

University of South Carolina Sumter

Act 629 - Summary Reports on Institutional Effectiveness
Fiscal Year 2001 - 2002

Introduction

This report includes: General Education, Achievement of Students Transferring from Two to Four-Year Institutions and Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce.

A reporting schedule for USC Columbia and Regional Campuses can be found at <http://kudzu.ipr.sc.edu/IEReports/a629schd.htm>.

Assessment of General Education

Historically, USC Sumter has defined general education as the course work leading to an Associate in Arts or an Associate in Science degree. The Associate degree curriculum has been designed to fulfill our mission of fostering in students "the abilities essential to an educated citizenry." The indicators listed below are used to define these abilities.

The following report is a summary of general education leading to an Associate in Arts or an Associates in Science degree. To view the full report, go to <http://kudzu.ipr.sc.edu/IEReports/iereprts/SumterGenEd.doc>

Indicators:

Indicator 1: Students will communicate clearly in written English, demonstrating their comprehension, analysis and critical interrogation of a variety of written texts.

Indicator 2: Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.

Indicator 3: Students will be able to use computers and other technologies to perform tasks appropriate to their major fields.

Indicator 4: Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.

Indicator 5: Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.

Indicator 6: Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.

Indicator 7: Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.

Indicator 8: Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.

Indicator 9: Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.

Indicator 10: Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.

Indicator 11: Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Assessment Methods:

Indicator 1: General Education Survey Transcript Evaluation

Indicator 2: General Education Survey Transcript Evaluation

Indicator 3: General Education Survey Transcript Evaluation

Indicator 4: General Education Survey Transcript Evaluation

Indicator 5: General Education Survey Transcript Evaluation

Indicator 6: General Education Survey Transcript Evaluation

Indicator 7: General Education Survey Transcription Evaluation

Indicator 8: General Education Survey Transcript Evaluation

Indicator 9: General Education Survey Transcript Evaluation

Indicator 10: General Education Survey Transcript Evaluation

Indicator 11: General Education Survey Transcript Evaluation

Assessment Results:

A General Education Survey was administered in Spring 2002. The purpose of the survey was to determine which courses offered at USC Sumter supported each of the General Education Goals that are reflected in the eleven indicators listed above. The Chairs of the four academic divisions (Arts and Letters; Business Administration and Economics; Humanities, Social Sciences and Education; and Science, Mathematics, and Engineering) completed the survey for their respective division courses.

The transcripts of the 39 students in the Fall 1998 cohort who had earned an Associate in Arts or an Associate in Science degree by 2001 were evaluated to determine how many courses had been taken to support each indicator.

Indicator 1: *Students will communicate clearly in written English, demonstrating their comprehension, analysis and critical interrogation of a variety of written texts.*

Table I below show that 75.52% of the lower division courses offered at USC Sumter have components that support this indicator. Table II below identifies the specific lower division courses that support Indicator 1. Improving written communication skills has been a priority at USC Sumter for the past ten years, and the courses listed represent all four academic divisions. It is evident that students have multiple opportunities to improve their written communication skills.

Table I
Percent of Lower-Level Courses
Addressing Each General Education Goal

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.	75.52%
Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.	14.69%.
Students will be able to use computers and other technology to perform tasks appropriate to their major fields.	36.36%
Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	37.06%
Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and	24.48%

theories.	
Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.	37.76%
Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.	28.67%
Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.	27.97%
Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.	8.39%
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.	19.58%
Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.	9.79%

The requirements to earn an Associate in Arts or an Associate in Science degree include ENGL 101 and ENGL 102 and all of the graduates had taken these two courses. In addition, Table II below shows all of the graduates had taken at least 14 courses, which incorporated a requirement for written communication skills and 28.2%, had taken 20 or more courses.

TABLE II

	14 Courses	15 Courses	16 Courses	17 Courses	18 Courses	19 Courses	20 Courses	More Than 20 Courses
AA (30)	3 (10.0%)	3 (10.0%)	2 (6.7%)	6 (20.0%)	5 (16.7%)	1 (3.3%)	3 (10.0%)	7 (23.3%)
AS (9)	1 (11.1%)	1 (11.1%)	2 (22.2%)	1 (11.1%)	1 (11.1%)	2 (22.2%)	1 (11.1%)	0 (0.0%)
Total (39)	4 (10.3%)	4 (10.3%)	4 (10.3%)	7 (17.9%)	6 (15.4%)	3 (7.7%)	4 (10.3%)	7 (17.9%)

Indicator 2: *Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.*

Table I above shows that 14.69% of the lower division courses offered at USC Sumter have components that support this indicator. Although an oral communication course is not part of the associate degree requirements 59% (23) of the graduates had taken a speech class and Table III below shows that all of the graduates had taken at least two courses, which had oral communication as a requirement. In addition, 35.9% had taken at least 8 courses.

TABLE III

	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses	7 Courses	8 Courses	More than 8 courses
AA (30)	0 (0.0%)	0 (0.0%)	1 (3.3%)	2 (6.7%)	5 (16.7%)	9 (30.0%)	4 (13.3%)	9 (30.0%)
AS (9)	1 (11.1%)	1 (11.1%)	1 (11.1%)	4 (44.4%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	1 (11.1%)
Total (39)	1 (2.6%)	1 (2.6%)	2 (5.1%)	6 (15.4%)	6 (15.4%)	9 (23.1%)	4 (10.3%)	10 (25.6%)

Indicator 3: *Students will be able to use computers and other technology to perform tasks appropriate to their major fields.*

Table I above shows 36.36% of the lower division courses offered at USC Sumter have components that support this indicator. The list includes courses from all four academic divisions. Although a computer science course is not a requirement for an associate degree, 87% (34) of the graduates had taken at least one computer science course and Table IV shows that all of the graduates had taken at least five courses which required computer skills.

TABLE IV

	5 Courses	6 Courses	7 Courses	8 Courses	9 Courses	10 Courses	12 Courses	More Than 12 Courses
AA (30)	1 (3.3%)	2 (6.7%)	9 (30.0%)	9 (30.0%)	4 (13.3%)	2 (6.7%)	1 (3.3%)	2 (6.7%)
AS	0	1	1	1	2	3	1	0

(9)	(0.0%)	(11.1 %)	(11.1 %)	(11.1 %)	(22.2 %)	(33.3 %)	(11.1 %)	(0.0%)
Total (39)	1 (2.6%)	3 (7.7%)	10 (25.6 %)	10 (25.6 %)	6 (15.4 %)	5 (12.8 %)	2 (5.1%)	2 (5.1%)

Indicator 4: *Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.*

Table I above shows that 36.36% of the lower division courses offered at USC Sumter have components that support this indicator. The minimum requirements for the Associate of Arts and Associate of Science degrees include at least one mathematical course and all graduates had taken one course. In addition, Table V below shows that all of the graduates had taken at least 4 courses, which required the use of mathematical concepts.

TABLE V

	4 Course s	5 Course s	6 Course s	7 Course s	8 Course s	9 Course s	11 Course s	More than 11 Courses
AA (30)	1 (3.3%)	6 (20.0 %)	3 (10.0 %)	13 (43.3 %)	3 (10.0 %)	2 (6.7%)	1 (3.3%)	1 (3.3%)
AS (9)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (11.1 %)	1 (11.1 %)	1 (11.1 %)	4 (44.4 %)	2 (22.2%)
Total (39)	1 (2.6%)	6 (15.4 %)	3 (7.7%)	14 (35.9 %)	4 (10.3 %)	3 (7.7%)	5 (12.8 %)	3 (7.7%)

Indicator 5: *Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.*

Table I above shows that 24.48% of the lower division courses offered at USC Sumter have components that support this indicator. The minimum degree requirements for an associate degree include two science courses, and all graduates had taken at least two science courses. In addition, Table VI below shows that 38.5% (15) of the graduates had taken more than two science courses.

TABLE VI

	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses	7 Courses	9 Courses
AA (30)	24 (80.0%)	4 (13.3%)	0 (0.0%)	1 (3.3%)	0 (0.0%)	1 (3.3%)	0 (0.0%)
AS (9)	0 (0.0%)	2 (22.2%)	2 (22.2%)	3 (33.3%)	1 (11.1%)	0 (0.0%)	1 (11.1%)
Total (39)	24 (61.5%)	6 (15.4%)	2 (5.1%)	4 (10.3%)	1 (2.6%)	1 (2.6%)	1 (2.6%)

Indicator 6: *Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.*

Table I above shows that 37.76% of the lower division courses offered at USC Sumter have components that support this indicator. The minimum requirements for an associate degree include at least two courses from the social and behavioral sciences, and all of the graduates had taken at least two courses from these areas. In addition, Table VII below shows that all of the graduates had taken at least six courses, which dealt with social and cultural interaction and 59% (23) had taken twelve or more courses.

TABLE VII

	6 Courses	7 Courses	8 Courses	9 Courses	10 Courses	11 Courses	12 Courses	More than 12 Courses
AA (30)	1 (3.3%)	0 (0.0%)	1 (3.3%)	2 (6.7%)	2 (6.7%)	3 (10.0%)	4 (13.3%)	17 (43.6%)
AS (9)	2 (22.2%)	2 (22.2%)	1 (11.1%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	2 (22.2%)
Total (39)	3 (7.7%)	2 (5.1%)	2 (5.1%)	3 (7.7%)	3 (7.7%)	3 (7.7%)	4 (10.3%)	19 (48.7%)

Indicator 7: *Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.*

Table I above shows that 28.67% of the lower division courses offered at USC Sumter have components that support this indicator. Although the associate degree requirements do not specifically include a history course, Table VII below shows that all graduates had taken at least four courses, which addressed historical development of culture. In fact more than half (64.1%) of the graduates had taken at least 8 courses.

TABLE VIII

	4 Courses	5 Courses	6 Courses	7 Courses	8 Courses	9 Courses	10 Courses	More than 10 Courses
AA (30)	2 (6.7%)	1 (3.3%)	1 (3.3%)	3 (10.0%)	6 (20.0%)	6 (20.0%)	4 (13.3%)	7 (23.3%)
AS (9)	1 (11.1%)	2 (22.2%)	4 (44.4%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	1 (11.1%)
Total (39)	3 (7.7%)	3 (7.7%)	5 (12.8%)	3 (7.7%)	7 (17.9%)	6 (15.4%)	4 (10.3%)	8 (20.5%)

Indicator 8: *Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.*

Table I above shows that 27.9% of the lower division courses offered at USC Sumter have components that support this indicator. Although the associate degree requirements do not address diversity, Table IX below shows that all graduates had taken at least four courses, which addressed this issue. In fact the majority (59%) of the graduates had taken at least 10 courses.

TABLE IX

	4 Courses	5 Courses	6 Courses	7 Courses	8 Courses	9 Courses	10 Courses	More than 10 Courses
AA (30)	1 (3.3%)	1 (3.3%)	0 (0.0%)	0 (0.0%)	2 (6.7%)	4 (13.3%)	8 (26.7%)	14 (46.7%)
AS (9)	1 (11.1%)	0 (0.0%)	3 (33.3%)	3 (33.3%)	0 (0.0%)	1 (11.1%)	0 (0.0%)	1 (11.1%)
Total (39%)	2 (5.1%)	1 (2.6%)	3 (7.7%)	3 (7.7%)	2 (5.1%)	5 (12.8%)	8 (20.5%)	15 (38.5%)

Indicator 9: *Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.*

Table I above shows that 8.39% of the lower division courses offered at USC Sumter have components that support this indicator. Foreign language is not part of the associate degree requirements, but Table XIX shows that 43.6% (17) of the graduates took at least one foreign language course. Table X also shows that 35.9% (14) took two foreign language courses.

TABLE X

	0 Courses	1 Course	2 Courses
AA (3)	17 (43.6%)	3 (10.0%)	10 (33.3%)
AS (9)	5 (55.6%)	0 (0.0%)	4 (44.4%)
Total (39)	22 (56.4%)	3 (7.7%)	14 (35.9%)

Indicator 10: *Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.*

Table I above shows that 19.58% of the lower division courses offered at USC Sumter have components that support this indicator. The associate degree requirements do not specially include literary, visual, or performing arts courses, but Table XI shows that all graduates had taken at least two courses from those areas. Table XI also shows that the majority of the graduates (66.7%) had taken at least four courses.

TABLE XI

	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses	7 Courses
AA (30)	0 (0.0%)	8 (26.7%)	5 (16.7%)	7 (17.9%)	8 (26.7%)	2 (6.7%)
AS (9)	1 (11.1%)	4 (44.4%)	2 (22.2%)	1 (11.1%)	1 (11.1%)	0 (0.0%)
Total (39)	1 (2.6%)	12 (30.8%)	7 (17.9%)	8 (20.5%)	9 (23.1%)	2 (5.1%)

Indicator 11: *Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.*

Table I above shows that 9.79% of the lower division courses offered at USC Sumter have components that support this indicator. The associate degree requirements do not include an ethics course, but Table XII shows that all graduates have taken at least two courses which dealt with ethical issues. Table XII also shows that the majority (66.7%) of the graduates had taken at least four courses.

TABLE XII

	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses	7 Courses
AA (30)	2 (6.7%)	3 (10.0%)	13 (43.3%)	4 (13.3%)	7 (23.3%)	1 (3.3%)
AS (9)	5 (55.6%)	3 (33.3%)	1 (11.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total (39)	7 (17.9%)	6 (15.4%)	14 (35.9%)	4 (10.3.0%)	7 (17.9%)	1 (2.6%)

Use of Assessment Findings:

Indicator 1: *Students will communicate clearly in written English, demonstrating their comprehension, analysis and critical interrogation of a variety of written texts.*

Since all of the associate degree graduates have successfully completed at least 14 courses that included a written communication component, the graduates should have acquired the written communication skills appropriate to the first two years of a university education. It is anticipated that improving written communication skills will continue to be an emphasis across all disciplines.

Indicator 2: *Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.*

Although the percentage of graduates who have taken a speech course has decreased from 70.5% of those earning an associate degree in 1997 to 59% of the graduates from the Fall 1998 cohort, all of the current graduates had taken at least two courses which had oral communications as a requirement and a majority (59%) had taken at least seven courses. Although the majority of the graduates should have acquired the oral communication skills appropriate to the first two years of a university education, further study needs to be done before a decision about adding a speech course to degree requirements is made.

Indicator 3: *Students will be able to use computers and other technology to perform tasks appropriate to their major fields.*

The percentage of graduates who have taken a computer science course has increased from 80.1% of those earning an associate degree in 1997 to 87% of the graduates from the Fall 1998 cohort. In addition, all of the current graduates have taken at least five courses, which require computer skills and should have acquired the computer skills appropriate to the first two years of a university education. It is anticipated that these numbers will increase, as more courses incorporate technology as a component, but continued monitoring is needed.

Indicator 4: *Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.*

All graduates have taken at least one mathematics course, and all graduates have taken at least four courses, which required the use of mathematical concepts. The majority (74.4%) have taken at least seven courses. The graduates should have acquired the mathematical skills appropriate to the first two years of a university education.

Indicator 5: *Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.*

Since all graduates have taken at least two science courses, they should be able to demonstrate the understanding of physical and/or life science phenomena that is appropriate to the first two years of a university education

Indicator 6: *Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.*

Since all graduates have taken at least two courses from the social and behavioral sciences and at least six courses which deal with the use of social and behavior science to interpret behavior, the graduates should be able to demonstrate an understanding appropriate to the first two years of a university education. Since this is the first time this indicator has been studied, the transcripts of additional cohorts should be examined.

Indicator 7: *Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.*

Since all graduates have taken at least four courses, which addressed historical development of culture, they should be able to demonstrate an understanding

appropriate to the first two years of a university education. Since this is the first time this indicator has been studied, the transcripts of additional cohorts should be examined.

Indicator 8: *Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.*

Since all graduates have taken at least four courses, which addressed diversity issues, they should be able to demonstrate an understanding appropriate to the first two years of a university education. It is anticipated that students will have further opportunities to discuss diversity as it relates to their area of study for a baccalaureate degree. Since this is the first time this indicator has been studied, the transcripts of additional cohorts should be examined.

Indicator 9: *Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.*

Since only 43.6% of the graduates took at least one foreign language course, further study needs to be done. In particular, foreign language placement test scores need to be checked to see how many of the graduates scored high enough to place out of the first two years of a foreign language. If the number of graduates taking a foreign language (or scoring high enough on the placement test) remains low; the feasibility of adding a foreign language requirement to the associate degree requirements will need to be examined.

Indicator 10: *Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their culture context, and express informed personal responses to artistic creations.*

Since all graduates have taken at least two courses from literary courses and/or courses in the visual and performing arts and 66.7% of the graduates have taken at least four courses, they should be able to demonstrate an understanding appropriate to the first two years of a university education. Since this is the first time this indicator has been studied, the transcripts of additional cohorts should be examined.

Indicator 11: *Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.*

Since all graduates have taken at least two courses, which dealt with ethical issues and 66.7% of the graduates have taken at least four courses, they should have acquired the skills appropriate to the first two years of a university education. It is expected that the students will have further opportunities to address ethical issues in courses in their area of baccalaureate study. Since this is the first time this indicator has been studied, the transcripts of additional cohorts should be examined.

Achievement of Students Transferring from Two to Four-Year Institutions

Transfer reports for the USC Regional Campuses can be found at <http://kudzu.ipr.sc.edu/IEReports/transfers/tran2002.htm>

Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce

The primary mission of USC Sumter is to provide students with the first two years of a university education, preparing them to go on to a baccalaureate degree granting institution. In the process of earning a baccalaureate degree, many students earn an associate degree, and USC Sumter offers the Associate in Arts and the Associate in Science. Within these two degrees, faculty help students acquire skills and knowledge in the use computers and other technology to perform tasks appropriate to their major fields. The percentage of graduates who have taken a computer science course has increased from 80.1% of those earning an associate degree in 1997 to 87% of the graduates from the Fall 1998 cohort. In addition, all of the current graduates have taken at least five courses, which require computer skills and should have acquired the computer skills appropriate to the first two years of a university education. It is anticipated that these numbers will increase, as more courses incorporate technology as a component, but continued monitoring is needed.