

**Lander University
Institutional Effectiveness Summary 2004**

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

The 2004 Institutional Effectiveness Report for Lander University reports on the assessment of educational effectiveness for the following areas, following the Commission on Higher Education's established uniform schedule for reporting:

MAJORS UNDER REVIEW

Full Reports

- [Chemistry](#)
- [Music](#)
- [Visual Arts](#)

Interim Reports

- [Business Administration](#)
- [Nursing](#)
- [Spanish](#)

OTHER AREAS UNDER REVIEW

- [Academic Advising](#)
- [Success of Transfers](#)
- [Policies and Procedures for Preparing a Technologically Skilled Workforce](#): Pursuant to the 2001 legislative amendment to SC 59-101, we include a statement on Lander University's policies and procedures for preparing a technologically skilled workforce.

MAJORS UNDER REVIEW

The various academic units employ a broad array of assessment techniques in their program evaluation, each using multiple measures tailored for the specific qualities of the discipline. During the 2003-2004 academic year, majors in Chemistry, Music, and Visual Arts reported assessment findings through the CHE Program Reviews, and interim reports were submitted for majors in Business Administration, Nursing, and Spanish. The table below summarizes the assessment measures used by the majors under review.

Assessment Measures of Majors under Review

Assessment Measure	Full Reports			Interim Reports		
	Chemistry	Music	Visual Arts	Business Administration	Nursing	Spanish
Alumni Surveys	X	X	X	X	X	X
Questionnaires		X		X		
Content area exams	X			X	X	
Juried Exams/Exhibitions		X	X			
Recitals/Concerts		X				
Exit interviews	X	X			X	X
Student Interviews			X			X
Auditions		X				
Portfolios						X

Pre-registration meetings			X			
Evaluation of curriculum	X					
Physical inspection of facilities	X					
Accreditation			X	X	X	
Study Abroad						X

Program Assessment Summary for Chemistry

PROGRAM GOALS

Goals for the program are that all students majoring in chemistry will:

1. have been conveyed a body of knowledge and provided experiences with the tools and techniques used by a chemist, including the use of modern technology and instrumentation, and communication skills appropriate to the Discipline.
2. be able to successfully enter and perform in either graduate school or the job market.
3. have been effectively advised.
4. have been offered a variety of courses exposing students to all areas of chemistry.
5. have been provided a safe environment for the instruction and learning of chemistry.

MEANS OF ASSESSMENT

Senior Exit Interview: The Senior Exit Interview consists of two sections. The first section provides quantitative assessment information regarding student perceptions of the adequacy of the number of courses offered and required, scheduling of courses, the senior seminar, laboratory experiences, the qualifications and quality of the faculty, and the quality of advising. The second section is used to gather qualitative information regarding student satisfaction with the program and as a tool to assess needed changes in the program. The Exit Interview consists of multiple choice questions, short answer questions, and a comment section where safety concerns and other issues can be expressed. It is administered annually.

Lander Alumni Survey: This survey is administered by Lander University and sent to all Lander alumni. The Lander Alumni Survey provides a snapshot of student satisfaction with a comprehensive range of services and activities that are important to each student's Lander experience. This survey, in effect, allows each student respondent to give Lander a report card grading the effectiveness with which Lander faculty, staff, and programs satisfy that student's perceived needs and aspirations. It is administered biennially.

Departmental Alumni Survey: The Departmental Alumni Survey provides chemistry alumni perceptions of the levels of satisfaction with the program, professional preparation at the undergraduate level, information on current employment, information on acceptances to graduate school, and graduate degrees. The Departmental Alumni Survey consists of multiple choice questions, short answer questions, and a comment section where safety concerns and other issues can be expressed. It is administered at least every four years.

Professional Knowledge Exam: The Department designed and implemented its own Professional Knowledge Exam in 1996. The Professional Knowledge Exam consists of 50 multiple choice questions. Incoming freshmen and transfer students are given the exam. The same exam is given to the graduating seniors. This exam provides the means to evaluate any increase in knowledge from the freshman to senior year. It is administered annually.

Evaluation of Curriculum: Evaluation of curriculum is an ongoing process throughout the academic year in Departmental meetings in consultation with the College Dean. Also, each course is evaluated annually for course content to ensure that it is current. It is administered annually.

Inspection According to the Chemical Hygiene Plan (CHP): The Departmental CHP is periodically revised and updated. Periodic inspections occur as required by the CHP. It is administered at least annually.

The data collected are subjected to analyses and discussions at the Department of Physical Sciences meetings throughout the year. Each of the specific goals will be assessed individually.

Program Goal 1: All students majoring in chemistry will have been conveyed a body of knowledge and provided experiences with the tools and techniques used by a chemist, including the use of modern technology and instrumentation, and communication skills appropriate to the Discipline.

This goal is assessed by: Senior Exit Interviews, Departmental Alumni Survey, Professional Knowledge Exam, and Evaluation of Curriculum.

Grades in coursework and lab experiences are a means of continually assessing the body of knowledge conveyed to chemistry students.

How well the Chemistry Discipline exposes students to modern technology and modern instrumentation is assessed by the written Senior Exit Interview. In the interim assessment report for Chemistry in 2000, students gave consistently negative marks for the multiple choice question #6, "The Department has up-to-date equipment". Since 2000, more than \$175,000 has been spent for new laboratory equipment. With the addition of new and more modern equipment, recent graduating students have given much improved marks for question #6.

The Professional Knowledge Exam, which is required of chemistry majors when they enter and exit the program, is used to assess an increased knowledge of chemistry. From August 1996 to April 2004, the average exit score compared to the average entry score has increased an average of 34%. This increase in score indicates an increased body of chemical knowledge conveyed to the students. Starting in the fall of 2004, the Chemistry Discipline has adopted a new Professional Knowledge Exam. The original exam weighed too heavily on general chemistry and did not adequately cover all areas of the chemistry curriculum, such as organic chemistry, physics, analytical chemistry, inorganic chemistry, and physical chemistry. This new exam will allow the Chemistry Discipline, not only to assess our students overall knowledge of chemistry, but also assess the knowledge in specific areas of the chemistry curriculum.

The written and oral communication skills of the chemistry students are evaluated in several required courses in the chemistry curriculum. For example, students turn in formal lab reports in all upper division chemistry courses. Several upper division courses including CHEM 311 (Advanced Organic Chemistry), CHEM 420 (Environmental Chemistry), and CHEM 381 (The Environment, Technology and You), require oral presentations as well. Also, CHEM 407-410 (Student Undergraduate Research) is required to be presented orally at the South Carolina Academy of Science, the Western Carolinas Section of the American Chemical Society, or at Lander University. In CHEM 411 (Chemistry Seminar), graduating seniors present seminars that are evaluated by all faculty members in the Department. The seminars are evaluated based on organization, manner of presentation, use of Standard English, vocal presentation, and clarity. The average score for all chemistry graduates is 1.54 (1 = highest, 5 = lowest), which indicates that the graduating seniors leave Lander University with the communication skills appropriate for the chemistry discipline.

The Department also uses a Departmental Alumni Survey to assess program goal #1 from the student's perception. The Department mailed alumni surveys to all chemistry alumni from 1996-2004 and had a 43% return. The Departmental Alumni Survey is mailed out at least every four years. The survey revealed 89% of alumni are in a position related to their chemistry degree and 14% hold a graduate degree related to the chemistry field. Alumni responses for the relevant questions from the Departmental Alumni Survey were:

1. The number of required courses was appropriate for the major.
(77% Strongly Agree, 23% Agree)
2. The content of the required courses was appropriate for the major.
(81% Strongly Agree, 19% Agree)
6. Time spent in the laboratory was a worthwhile educational experience.
(71% Strongly Agree, 24% Agree)
7. Lander University prepared me well for my chosen career path.
(76% Strongly Agree, 10% Agree)
8. The science faculty were well qualified to teach.
(86% Strongly Agree, 14% Agree)
9. The science faculty were enthusiastic about teaching.
(86% Strongly Agree, 14% Agree)
10. The Department of Physical Sciences provided a positive environment for learning.
(90% Strongly Agree, 10% Agree)
11. The lab equipment and instrumentation used in my courses were adequate and up-to-date.
(57% Strongly Agree, 33% Agree)

Goal #1 is also addressed by the Evaluation of Curriculum. The curriculum is evaluated every year in Departmental meetings and in consultation with the Dean and any necessary changes are made. One recent example of a change in the curriculum was the addition of an Environmental Chemistry course (CHEM 420). Likewise, course content is reviewed and updated to keep up with advances in chemistry. Each faculty member evaluates their course and introduces any new advances in chemistry into their course for the following year. Undergraduate research courses have become a more integral part of the chemistry major. With more and more companies looking for research experience, the Department has seen an increase in the interest of students for undergraduate research. Previously, the Department had at most one student per year involved in undergraduate research. In the past few years that number has grown to be approximately 5 students per year involved in an undergraduate research project. Evaluation of the curriculum and course content is a means to ensure that the students are prepared to enter graduate school or the work force.

Program Goal 2: All students majoring in chemistry will be able to successfully enter and perform in either graduate school or the job market.

This goal is assessed by: Senior Exit Interviews, Lander University Alumni Survey and Departmental Alumni Survey.

Examining the Senior Exit Interview since 1996, the perspective of the graduating seniors on the relevant questions was:

8. I feel well prepared for my chosen career path.
(3.37/4.00)
9. I would recommend this program to others interested in this field.
(3.69/4.00)
11. My advisor was helpful in the selection of classes and providing career guidance.
(3.81/4.00)

Written responses on the surveys were consistent with these scores; "I feel I have been well prepared for the next step in my education", "The professors are very well educated and have done and will continue to do an excellent job in preparing students for the future", "I feel that my advisor helped me out more than anything", and "Wherever I go, I will always promote Lander and the Chemistry Department as a wonderful environment to learn". In addition, the written responses also reveal that participation in the Lander student chapter of the American Chemical Society was very helpful for them to realize what jobs were available to them and how best to prepare for those careers. One student's comment was "The student affiliate chapter of ACS rules!!" An area of improvement suggested by the students before the interim report in 2000 was to increase the number and quality of contacts between Lander and local chemical companies. The Chemistry Discipline has increased the number of industrial trips substantially to include companies like Fuji, Solutia, Capsugel, Amoco, Isopoly Films, and South Carolina Law Enforcement Division.

The Chemistry Discipline expected to get useful information from the Lander Alumni Survey. The Lander Alumni Survey did not provide the expected information since the collected data was general in nature for all sciences and not specific to chemistry.

The Department also uses a Departmental Alumni Survey to assess program goal #2 from the student's perception. Alumni responses for the relevant questions from the Departmental Alumni Surveys from 1996-2004 were:

1. The number of required courses was appropriate for the major.
(77% Strongly Agree, 23% Agree)
2. The content of the required courses was appropriate for the major.
(81% Strongly Agree, 19% Agree)
6. Time spent in the laboratory was a worthwhile educational experience.
(71% Strongly Agree, 24% Agree)
7. Lander University prepared me well for my chosen career path.
(76% Strongly Agree, 10% Agree)
10. The Department of Physical Sciences provided a positive environment for learning.
(90% Strongly Agree, 10% Agree)

Program Goal 3: All students majoring in chemistry will have been effectively advised.

This goal is assessed by: Senior Exit Interviews, Student Survey on Program Advising, and the ACT Student Opinion Survey.

After examining the Chemistry Senior Exit Interviews, the perspective of the graduating seniors on the relevant question #11, "My advisor was helpful in the selection of classes and providing career guidance", was a 3.81/4.00 from 1996 through 2004. Some students offered additional comments such as "was always willing to help", "very approachable", "really cares about my future", "very generous with his time", and "provided good explanation for course requirements".

The Student Survey on Program Advising is given each year to an advisee during the advising and registration period. Advisors are rated in three categories: availability for advising, answering advisement questions, and explaining program requirements. In the period from 1996 to 2003 students rated their program advisors as excellent (90%) or satisfactory (9%). The response rate to this survey has been 100%.

The ACT Student Opinion Survey is administered by the Office of the Dean of Students annually and compiles data by academic major. Data was collected from 1996 through 2003. Students rate satisfaction in three areas: academic advising by advisor, availability of advisor, and value of information provided by the advisor. The information was compared to a national comparison group made up of students in 77 public four-year undergraduate institutions in 30 states. From 1996-2003 on the academic advising question, Lander students rated the chemistry faculty an average of 4.00/5.00, while the national average was 3.70/5.00. On the availability of advisor question, Lander students rated the chemistry faculty an average of 3.95/5.00, while the national average was 3.71/5.00. On the value of information provided question, Lander students rated the chemistry faculty an average of 3.88/5.00, while the national average was 3.66/5.00.

Program Goal 4: All students majoring in chemistry will have been offered a variety of courses exposing them to all areas of chemistry.

This goal is assessed by: Senior Exit Interviews, Departmental Alumni Survey, and Evaluation of Curriculum.

Examining the Senior Exit Interview since 1996, the perspective of the graduating seniors on the relevant questions was:

1. The number and content of required courses was appropriate for the chemistry major.
(3.57/4.00)
2. The number of chemistry electives available is adequate.

(2.56/4.00)

4. Current topics in chemistry were adequately incorporated in the courses taken.

(3.40/4.00)

The Department also uses a Departmental Alumni Survey to assess program goal #4 from the student's perception. Alumni responses for the relevant questions from the Departmental Alumni Survey were:

1. The number of required courses was appropriate for the major.
(77% Strongly Agree, 23% Agree)
2. The content of the required courses was appropriate for the major.
(81% Strongly Agree, 19% Agree)
3. The frequency of required course offerings in the major was adequate.
(48% Strongly Agree, 33% Agree, 19% Disagree)
4. The frequency of elective courses offerings in the major was adequate.
(33% Strongly Agree, 67% Agree)
5. The number of electives available in the major was adequate.
(43% Strongly Agree, 43% Agree, 14% Disagree)

The Evaluation of Curriculum is an ongoing process. The curriculum is structured so that all chemistry majors are required to take: General Chemistry (CHEM 111-112), Organic Chemistry (CHEM 221-222), Analytical Chemistry (CHEM 330), Chemical Instrumentation (CHEM 331), Inorganic Chemistry (CHEM 341), Physical Chemistry (CHEM 401-402), and Chemistry Seminar (CHEM 411). In addition, students select at least two of the following chemistry electives: Advanced Organic Chemistry (CHEM 311), Introduction to Chemical Engineering (CHEM 351), Biochemistry (CHEM 301), Technology, the Environment, and You (CHEM 381), Environmental Chemistry (CHEM 420), Undergraduate Research (CHEM 407-410).

Improving the variety and availability of upper level chemistry elective classes is directly related to the need for additional faculty. The Chemistry Discipline does not have enough faculty members to cover the classes that are currently being taught without hiring part-time lab instructors or by the current faculty members taking teaching overloads. A tenure track position was eliminated by the administration in 1998 due to budget constraints. The variety and frequency of chemistry electives will be improved when this tenure track position is restored.

Program Goal 5: All students majoring in chemistry will have been provided a safe environment for the instruction and learning of chemistry.

This goal is assessed by: Senior Exit Interviews, Departmental Alumni Survey, and an Annual Inspection According to the Chemical Hygiene Plan (CHP).

Students are encouraged to respond to safety issues in the comment section of both the Senior Exit Interview and Departmental Alumni Survey. No safety concerns were expressed.

The provision of a safe environment for the learning of chemical experimentation is a priority of the Chemistry Discipline. To provide such, faculty, students, and work-study students are trained in safety regulations and precautions. Prior to 1996, the chemistry program was housed in a small, one story building with unsafe ventilation and inadequate laboratory and storage areas. The new science facility is three stories, has much more square footage, and serves the Discipline well. The ventilation in the building was designed by a consultant from California where pollution standards are very strict. The air in our current facility does not re-circulate any inside air, but outdoor air is instead exchanged at a rate of ten times per hour when laboratories are occupied. All laboratories were designed with a pre-lab area that is used to convey safety information to students before each laboratory. A separate prep-room was also incorporated to provide an area for the preparation of materials for a laboratory. Each faculty member also has a separate research laboratory for conducting undergraduate research. Ventilation hoods are monitored automatically and provide an instantaneous readout with an alarm should a hood drop below a safe face velocity. All chemistry majors view the American Chemical Society video "Starting with Safety".

Periodic inspections play an important part in maintaining a safe environment. Faculty members inspect laboratories more frequently than the once a year inspection required by the CHP. Students have participated in building safety inspections of the laboratories. Twice a year testing and maintenance are performed by trained personnel on the ventilation hoods, safety showers, eye washes, and fire extinguishers. A new building is not without problems. During an inspection, problems with the floor tiles were noted and monitored during subsequent inspections. The tiles on the floor became progressively worse in the halls and laboratories, and began to come off or peel-up on the corners, presenting a serious safety issue. In the summer of 2003, the flooring on the third floor was removed and replaced with a seamless epoxy coating. The replacement of the flooring on the second floor is currently under way and will be completed during the summer of 2004.

Work-study students in the Chemistry Department are familiarized with the Departmental Chemical Hygiene Plan (CHP), Material Safety Data Sheets (MSDS), storage of chemicals, and proper treatment of chemical waste. Hard copies of MSDS sheets are kept bound and students are instructed on how to access MSDS information on the internet. Chemicals are stored in the laboratories in safety cabinets. Explosion proof refrigerators are available. A larger locked chemical stockroom on the third floor is ventilated, periodically inventoried and old chemicals removed to a separate room

in the basement which provides storage for waste chemicals until an amount accumulates that warrants pick-up for disposal by an outside vendor.

The CHP has undergone periodic revisions to add sections. Blood-borne pathogen training has been instituted. Chemistry faculty members are offered hepatitis shots by the University. Additional sections have been added on building evacuation plans and boating safety since many faculty members are doing research projects on area lakes. The Chemical Hygiene Plan has been added to the Department's webpage for easier accessibility by faculty and students. Also, two faculty members attended a "Chemical Laboratory Health and Safety" course in 2004 offered by The Laboratory Safety Institute.

Satisfaction with safety in the laboratory facilities was addressed by the ACT Student Opinion Survey. Students rated Lander University at 3.93/5.00, while the national average was 3.66/5.00.

A more specific question will be added to the Senior Exit Interview and the Departmental Alumni Survey that will help the Chemistry Discipline to better assess student and alumni perceptions of laboratory safety issues. The question that will be added will read, "The Department of Physical Sciences has provided a safe environment for the instruction and learning of chemistry".

Program Assessment Summary for Music

Overview

The National Association of Schools of Music accredited Lander's Music program for Membership in 1997 and subsequently approved Lander's renewal of Membership in good standing in 2004. Thanks to these detailed accreditation procedures, the Music Department has been compelled to assess its strengths and weaknesses, to improve existing structures, and to make advancements where necessary and possible.

Program Goals

Students graduating from Lander University with a degree in music follow a program designed:

1. To provide the student with a foundation of theoretical knowledge and analytical skills.
2. To provide the student with a thorough foundation of music theory and analytical skills, including the common practice period as well as jazz and the avant-garde.
3. To increase the musical and technical abilities of the student in performance, both solo and ensemble.
4. To heighten the student's musical awareness and sensitivity to the broadest possible spectrum of music.
5. To provide the student with sound preparation for graduate study in music.
6. To provide hands-on experience in computer music/MIDI technology.
7. To develop a sense of professionalism within the discipline to include the highest possible performance standards, performance practice, stage deportment, and production.

Assessment of Goals

1. a. *Measure: Auditions.* Prospective students are required to perform an on-campus audition and to complete a Theory Placement Exam for entry into the Music program. Students who have made exceptional progress in applied music are asked by their applied teachers to audition in the fall for the Student Honors Recital held annually each spring.
b. *Outcomes:* 92% of those prospective students who auditioned were admitted to the program, and 73% enrolled at Lander as Music majors or minors. The average on the Theory Placement Exam is 41% correct. The entrance audition and theory exam provide vital information to instructors, applied and theory, concerning the musical backgrounds of prospective students and their potential for success in the music field. On average, 85% of the students who audition for the Honors Recital are selected to perform. The Honors audition has served as a checkpoint to insure the highest level of performance on a recital showcasing Lander's best musicians.
c. *Action taken:* The Department has developed a new entry-level assessment tool, including questions from both theory and music history, which will subsequently be used as an exit exam for graduating seniors. The first exam will be administered to freshmen during Expo I this summer. The Concert Band Soloist audition is no longer employed. Current conductors of the large ensembles prefer to handpick student soloists.

2. a. *Measure: Juried Exams.* Faculty members in voice, piano, and instrumental areas continue to monitor student progress through the use of written comments on jury sheets.
b. *Outcomes:* Juried performances are assessed according to such criteria as tone quality, intonation, style, and interpretation, and grades are awarded, ranging on average from A – C. In this setting, students are afforded the chance to receive constructive comments from another faculty member whose approach to music may be slightly different from that of their applied teacher. During the current reporting period, 50% of students received a jury grade of A, 17% a jury grade of B, and 33% a jury grade of C.
c. *Action taken:* No new action has been taken. These juries continue to serve the faculty and students well as indicators of progress made in the private studio each semester. Discussion is ongoing regarding the addition of a jury before the full Music faculty for students completing MUS 251 (the end of the sophomore year of applied study).

3. a. *Measure: Recitals and Concerts*. Public performance is the ultimate benchmark for assessment of a musician's technical and interpretive aptitude. All departmental recitals, solo recitals, and performances by larger ensembles are videotaped, providing conductors and students an opportunity to view, listen to, and assess such performance criteria as tone quality, pitch and rhythmic accuracy, dynamics, intonation, phrasing, and style
- b. *Outcomes*: Annual videoing of Opera Scenes, Piano Showcase, Wind Ensemble, Jazz Ensemble, and University Singers gives evidence to the fact that each performing ensemble has made great strides toward producing high quality, pre-professional concerts. Analysis of videotaped solo and ensemble performances has enabled students and conductors to pinpoint performance techniques which need to be improved (primarily tone quality, accuracy, intonation, and style) and ultimately to refocus rehearsal time to include specific drill in these technical and interpretive areas. Comparison of videotaped concerts and recitals indicates a marked improvement, tonally and stylistically, during the last four years
- c. *Actions taken*: Over the last 4 years, the Department has chosen to supplement its performing schedule to include an extra Wind Ensemble Concert each semester, an annual Collage Concert featuring faculty and student soloists, chamber ensembles, and large ensembles, and a traditional Holiday Concert. This effort not only provides several other venues for student performance and assessment, but more importantly exposes students to a vast amount of new repertoire. Each of these additional concerts has been of high quality and has been popular with audiences as evidenced by the increase in attendance for these genre concerts. The Old Main Singers continues to perform around the state, and the Jazz Ensemble enhanced its annual recruitment tour this past year by appearing at a jazz club in Columbia.
4. a. *Measure: Alumni Survey*. The Lander University Alumni Survey administered by Career Services tells us whether or not Lander's undergraduate programs adequately prepared graduates in Music for their chosen field or for further study in graduate school.
- b. *Outcomes*: The survey yields a response rate on average from 18% of all Music graduates, a very small minority indeed. The resulting data distributed to College Deans is reported in such a way that details of the survey are vague.
- c. *Actions taken*: NASM has suggested that the Music Department devise its own Alumni Survey specific to Music. The Music faculty continues to discuss the possibility of developing a tool for surveying Music graduates. Though the faculty agrees that this is the ideal action, no such action has been taken due to budgetary shortfall and staff overloads.
5. a. *Measure: Senior Exit Interviews*. Exit interviews are administered by the Division Chair as a means of receiving student feedback about strengths and weaknesses of the Department and its faculty. All graduating seniors are expected to schedule a private senior exit interview with the division chair and the meetings typically last about half an hour. The head takes notes and gives assurances that although action may be taken as a result of the conference, their anonymity will be protected. The questions asked are:
- What were the highpoints (faculty, classes, ensembles, tours) of your program at Lander?
 - What were the problem areas, particularly in the major?
 - What are your career goals?
 - How thoroughly do you feel you have been prepared for your next step in your field (work, teaching, graduate school)?
 - How do you feel in general about having chosen Lander?
 - Do you have any suggestions for making the program better?
- b. *Outcomes*. Over 90% of the responses from these interviews are highly favorable.
- c. *Actions taken*: When there has been a pattern of complaints about course content, spotty teaching, or suggestions, action has been taken. Action has included counseling with a faculty member, reassignment of courses to other instructors, and acquisition of new technology or instruments. For example, in response partially to student interviews, a change in instructor for Music 211, 212, 213, and 214 was put into effect during the 2003-04 academic year. Students are satisfied with the action taken. Conversely a record of positive accolades in exit interviews for a class and/or instructor has led to the same in annual evaluations, and or nominations for the institutional Distinguished Professor Award. Finally, student praise of or concerns about the Music program are passed on to appropriate faculty members during end-of-the-year evaluations.
6. a. *Measure: Student Questionnaire*. The most telling questions answered by students are, "How can Lander better assist you in achieving your goals?" and "How would you assess your growth as a musician this year?"
- b. *Outcomes*: During the review period, students have consistently responded that they would like to have new courses offered in order for them to achieve their goals. An average of 28% responded that their growth was substantial; 72% responded adequate; 5% responded marginal. The students with the highest GPRs responded in the substantial category.
- c. *Actions taken*: A new course in jazz improvisation was added to the Music curriculum during the last year, and a new course in composition is pending for this fall.

Overview

At Lander University, the Bachelor of Arts degree in Visual Arts has two areas of emphasis, one in studio and the other in education. Both pursue the same requirements for the first two years of study. By the junior year, the education majors begin their education coursework while the studio majors focus on concentrations in the traditional visual arts studio courses of painting, sculpture, photography, commercial/graphic art, and/or printmaking.

Program Goals

The Visual Arts program is designed to provide a general background of knowledge and demonstrable skills including:

1. A working knowledge of art history and the tools of art research.
2. A practical foundation of theoretical design knowledge and analytical skills.
3. The major techniques used in the production of art, including drawing, painting, sculpture, printmaking, illustration, photography, and computer graphics.
4. Opportunities to prepare for art careers and graduate school both in the classroom and out through internships, practice teaching, study tours, and field trips.
5. A working knowledge of the techniques and skills needed to prepare art for exhibition and mount a one-man show.

Assessment of Goals

Over the period of review, things had not changed until this past year when the university went through a restructuring resulting in the formation of *colleges and departments* replacing the existing *divisions*. This restructuring has resulted in the following impact of the Visual Arts area. The chair of the Fine Arts Division, a member of the Visual Arts faculty, has become the *dean* of the newly formed *College of Arts and Humanities*, with the art historian becoming the *chair* of Visual Art Department. The assessment of students and the program have remained fairly consistent although some changes may have to be made. The replacement/upgrade of the painting studio facilities with larger spaces has allowed for the department to have, for the first time in a number of years, an informal area for departmental meetings of all visual arts majors. This space was utilized at the beginning of the fall semester this year to hold such a meeting at which attendance was required of all the majors.

1. a. Measure: Required meeting of all majors at beginning of fall semester. This required meeting was instituted with the upgrading of facilities this past fall (2003).
b. Outcomes: The meeting has proved to be valuable in the following ways:
 1. Students were introduced to all members of the faculty as well as their advisors.
 2. Students received vital information concerning the program, procedures and other pertinent information.
 3. Students got to know one another, creating a more cohesive department.
c. Actions taken: As the meeting proved to be both successful and valuable, it will become a regular event each year.
2. a. Measure: Evaluation of Visual Arts Majors. The Department of Visual Arts holds individual evaluations of its majors each spring. The process involves the individual student's filling out a form assessing his/her own progress as a Visual Arts major. This form is then brought by the student to the interview where s/he meets with a panel of at least three members of the Visual Arts faculty. After the interview, the form is then filled out by the panel reflecting the consensus of the panel. The form is then placed in the student's file with a copy being returned to the student.
b. Outcomes: The interview process has proven to be a valuable tool in giving faculty the opportunity to become much more aware of the expectations and plans/career goals of the students. It has also provided the students with feedback on a wider scale than that afforded in a specific course as to their standing within the view of the department. This practice of evaluation has been consistent over the past years with the exception of Spring '03 when no interviews were held.
c. Actions taken: Although the Assessment Plan for Visual Arts as revised for 1/01/97 stated that the individual evaluations would take place in the freshman, sophomore, and senior years, this has proven to be infeasible. Only those interviews of the freshmen have proven to be possible. This is due to variety of circumstances but is primarily due to the problem of scheduling once students are no longer taking the required foundation courses where they are all relatively easy to access and schedule. After this time, it has proven to be impossible to find times to schedule interviews which are possible for both the students involved as well as the faculty. Having said all that, the evaluation of the students at the end of their freshman year continues to be a valuable process for the above-mentioned reasons.
3. a. Measure: Annual Juried Student Exhibition. The Annual Juried Student Exhibition gives departmental-wide as well as course-specific feedback pertaining to all aspects of the quality of student works. Students are permitted

to enter works of their own choice. Each participant is also allowed to vote and pass judgment on their peers' art through an exhibitors' choice award.

- b. Outcomes: The information obtained in the video-taped remarks made by an outside judge helps in the comprehensive evaluation of students' progress in attaining technical and aesthetic skills which may reveal needed adjustments in curriculum. Information from the judge concerning specific works which demonstrate mastery of media affects course content in studio classes. Review of the choices made by students both in the works they choose to submit as well as the peer exhibitor award for which they vote help to measure the aesthetic attitudes of students which can lead to adjustments in all courses: studio, art history, and capstone.
 - c. Actions taken: In the last two years, two actions have been taken concerning the student exhibition. The first is to allow works created in individual courses to be held by the instructor for entry in the exhibition. This is a result of many high quality works created in the fall semester not being entered, for a variety of reasons, resulting in exhibitions which were not reflective of all of the work accomplished by the students throughout the year. The second change has been in the jurying process for the exhibition. In the past, all works entered were exhibited although the department did retain the right to not include works deemed inappropriate. This past year the decision was made to have the juror select the works to be included in the exhibition from the entries rather than only awarding prizes. The net result of this has been greater interest and involvement by the students in the exhibition than ever before. Whereas there were 54 works submitted by 23 students for the '02-'03 exhibition, there were 163 works submitted by 67 students for the '03-'04 exhibition with 66 works by 40 student being selected.
4. a. Measure: Lander University Alumni Survey. The Lander University Alumni Survey is used to evaluate the art program through the questioning of graduates about their perception of how Lander and the Visual Arts curriculum have prepared them for careers.
 - b. Outcomes: Surveys are taken each year by the University with results made available to each of the departments.
 - c. Actions taken: The survey is studied each fall by the faculty and taken into consideration with feedback from exit interviews with seniors. Seniors are now told to expect the survey and to please participate, especially in their first year out as their feedback is needed. So far, there has been no indication that any changes need to be made.
5. a. Measure: Senior Exhibits. The Senior Exhibit requirement is that each senior display a variety of work reflective of his/her course of study while at Lander.
 - b. Outcomes: The exhibit enables the studio faculty to evaluate abilities such as drawing, use of visual elements and composition, craftsmanship, aesthetic valuing, overall presentation, and professionalism of each of the graduating seniors. It also gives the faculty an indication of the organizational skills and personal initiative involved in putting an exhibition together. The senior exhibits reveal student strengths and weaknesses and provide documentation for retaining the best or improving the weak components of the curriculum.
 - c. Actions taken: Through a review of senior exhibits, a decision was made several years ago to increase the coursework offered and required for drawing. The result was the creation of a series of one hour drawing courses offered each semester by the studio faculty on a rotating basis. Visual Arts majors are required to take three of these courses.
6. a. Measure: National Accreditation. The Art Department at Lander sought accreditation with the National Association of Schools of Art and Design (NASAD).
 - b. Outcomes: A comprehensive self-study was assembled and submitted in 1997. A site visit was hosted in which a team of out-of-state arts administrators talked to students, faculty, administration; they reviewed student art production, studio and lecture facilities, budget, and other support in 1998. The programs were approved, and Lander has been a member since 1998. Annually HEADS reports of data are submitted to the national office and a representative is sent to annual meetings. The department is preparing for a new self-study and site visit for 2004-5.
 - c. Actions taken: Efforts have been made to strengthen studio production through new advanced drawing requirements, better painting facilities, better and more technology for the Art Department Mac Lab, the hiring of a full time Graphics professor for 2004-2005, and new standards for formal admission to the major and a printed rubric by which students can judge their own commitment.

Over the past two years, the faculty of the Visual Arts Department has been engaged in review and revision of the MAT curriculum in the Visual Arts. In the course of this, the observation has been made that undergraduates from the Lander Visual Arts program entering the program may be in need of additional coursework in art history. The proposal to increase the art history component for Visual Arts majors from its current 3 courses to 4 will be reviewed during the '04-'05 year.

Interim Assessment Summary for Business Administration

The Department of Business administration received an initial visit for accreditation by the Association to Advance Collegiate Schools of Business in October of 2003. The program was granted full accreditation for five years. During the process of self-study leading up to accreditation, the faculty noted the need to begin developing an assessment plan that focuses on outcomes. In particular, the next five years will require the department to modify the assessment plan to mesh with "Assurance of Learning" standards that have been adopted by AACSB. A new pre-major assessment instrument has been implemented and will be analyzed during the coming year. Senior exit interviews will be conducted and additional development of alumni surveys will assist in refocusing the curriculum to meet changing needs of students of business.

Based on information gleaned from the currently administered alumni survey, it appears that graduates of the program are well-satisfied with both the instruction received and the overall experience in the Business program at Lander University. Summary data from the Alumni Survey for this reporting period are shown in Table 1.

Table 1. Alumni Survey data

Question	Results
Satisfaction with major	5.2/6
Rating of Instruction in Major	5.3/6
Current Job related to Major	81.8%

Students are asked to assess the instruction in each class during each class. The IDEA instrument from Kansas State University is used. The most recent overall results are noted below in Table 2 and indicate an overall positive result for the program.

Table 2: Results of Student Questionnaires About Teaching Quality

	Lander	National
Progress on Objectives	50.1	50.0
Improved Student Attitude	51.1	50.0
Overall Excellence of Teaching	50.0	50.0
Overall Excellence of Course	52.3	50.0

In addition to student evaluations in each course, graduating seniors are surveyed about their perceptions of teaching quality for each discipline in the business program. The results shown below indicate an overall positive record though the areas of finance and accounting are not as positive.

Table 3. Student Perceptions of Teaching Quality By Discipline

Discipline	Average (7 point scale)
Business Policy/Strategy	6.20
Human Resource Management	5.84
Business Law	5.81
Statistics	5.78
Management	5.74
Business Economics	5.72
Operations	5.70
International Business	5.63
Information Systems	5.55
Marketing	5.11
Finance	4.75
Accounting	4.55

Finally, the Department of Business administers the Major Field Achievement Test to all graduating Seniors each year to assess learning outcomes. Improvements have occurred as program requirements were improved during the pre-accreditation process. The results for the most recent four years of reporting data are shown below.

Table 4. Major Field Achievement Test Results

	2000-2001	2001-2002	2002-2003	2003-2004
Lander Mean	153.2	157.4	158.6	157.4
Nat. Percentile	46	61	81	79

The overall assessment plan for the Department of Business will undergo review in the next academic year. Several changes are likely as the program prepares to develop a maintenance of accreditation plan.

Interim Assessment Summary for Nursing

The Department of Nursing was visited for re-accreditation by the National League for Nursing Accrediting Commission (NLNAC) in September of 2003, and received a recommendation for a full 8-year accreditation (official notification expected in February 2004). In preparation for the survey, faculty conducted an in-depth self-study of the entire nursing program. That process generated a modification to the previous program evaluation process, blending the seven NLNAC standards and 23 criteria with the program's existing CIPP framework. New evaluation tools, like the IDEA student evaluation, new senior exit survey and alumni surveys, were added to existing formative and summative testing.

The significant curriculum changes implemented in 1998-99 appear to have favorably addressed student success in the program. The NCLEX-RN (the licensure examination for nursing) serves as a benchmark evaluation tool for traditional undergraduate students.

For the period being reported, NCLEX-RN passing rates and rankings among programs in South Carolina were as follows:

	Class of 2000	Class of 2001	Class of 2002	Class of 2003
Percent Passing	88%	96%	100%	95%
Rank in South Carolina	12 of 20	3 of 19	1 of 21	6 of 21

A detailed analysis of the NCLEX-RN summary report has also confirmed that changes made have positively impacted student mastery of content areas. As expected percentile rankings below 26 have not occurred during the past four years. However, faculty continues to carefully review and analyze NCLEX-RN results for trends.

Since the last report, the nursing program has added two additional options. In 2000 with support from the CHE and the Lander Foundation, an online RN to BSN option was launched. To date, eight registered nurses have graduated with their BSN from Lander, and there are an additional 60 nurses in process. This is the only South Carolina program which offers all of the core nursing courses on the internet. Program evaluation for this option is in the development process. Evaluation measures used for traditional nursing students (NLN examinations, NCLEX-RN, etc), do not apply for registered nurses. Course surveys, exit surveys, and one-year post graduation surveys are being used, but the numbers are still very small. Other evaluation/success measures are being explored and will be piloted in the near future.

The three-year accelerated option began in the summer of 2002. This option allows students to complete the traditional curriculum in three calendar years by going two full summer sessions. The program has been very well received by second degree and non-traditional students. Six students started in 2002, 18 have completed summer 2003, and there is a waiting list for summer 2004. These students have a traditional curriculum pattern in the freshman year, and join up with an existing traditional class for their senior year. The first accelerated students will graduate in May 2004, at which time comparative analysis with traditional students will begin.

Program assessment according to the evaluation model used in nursing is influenced by 1) regulatory forces, 2) institutional forces, 3) environmental/market forces, 4) student forces and 5) professional forces. Examples of changes made in response to these forces include the initiation of two new program options, a new course combining psychological and physiological development across the life span, developing a separate course for drug calculation thus giving more time for the study of pharmacology, increased use of technology in the classroom and the expectation of technology use by students, inclusion of more information about genetics threaded throughout the curriculum, and increased clinical experience in leadership, management and delegation. The Board of Advisors to the nursing program continues to provide excellent guidance in helping anticipate changes in practice which need to be integrated into the curriculum so that graduates are prepared to work successfully in today's healthcare.

Interim Assessment Summary for Spanish

At Lander University the BA degree in Spanish continues the emphases originally approved by the CHE. Over the period of this review the Spanish faculty has undergone profound and unanticipated change. At the end of May 2003 one of the two full-time professors left Lander. By the end of that May two more full-time Spanish faculty had been hired. In July the Chairperson of the Department left and an interim chair was appointed for Fall 2003. For the record, one of the three full-time faculty members will retire no later than December 2005. Despite these changes, the program has continued to grow, although slowly and is now beginning to produce enough data for assessment purposes. Since May 1999 there have been 7 graduates and 4 are scheduled to graduate May 2004. The recent faculty changes have engendered discussion of curriculum changes that will be made to keep the program current with recent pedagogical methodologies and market demands. Any future faculty hiring should be concordant with the aforementioned changes, which are expected to be submitted within a year.

Means of Assessment

1. Periodic taped interviews in Spanish

a. Measure: Periodic recorded interviews are made to assess student progress in conversational Spanish before and after the study abroad experience.

b. Outcomes: Majors are recorded periodically in the conversation courses, particularly Span 304, which includes phonetics. While the results have been judged satisfactory by a jury of Spanish faculty, it has been impractical to record students after their return from abroad in course work because, typically, these students no longer take conversation courses. The Spanish portion of the obligatory exit interview, however, is recorded

c. Actions taken: faculty need to provide more venues for recording students, even if it is not during a formal course.

2. Portfolio

a. Measure: The portfolio is a collection of writing assignments made during the student's Lander study and gives evidence of the progress in writing, in English and Spanish, on sundry topics. The Spanish 495 project is intended as a culmination of the student's ability to integrate language skills, cultural knowledge, and technological skills.

b. Outcomes: Student writing samples point to the need for more graded writing. This need has been identified by the Spanish faculty's evaluation of the portfolio in terms of the quality of standard language usage. Literature in the field indicates that students do not normally write in a manner acceptable to a native speaker until after their study abroad experience. Writing samples evaluated by faculty from beforehand show that students consider writing as a grammar obstacle, and not as an effort to communicate their own thoughts effectively. Because the Spanish 495 project is elaborated after the study abroad experience, because it invariably incorporates many aspects of their cultural and linguistic immersion, and because students have sufficient time to finalize the project, the project results have been satisfactory.

The recent outcomes of this measure have been placed in some doubt because some of the portfolio material was misplaced with the departure of the aforementioned faculty member. Efforts to recover the material have been in vain and complicated because the faculty member's departure to another country occurred over the summer.

c. Measures taken: It is now obvious that portfolios must be maintained and stored in a place other than in faculty offices. The matter has been brought to the attention of the present departmental chairperson and he has now provided a locked cabinet for storing assessment material.

3. Journal from experience abroad

a. Measure: Students are required to maintain a journal during their study abroad. This journal is evaluated by Spanish Language faculty upon the student's return to Lander. The journals are expected to include comment on the cultural and language lessons the immersion experience affords the student.

b. Outcomes: Some students have been uneven in fulfilling this requirement and have frequently mixed Spanish with English, even when directed not to do so. Other students have produced quality work for their journals.

c. Actions taken: More effective explanation and enforcement of the journal requirement is now in place. The journal assignment has been more formally stated with a sheet specifying the requirements. The sheet, to be given to each student before the study abroad experience, specifies the minimum amount of daily writing, makes suggestions for possible entry topics and reminds students that the journals are an academic assignment in which intimate details are not appropriate. Students receive a syllabus for the course which includes a clear explanation of how grades are determined.

4. Performance in courses abroad administered by other institutions

a. Measure: Students are to enroll in courses with Lander University equivalents. In their study abroad, students normally enroll in a Hispanic civilization/culture course and a conversation course. For the latter, they are given a placement exam to determine their level of oral proficiency and proper course enrollment. Students must return to Lander with proof of proper enrollment in at least two courses (worth the equivalent of 6 hours of Lander credit in Spanish) as well

as supporting evidence such as course syllabi, texts, daily notes, and written exams. They also submit institutional certification of having successfully finished the courses.

b. Outcomes: Every Lander student has successfully completed this prerequisite. Some have gone on to extend their study abroad, up to a year, before continuing at Lander. Without exception, the students have returned with a sense of personal language and cultural accomplishment of which they are duly proud. We know this is true from the quality of the evaluated journal, and the report of the mentor in the country to which the student is assigned. More importantly, the experience has always enriched the remainder of their Lander studies and encouraged others to follow suit. Because the program is small, we can see and interact with the students in classes and the Spanish Club to see the commitments take root in our students. All Lander Spanish majors who have completed their study abroad requirement have attained the required Advanced ACTFL rating of their oral proficiency. (See 5b)

c. Actions taken: A more formal and standardized procedure is necessary for determining the Lander grade to be assigned students for their study abroad. Finally, new faculty are presently organizing Lander University sponsored study abroad for Spanish majors so they do not have to accompany groups sponsored by other universities.

5. Exit interview conducted in Spanish

a. Measure: The Spanish major senior exit interview primarily serves as a final evaluation of the major's ability to understand spoken Spanish and to speak the language at the Advanced Level, as described by the American Council of Teachers of Foreign Language (ACTFL). The ACTFL standards are nationally endorsed and were recently adopted statewide for NCATE certification of foreign language education majors. A major portion of the interview in Spanish is recorded for evaluation purposes.

The exit interview also generates information on student evaluation of the major curriculum: they rate the effectiveness of each course taken, the overall value of the study abroad experience, the value of technology and the required Spanish 401 (Technological Applications in Foreign Languages). The interview also asks the students to rate specific General Education requirements and that program overall. These latter questions and the student responses are in English, given that the information may be of worth to a non-Spanish speaker.

b. Outcomes: Every student who has taken the exit interview has achieved at least Low Advanced, the minimum rating for successful completion of the Lander BA in Spanish. Only one student has been assigned that rating; all others have attained higher Advanced ratings. Rankings for the other indicators have been high for the effectiveness of the courses in the discipline and especially the study abroad experience.

c. Actions taken: Although this measure has been satisfactory overall, new faculty need to evaluate the past interview results with an eye to suggestions for improvement in the curriculum. Final agreement must be formalized regarding the Spanish 401 requirement. At this point, the faculty unanimously agree that Spanish 401 should be dropped as a requirement. Some ten years ago when the program proposal was submitted, it was necessary for faculty to introduce hardware and software to students entering the program. Now, however, students are often as knowledgeable, or more so, than faculty are of technological applications. With the recent advent of "Smart" (technologically equipped) classrooms at Lander, faculty and students routinely use specialized foreign language software applications for their presentations.

6. Lander University Alumni Survey

a. Measure: The alumni survey gives alumni the opportunity to give feedback on how well the program prepared students for their careers.

b. Outcomes: The initial Alumni Surveys produced insufficient data to be of use. The survey has not been administered in this interim because there have not been a sufficient number of graduates to warrant the survey.

c. Actions taken: With the graduates before 2003, the four 2003 graduates and the four in 2004, the Alumni Survey should now be able to produce feedback. It will be administered this year. A more concerted effort is necessary to attain a current data base of alumni mailing and email addresses. As of now and as part of the exit interview, we ask graduates to forward mailing and email addresses etc. to the departmental office. The survey needs to be administered annually with data printed in hard copy along with written faculty suggestions for improvement. The data results and suggestions will now be stored in the locked cabinet the chairman has provided the program.

Program Assessment Summary for Academic Advising

Assessment of academic advising takes place in academic divisions and schools and in the Academic Advising Center. Students who have declared majors are advised in their divisions/schools, whereas those who have not declared majors (called general education majors at Lander) are advised by the Academic Advising Center. Students who are provisionally accepted into the university enter the Academic Support Center Advising Program (ASCAP) and are advised by Academic Support Center staff. Students admitted through ASCAP because of low predicted GPRs are not allowed to declare majors and are advised as General Education students. In addition, students on probation are provided supplemental advising through the Student Academic Success Program (SASP), administered by the Director of Instructional Services and the Coordinator of the Academic Advising Center. Finally, each academic unit provides a

mentoring program for each faculty member. The purpose of these programs is to prepare the new faculty member for their advising responsibilities.

Assessment of Advising within Majors

Each division/school has a plan for assessment of the advising of its majors and for evaluation of advisors. The plans, which are on file in the Office of the Vice President for Academic affairs, employ techniques ranging from questionnaires administered after each registration or preregistration period to interview questions incorporated into students' exit interviews at the time of graduation.

Since each academic unit has devised its own assessment instrument, surveys are quite different, some using a five-point Likert scale, and others using a three- or four-point scale. Whatever method was used, the composite averages show a high degree of satisfaction for most divisions and schools. On the chart below, which reflects the period from spring 2001 to fall 2003, scales have been converted to uniformly show the highest number as most positive:

Table 1. Composite Results of Assessment of Academic Advising

Division/School	Composite Scores reported in 2000	2001-2003 Composite Scores
<i>Surveys with 3-point scale</i>		
Biological and Physical Science	2.82	2.83
Behavioral Science	2.81	2.81
<i>Surveys with 4-point scale</i>		
Humanities	4.00	3.20 (02-03 only)
History/Political Science	3.62	3.78
<i>Surveys with 5-point scale</i>		
Education	NA	4.39
Fine Arts	4.66	4.60
Nursing	4.62	4.48
Business	4.48	4.72

In academic year 2003-2004 the Academic Units were reorganized into four Colleges. This resulted in several changes in advising assessment and data reporting. In particular, whereas Psychology and Sociology comprised Behavioral Sciences, these two programs now reside in the Colleges of Education and Business Administration, respectively. Likewise, History and Political Science now reside in the Colleges of Arts and Humanities and Business Administration, respectively. The move of Psychology and Sociology to different colleges did not affect data collection for the spring 2004 period (when the move became official) as both departments continued to use their old advising assessment procedures. Likewise, Political Science continued their previous procedures. However, with the move of the former Humanities division into the College of Arts and Humanities, a decision was made by that college to change the way advising is assessed. The entire college now uses a 9 question survey answered on a 5 point scale. The following table shows the scores obtained within each area for spring 2004 only:

Table 2. Composite Results of Assessment of Academic Advising, Spring 2004

Division/School	Composite Score
<i>Surveys with 3-point scale</i>	
Biology, Physical Science, and Math and Computing	2.83
Psychology	2.75
Sociology	2.77
<i>Surveys with 4-point scale</i>	
Political Science	4.34
<i>Surveys with 5-point scale</i>	
Education	4.74
Fine Arts and Humanities	4.71

Nursing	4.69
Business	4.70

Table 1 indicates that among the divisions that reported composite survey results when this area was last reported in 2000, three of the eight units showed improvement over their already strong performance, one unit showed no change from previous performance, and three units showed small declines in performance. Even with declines in some areas, the overall satisfaction of students with advising is still very high in all departments at Lander. Table 2 reveals similar results following the reorganization of the university.

Assessment of Academic Advising of General Education Students

The Academic Advising Center assesses advising of undecided students in the GENeral EDucation Student Program through locally-written student questionnaires. For three years (2000-01, 2001-02, and 2002-03), the same two surveys as last reported (2000) were used: the "Academic Advising Center Evaluation" and the "Advisor Perception Inventory".

The "Academic Advising Center Evaluation" was designed to monitor students' reasons for visiting the center, to determine how well their needs are being met, and to provide them an opportunity to make suggestions and to identify areas of need. The return rate for the survey was quite low for the 6 semesters this survey was administered, averaging a return rate of less than 20% per semester (average 22% per fall and 17% per spring). Nonetheless, 95% of the respondents each fall semester indicated that their expectations in coming to the center had been met, that they felt comfortable coming to the center, and that they would recommend the center to a friend. This figure dropped to 72% each spring in the same survey period which may be attributed to the fact that there are fewer first-time freshmen needing information in a spring semester than in a fall term. Many of the comments and suggestions made by the respondents related to services already available from other offices on campus, such as peer tutoring and career counseling. This suggests the main area needing improvement is communication about available services. Other suggestions made included a request for more information about other schools and on Lander majors in general. In response to such comments, the center has been relocated to a more convenient area between the Office of Admissions and the Registrar's Office and is now fully staffed during regular office hours. More updated information on two-year schools is available along with comprehensive Majors information notebooks. Due to low response rates, administration of this survey was discontinued after Spring 2003.

The other questionnaire, a fifteen-item "Advisor Perception Inventory," allows GEN ED students to rate their advisors on a four-point scale, with four being the most positive score, indicating strong agreement with the item. Surveys were distributed to students during early registration for academic years 2000-2001, 2001-2002, and 2002-2003, but was replaced in Fall 2003 with a shorter, one page version (see below). The average return rate for the 6 semesters this survey was administered was 20.03%. The average for the 15 questions was 3.65, demonstrating a high level of satisfaction with general education advising. Ratings for individual questions ranged from 3.24-3.87, with the highest ratings (those above 3.7) shown for the following questions:

Question	Average Score
My advisor has been actively helpful and has been genuinely concerned about my welfare	3.87
My advisor has been readily available for consultation during scheduled office hours.	3.84
I would recommend my advisor to incoming GEN ED students.	3.82
My advisor has been well prepared for our meetings and also expects me to be prepared especially during early registration.	3.80
My advisor has served as a resource person for me.	3.80
I enjoy meetings with my advisor	3.75

The lowest ratings (those below 3.4) were as follows:

Question	Average Score
I believe my advisor has helped make the transition from high school to easier or from another college to Lander	3.40
My advisor and I spend most of our time discussing academic problems	3.24

For the 2003-04 academic year, a new shorter survey was introduced in an effort to increase the response rate. The return rate for Fall 2003 increased to 65.1% (up from 22.4% in previous years). The return rate for Spring 2004 also

increased to 49% (from 16.67%). The shorter form and more aggressive efforts to enlist student participation resulted in a better response rate.

The new questionnaire, a five-item "Student Survey of Advising," allows general education students to rate their advisors on a four-point scale, with four being the most positive score, indicating strong agreement with the item. Surveys are distributed to students during early registration and are returned to the Advising Center. The average satisfaction level on all five questions was 3.7 in the fall semester and 3.4 in the spring semester. Comments were all very positive about the quality of the student/advisor experience.

Faculty who advise GEN ED students are also asked to informally evaluate the program by offering comments and suggestions. The "Info Exchange" sessions that had been established to convey current information about advising issues to advisors of GEN ED students (reported in 2000) are now offered on-line in an effort to offset the low attendance at conventional meetings. Faculty have had few suggestions, and comments are most often praise for the program and the Advising Center staff. The suggestions that have been made tended to involve advisor/student contact. Advisors have expressed a desire for more frequent opportunities to interact with advisees at times other than registration periods and feel that the existing opportunity –the requirement that LU 101 students interview their advisors—is effective.

ACT Student Opinion Survey

In addition to evaluations administered by the Academic Advising Center to general education students, students from across the university rate their experience with advising through the annual ACT Survey of Student Opinions, which is administered by the Office of the Dean of Students. Until 2000 Lander administered this survey every spring. Unfortunately, since that time, a variety of factors have limited the number of administrations that were possible (mainly funding). Since 2000, the survey has been administered only one time, in 2003, as can be seen in the table below. For the three survey items related to advising, Lander's data have consistently compared favorably with national data for public institutions. However, ACT has not provided national comparison data since changing the survey format in the early 2000s. It is hoped that such data will be forthcoming in 2005, which is the next administration period planned at Lander. Nonetheless, scores from passed years are provided for comparison.

	Satisfaction with Availability of Academic Advisor		Satisfaction with Information Received from Academic Advisor		Overall Satisfaction with Academic Advising Services	
	Lander	National	Lander	National	Lander	National
Spring 1996	3.84	3.69	3.79	3.62	3.90	3.67
Spring 1997	3.86	3.69	3.82	3.63	3.96	3.67
Spring 1998	3.92	3.72	3.82	3.67	3.94	3.68
Spring 1999	4.06	3.72	3.94	3.68	4.05	3.74
Spring 2000	4.06	n/a	4.02	n/a	4.15	n/a
Spring 2003	3.90	n/a	3.80	n/a	3.94	n/a

These data demonstrate high levels of student satisfaction with the advising they receive at Lander, which reflects Lander's ongoing emphasis on quality advising across the University. Annually the Dean of Students provides academic units with composite data from the ACT survey as well as data broken down by academic major and by ethnicity. Faculty are then able to compare the responses of their students with those of others in the institution as well as with those of students across the nation and to include these responses in their own assessment within their units.

The Student Academic Success Program

The Student Academic Success Program was developed in 1995 as an advising program to address the problem of student retention. The purpose of SASP is to help students on academic probation find and implement effective strategies for academic improvement. Students on academic probation are divided into several categories, which offer increasing contact with SASP personnel. Students with a 1.9 and above GPA are asked to work closely with their academic advisors, and they are allowed to attend study skills workshops. Students with a GPA of 1.5 - 1.899 have contracts that indicate to each student specific grades that must be achieved in order to get off probation and identify individualized requirements for workshops, coursework or tutoring. Students with a GPA of below 1.5 may, in addition to the requirements imposed on the previous group, be asked to enroll in College Seminar, a two-hour study skills course and are assigned faculty mentors in addition to their regular academic advisors. During the last reporting period a mentoring program was planned whereby SASP students would be assigned a student mentor in addition to their SASP advisor. The use of student

mentors was abandoned after a trial effort (Fall 1998) which proved too expensive and time-consuming for a department with no Administrative Assistant and limited funds.

After 9 years in place at Lander, SASP has finally become a widely known program in the student-body. Even students not participating in SASP come to the SASP coordinator seeking help calculating their GPAs and looking for ways to improve their grades.

Although small, there were differences in the outcomes for SASP and non-SASP students across the four years examined in this report. In particular, an average of 39% of SASP students got off probation while only 35% of non-SASP students got off probation during the 4 years examined. Unfortunately, the number of students being suspended has increased across the four years examined (13% in 2000-2001 to 28% in 2003-2004), and the 4 year suspension rate for both SASP and non-SASP student was the same (21%). In addition, because the program is voluntary, not all probationary students seek help through SASP. During the time period examined, an average of 86 probationary students per year sought help through SASP while 184 per year did not seek such help. Therefore ways to increase involvement in SASP and additional ways to decrease the suspension rate through SASP are being explored.

Assessment of the Faculty Mentor Program

The Vice President for Academic Affairs established a Faculty Mentoring Program in fall 2003 and added this item to Lander's Assessment plan for advising, since one of the goals of the Mentoring Program was to prepare new faculty for their advising responsibilities. In fall 2003 the Vice President asked several Deans and Chairs to work together to prepare a common New Faculty Handbook to be distributed to each academic unit, at which time the common Handbook could be modified to fit the needs of each unit. When the university administrative structure was reorganized and put in place in spring 2004, the initiation of the university-wide mentoring plan was put on hold in some units. At the close of the spring semester the Vice President once again reminded the new Deans to enact the Faculty Mentoring Plan if they had not yet done so. Deans will be reporting on their efforts in the coming year, so no outcome data are available for this area at this time.

Policies and Procedures for Preparing a Technologically Skilled Workforce

Lander University has a proactive plan for ensuring that its students receive a superior undergraduate education, including the use of computer and other technologies that they will be able to use effectively when they enter the workforce. The core of the plan is to provide the faculty with the tools and training required to integrate technology into teaching and learning; to ensure that the staff can effectively and efficiently provide student support processes; to ensure that students have computers to access academic, financial, and other information at any time and place that they need or desire to support their education; to enable the University to provide a superior education for its students; and to provide access through technology to those students who wish to study at Lander but who must do so through long-distance and web based instruction.

- The plan was placed into effect in 2002. The plan called for
- 95% of the faculty to have laptop computers by the end of the 2004-05 academic year.
- A "Technology Learning Center" to provide training for faculty and staff.
- The conversion of our traditional classrooms into "smart" classrooms
- The purchase and implementation of one student information systems software package and one course management software package
- Conversion of the campus into a wireless campus
- Student training in the use of the student information and course management software

As of this date, approximately seventy (70) percent of the University's full-time faculty members have been issued laptop computers. The Technology Learning Center has been established, staffed, and training of continuing and new faculty provided on a routine basis. In August of 2004, Thirty (30) classrooms will have been converted into "smart" classrooms. Smart classrooms, by definition, are equipped with all of the electronics required for the faculty member to use computer technology in teaching, including access to the internet from the classroom. From the records that we keep on the number of hours each classroom is used, the classrooms are used extensively, and the number of hours used has increased each semester. WebCt® and SCT Banner® software has been purchased. WebCt is used for on-ground and on-line classes. SCT Banner is expected to be fully operational in March of 2005. As of this date, all of the University's academic buildings have wireless capabilities. The University offers its RN to BSN program and its Health Care Management Certificate Program on-line. In addition, the number of on-line courses has increased substantially over the past two years.

The University will soon implement a new policy to better ensure that its graduates are technologically prepared to enter the workforce. In the fall semester of 2005, students will be required to either purchase or ensure that they have access to a laptop computer. This requirement will begin with freshmen and be phased in over a four-year period.

Beginning August 2004, freshmen students will begin their classes one week prior to continuing students. These freshmen will be enrolled in a course that is designed to ensure that they successfully complete their first year. A part of that course involves an introduction to WebCt. Later in the year, students will be given training in the use of SCT Banner.

Currently, almost all of the University's academic programs involve the use of computer and other technologies to some degree. In the sciences, computers are now interfaced with most of the laboratory equipment used in our undergraduate programs. In our mathematics program, statistics courses are almost entirely computer based. These computers were originally purchased through a grant. In the College of Education, specifically in the departments of Psychology and Teacher Education, computer laboratories have been established to support the needs of the two departments. The Department of Psychology uses the computers extensively, through the use of SPSS software to enhance the research capabilities of their students. In the Department of Teacher Education, the use of computer technology applicable to K-12 classroom instruction is provided to all education majors to ensure that they will be able to integrate computer technology into their teaching upon employment in the State's school districts. In the Department of Nursing, computers and PDAs are used extensively in their academic and clinical training. In the Department of Business, a computer laboratory was established to support the education of business majors, specifically in regards to the role of computers in the support of accounting, finance, and marketing courses. In our Department of Art, a MAC® lab was established to support graphics art education.

Finally, we are in the planning stages with respect to two new initiatives. First, our Spanish faculty members are working on a plan that would incorporate computers, specifically hybrid tablet/laptop computers into our Spanish courses. Second, a new dormitory under construction is expected to open for the spring semester of 2005. Our plans are to have wireless capabilities in this new dormitory.

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