to understand texts within context, such as history, politics, genre and/or culture.)	Submitted by graduating English majors in ENGL 499 each academic year
2.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
2.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
2.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
2.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

2.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

2.6.1. **OUTCOME 1 COMMENTS**: This goal continues to be a strength thanks to previous changes improving our emphasis on contextualization.

2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

2.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

2.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

2.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

2.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Over the last few assessment cycles, we have been pleased with this goal; we are seeing the results of our deliberate, concentrated effort to help students understand context, particularly in our offerings of "period" courses (Victorianism, Romanticism, Postmodernism) but also in our special topics courses, such as Southern Gothic or Science Fiction.

2.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** After reviewing this year's data, we have decided to incorporate a written thesis defense as a new assessment instrument that will reflect on this goal (to replace the MFT that we discontinued this year). This defense will center on responding to additional contextual and critical sources chosen by the Major Program Assessment Committee.

3. UNIT/PROGRAM GOAL 3: To demonstrate familiarity with textual criticism and the ability to integrate sources.

3.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

3.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-18

3.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[3]

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1	Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student familiarity with textual criticism and ability to integrate sources	3.47 (11/11)	Average portfolio subscore is greater than or equal to 3.0	Average portfolio subscore is between 2.5 and 2.9, inclusive	Average portfolio subscore is less than 2.5	3.00
3.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.
3.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: Score.

[3] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

		Summary Data.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	
3.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
3.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

3.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3

3.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	Writing Portfolio Rubric subscore (Skill 3: To demonstrate familiarity with textual criticism and the ability to integrate sources.)	Submitted by graduating English majors in ENGL 499 each academic year
3.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
3.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
3.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
3.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

3.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

3.6.1. **OUTCOME 1 COMMENTS**: Last year, we realized the need to emphasize source and citation usage, and this year we did see an increase in student scores. Prior to, or during, the next academic year (2018-19), we intend to meet to discuss how to continue this reinforced teaching of source integration.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.2. **Outcome 2 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

3.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

3.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

3.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
While we are cautiously pleased with our student scores for this year's cohort, citation usage continues to be a problem for our students in general, so we will need to contintue to monitor student performance for this goal closely.

3.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** As we said in goal two, after reviewing this year's data, we have decided to incorporate a written thesis defense as a new assessment instrument. It will also reflect on this goal (to replace the MFT that we discontinued this year). This defense will involve incorporating source material chosen by the Major Program Assessment Committee.

4. UNIT/PROGRAM GOAL 4: To demonstrate the conventions of American grammar and organization through student-produced texts.

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-18

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[4]

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1	Average Writing Portfolio Subscore (# students meeting standard/total number of students) measuring student ability to write following the conventions of American grammar and organization	3.43 (9/11)	Average portfolio score is greater than or equal to 3.0	Average portfolio score is between 2.5 and 2.9, inclusive	Average portfolio score is less than 2.5	3.00
4.3.2	Average ETS Proficiency Profile Writing Subscore (# students meeting standard/total number of students) measuring student writing competencies	119 (9/11)	Average writing subscore is at or greater than 115	Average writing subscore is between 111-114, inclusive	Average writing subscore is less than 110	3.00
4.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does	Outcome 3: Score.

[4] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

			“Meets” the expectations of the unit/program.	“Partially Meets” the expectations of the unit/program.	Not Meet” the expectations of the unit/program.	
4.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
4.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3

4.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment

4.5.1.	Writing Portfolio Rubric subscore (Skill #4: To demonstrate the conventions of American grammar and organization through student-produced texts.)	Submitted by graduating English majors in ENGL 499 each academic year
4.5.2.	ETS Proficiency Profile Writing Skills subscore	Administered yearly to all graduating seniors by Lander University
4.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
4.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
4.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

4.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

4.6.1. **OUTCOME 1 COMMENTS:** We are noticing the positive effect of the recent courses added or modified to our program (ENGL 344, 350, 450) in helping students improve in their writing. However, we recently lost a faculty member in our professional writing program and are concerned about how staffing levels will affect our ability to offer these courses.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** To continue to offer these courses, we need to hire another tenure-track professional writing faculty member.

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** A tenure-track faculty member who can teach upper-level writing and editing courses is essential to the survival of our Professional Writing Emphasis and our Writing Minor.

4.6.2. **OUTCOME 2 COMMENTS:** This year's scores confirmed our calibration of the ETS subscore; student performance on the portfolio matched closely with their performance on this test.

4.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

4.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

4.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

4.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Both of our assessment instruments show the success of our programmatic changes to emphasize writing and confirm our need for a replacement tenure-track faculty member.

4.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** As staffing allows, we hope to begin offering ENGL 499 each fall and spring semester to lower class size and increase opportunity for textual revision of the thesis and portfolio to reinforce these skills. Offering this course both semesters is particularly important for our English Education majors, who may need to take 499 in the fall in preparation for student teaching in the spring semester of their senior year.

5. UNIT/PROGRAM GOAL 5: Comply with program productivity standards as defined by the South Carolina Commission on Higher Education

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic year 2017-18

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[5]

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1	Major Enrollment	54.6	Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.	Not Applicable	Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.	3.00
5.3.2	Completions (Degrees Awarded)	11.2	Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.	Not Applicable	Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.	3.00
5.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning	Outcome 3: Score.

[5] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

		Summary Data.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	
5.3.4.	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5.	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** 3.0

5.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
5.5.2.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 5/10/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

5.6.1. **OUTCOME 1 COMMENTS**: Stronger enrollment starting in 2016 is creating a larger graduating cohort, and we hope to continue that growth by emphasizing our recently-revised professional writing emphasis and writing minor as marketable career-oriented preparation.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** We will need an additional $250-$300 (approximately) in order to host an event at the start of the fall 2018 semester in order to increase our on-campus presence, to help attract new majors/minors, and to help with student retention.

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Our intention in this student-centered event is to allow students to meet faculty and develop a sense of community. We would use these funds to pay for food and drinks (plus necessary plates, cups, and other materials) as well as door prizes and raffle prizes. Funds will also be necessary to pay for posters and fliers to advertise for this event.

5.6.2. **Outcome 2 Comments:** While our graduation numbers are holding steady, we anticipate new opportunities to attract new double-majors and minors with changes to our general education program.

5.6.2.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 2:** Click here to enter dollar amount/other resources required.

5.6.2.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.3. **Outcome 3 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.3.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 3:** Click here to enter dollar amount/other resources required.

5.6.3.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.4. **Outcome 4 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.4.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 4:** Click here to enter dollar amount/other resources required.

5.6.4.2. **Explanation of how resources will be used:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.5. **Outcome 5 Comments:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.5.1. **Additional Resources Required to Achieve or Sustain Results for Indicator of Success 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: In an attempt to increase our on-campus presence, we are hosting an event at the start of the fall semester for English majors to help attract new majors/minor and to help with student retention.