UNIVERSITY OF
SOUTH CAROLINA.
L A N C A S T E R

INSTITUTIONAL EFFECTIVENESS
SUMMARY REPORT – 2006

INTRODUCTION

This report includes an assessment of USC Lancaster's General Education program, Success of Students Transferring from Two to Four Year Institutions, and Majors & Concentrations. A reporting schedule for the University of South Carolina and its regional campuses can be found online at http://kudzu.ipr.sc.edu/effectiveness/assessment/iereports/.

ASSESSMENT OF GENERAL EDUCATION

As a regional campus of the University of South Carolina, USC Lancaster strives to bring the resources and services of USC to the citizens of Lancaster, Chester, Chesterfield, Kershaw, Fairfield, and York Counties. Offering primarily the first two years of coursework leading to most USC baccalaureate degrees (as well as a limited number of upper-level courses), USC Lancaster seeks to help students "achieve the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of enlightened citizenship…" (USCL Mission Statement, http://usclancaster.sc.edu/mission.htm).

Toward that end, the USCL faculty adopted a set of General Education Goals focusing on four specific areas – Communication Skills, Critical Thinking, Cultural Literacy, and Student Development (http://usclancaster.sc.edu/acadstu/GEG.htm). USCL faculty are required to discuss these goals with their students and are encouraged to include the goals in their course syllabi. Course goals and outcomes are centered around these goals.

A. **Communication Skills**

Since the elimination of remedial courses (e.g., ENGL 100) from USCL's catalog, the institution has utilized a standardized Writing, Grammar, and Usage Instrument to assess communication skills of incoming freshmen. This instrument, drawn from a style and grammar handbook widely used by the English faculty, is administered at each of the three summer orientation sessions. Students scoring in the 95th percentile or higher can qualify for advanced placement into ENGL 102. All other students take ENGL 101.

From 2003 to 2005, USC Lancaster's incoming freshmen averaged between 450 and 460 on the verbal portion of the SAT, a figure far below the national average. The average score on the Writing, Grammar, and Usage Instrument was 57.5%.

English faculty members address these deficiencies by employing a variety of strategies, including collaborative writing exercises, computer assisted instruction, regular conferences with students for revisions of essays and papers, and direct instruction in grammar and usage in class. In addition, USCL students have access to supplemental instruction through the Opportunity Scholars Program (OSP) and the USCL Academic

Success Center. These services provide peer and professional tutoring (recommended by English faculty), as well as computer labs for online research and document preparation. An analysis of ENGL course success for 2005-2006 yielded the following results:

Summer II (2005)

Course	ENGL 102	ENGL 463
Total Students	18	5
Success Rate*	15 (83%)	5 (100%)

*"Success Rate" defined as passing course with a grade of "C" or better.

Fall (2005)

Course	ENGL 101	ENGL 102	ENGL 270	ENGL 285	ENGL 463
Total Students	268	77	3	29	13
Success Rate	188 (70%)	55 (72%)	2 (67%)	26 (90%)	10 (77%)

Spring (2006)

Course	ENGL 101	ENGL 102	ENGL 270	ENGL 286	ENGL 287
Total Students	83	230	4	14	32
Success Rate	53 (64%)	168 (73%)	3 (75%)	12 (86%)	29 (91%)

Summer I (2006)

Course	ENGL 101	ENGL 270	ENGL 288
Total Students	8	6	4
Success Rate	8 (100%)	4 (68%)	4 (100%)

In addition to written communication, USCL's general education goals include spoken communication, assisting students in learning "to listen critically and speak effectively before a group." Through its SPCH 140 (Public Speaking) class, students learn and improve upon their skills in these areas. For 2005-2006, USCL students performed at the following levels:

SPCH 140 – Public Speaking (2005-2006)

Semester	Fall 2005	Spring 2006
Total Students	85	100
Success Rate	58 (68%)	74 (74%)

CONCLUSION: The general success rates of students in ENGL and SPCH courses at USCL indicate that the support structure provided by the campus, and the pedagogical approach of English faculty members, have been reasonably effective. These findings will be presented to the USCL Academic Affairs Committee and to the English faculty members for review and discussion of methods by which the success and progression rates for students may be improved.

B. Critical Thinking

In regard to critical thinking, USC Lancaster's general education goals define the mission as helping students to "acquire analytical reasoning abilities and exercised informed value judgments. USC Lancaster students also work to develop mathematical and/or computational skills.

All of USC Lancaster's associate degree programs (and all USC baccalaureate degrees) require students to successfully complete courses requiring analytical, computational, or mathematical skills.

However, USCL's incoming freshmen generally are very poorly prepared for such courses. From 2002 to 2005, USC Lancaster's incoming freshmen averaged between 465 and 475 on the math portion of the SAT. While this is slightly higher than their average score on the verbal portion, it is still far below the national average.

USC Lancaster assesses the mathematical skills of entering freshmen by using two placement tests developed by the University of South Carolina Mathematics Department. These are administered at each of three summer orientation sessions, as well as on the first day of classes of each semester.

Placement Test "A" is administered to students who indicate that they plan to major in science or engineering, and places students into MATH 115 (Pre-Calculus) or MATH 141 (Calculus I).

Placement Test "B" is administered to students who indicate majors in the humanities, social sciences, or business, and places students into MATH 111I (Basic College Mathematics – Intensive), Math 111 (Basic College Mathematics) or Math 122 (Calculus for BA and Social Science Majors).

Test "A" students who place into MATH 115 with a very low score are also administered Test "B" on the first day of class to determine if they need to enroll in MATH 111 or 111I to reinforce or refresh their algebraic skills. (MATH 111I is a four-credit-hour course which meets four days a week and provides additional time for in-class instruction and tutoring in college algebra. Students who score very low on placement test "B" place into MATH 111I.)

Tutoring and computer services of the Opportunity Scholars Program and the Academic Success Center are available to deal with the initial deficiencies, and several math faculty volunteer time during the week to serve as tutors.

An analysis of USC Lancaster's mathematics classes for 2005-2006 reveals the following results:

Summer II (2005)

Course	MATH 122	MATH 141
Total Students	6	5
Success Rate	6 (100%)	3 (60%)

Fall (2005)

Course	MATH 111I	MATH 111	MATH 115	MATH 122
Total Students	103	92	35	33
Success Rate	45 (44%)	46 (50%)	11 (32%)	20 (61%)

Course	MATH 141	MATH 142	MATH 221
Total Students	23	7	10
Success Rate	8 (35%)	6 (86%)	7 (70%)

Spring (2006)

Course	MATH 111I	MATH 111	MATH 115	MATH 122	MATH 141
Total Students	73	43	16	71	16
Success Rate	44 (60%)	26 (60%)	6 (38%)	55 (77%)	3 (19%)

Course	MATH 142	MATH 170	MATH 222	MATH 241	MATH 242
Total Students	9	12	9	4	4
Success Rate	7 (78%)	7 (58%)	8 (89%)	3 (75%)	3 (75%)

Summer I (2006)

Course	MATH 111	MATH 115
Total Students	7	5
Success Rate	6 (86%)	5 (100%)

Students who plan to earn a Bachelor of Arts degree from USC's College of Arts and Sciences have the option of taking two computer science or logic classes to satisfy their analytical general education requirement. Many USCL students fulfill this requirement through successful completion of CSCE 101/102 or PHIL 110/111. The following tables illustrate success rates in these classes during the 2005-2006 academic year:

PHIL 110 & 111 (Logic)

Course	PHIL 110 (Fall)	PHIL 111 (Fall)	PHIL 111 (Spring)
Total Students	31	19	29
Success Rate	23 (75%)	18 (95%)	25 (86%)

CSCE 101

Semester	Summer II (2005)	Fall (2005)	Spring (2006)	Summer I (2006)
Total Students	13	92	95	4
Success Rate	13 (100%)	74 (80%)	74 (78%)	3 (75%)

CSCE 102

Semester	Summer II (2005)	Fall (2005)	Spring (2006)
Total Students	12	74	88
Success Rate	12 (100%)	63 (85%)	81 (92%)

CONCLUSION: As the tables indicate, many USC Lancaster students struggle with mathematics, especially in the introductory courses. However, of those who survive these basic courses and progress to the next level, most are generally successful.

Math faculty have expressed particular concern about the high rate of failure and withdrawal from students in MATH 115 and MATH 141. A review of placement testing and advising procedures has revealed that entering freshmen are often unaware of the mathematics requirement of their intended major, thus placing them in courses for which they have had little or no preparation in high school.

The administration of the "B" placement test to students in MATH 115 may help to reveal those students whose mathematics deficiencies are so great that they require additional instruction and tutoring.

Academic advisors are also being trained to discuss with students their mathematics background and preparation. Students within certain majors who lack such background and preparation are directed to enroll in the CSCE or PHIL courses, where their success rate is far higher.

The Academic Success Center has also increased the number of its mathematics tutors and math faculty are encouraged to require their students to spend at least some time each week in the ASC improving their math skills.

C. Cultural Literacy

Almost all of USC Lancaster's students are native South Carolinians from the six-county service area. Many are from families who grew up in the mill culture common to the region and have had little if any exposure to cultures other than their own.

In seeking to create well-rounded students, USCL established a cultural literacy element to its general education requirements to provide students "an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures." The cultural literacy component of USCL's general education program also enables students planning to transfer into USC's College of Arts and Sciences to meet the cultural literacy requirements of that college.

Most USC Lancaster students enroll in HIST 101 or 102 (European Civilization) or HIST 111 or 112 (U.S. History) during their academic career at USCL. Many also enroll in ANTH 102 (Understanding Other Cultures) or one of the courses in Afro-American Studies (AFRO 201, 202, or 335).

The following tables illustrate student success rates in these courses:

HIST 101 (European Civilization Through the 17th Century)

Semester	Fall (2005)	Spring (2006)
Total Students	37	9
Success Rate	18 (49%)	8 (89%)

HIST 102 (European Civilization Since the 17th Century)

Semester	Fall (2005)	Spring (2006)
Total Students	7	40
Success Rate	6 (86%)	27 (68%)

HIST 111 (U.S. History Through 1865)

Semester	Fall (2005)	Spring (2006)	Summer I (2006)
Total Students	96	48	9
Success Rate	63 (66%)	30 (63%)	9 (100%)

HIST 112 (U.S. History Since 1865)

Semester	Summer II (2005)	Fall (2005)	Spring (2006)
Total Students	2	102	116
Success Rate	2 (100%)	81 (79%)	75 (65%)

AFRO 201/202 (Introduction to African-American Studies)
AFRO 335 (The Civil Rights Movement)

Semester	AFRO 335 Summer II (2005)	AFRO 201 Fall (2006)	AFRO 335 Fall (2006)	AFRO 202 Spring (2006)	AFRO 335 Spring (2006)
Total Students	21	32	15	37	18
Success Rate	20 (95%)	30 (94%)	14 (93%)	31 (81%)	16 (89%)

Conclusion: USC Lancaster students who enroll in courses which include a cultural awareness component generally perform at a relatively high success rate. Results of this study will be shared with faculty in order to discuss and develop strategies to improve success rates even more.

Overall Conclusions Regarding General Education

USC Lancaster's general education program is generally successful in preparing students to complete their academic goals, whether it be an associate's or a baccalaureate degree. The following chart illustrates USCL's Student Success Rate as reported by the South Carolina Commission on Higher Education (full chart and data available online at CHE's web page – http://www.che.sc.gov/Finance/Perf_Fund/Perform/Data/2005-06/PFYr10_7A_2Yr_SupplData.pdf).

Campus/Institution	Cohort (Year 2002)	Graduated	Transferred	Continued Enrollment	Success Rate
USC Lancaster	213	57	76	9	66.7%
All USC Regionals	603	119	249	31	65.7%
SC Technical Colleges	9521	878	946	1434	37.9%
York Technical College	575	44	76	84	36.3%
Teaching Colleges	6982	3606	NA	NA	51.3%

Although USC Lancaster's "success rate" (as defined by CHE) is higher than the average for the USC regional campuses, the campus must continue to refine its program and develop strategies to improve individual student success and progression in general education courses. A commitment to overall student success in English and mathematics (or analytical skills) must begin with initial orientation and advisement and must continue throughout the student's career at USCL. While the campus has readily available student support services, faculty must strive to encourage more student use of these services. Faculty must also regularly evaluate and make recommendation for improvements to student support services.

Policies & Procedures to Ensure That Academic Programs Support the State's Economic Development Needs by Providing a Technologically Skilled Workforce

USC Lancaster's most recent re-accreditation occurred through an intense SACS review process which emphasized Information Technology (IT). SACS requirements state, "The institution **must** demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers." USCL's general education goals include competencies in communication skills, critical thinking and/or computational skills, cultural literacy, and student development. These goals are met within individual classes across the curriculum. Each degree program requires successful completion of classes that specifically address the listed competencies.

ACHIEVEMENT OF STUDENTS TRANSFERRING FROM TWO TO FOUR-YEAR INSTITUTIONS

Transfer reports for the USC Regional Campuses are collected by the Office of Institutional Planning and Reporting and may be found online at http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/transfers/.

Act 629 - Summary Reports on Institutional Effectiveness FY 2004-2005

Application, Acceptance, and Enrollment from USC Lancaster

Transferring to:	Total Transfer Applications	Total # Accepted	Total # Rejected	# Incomplete	Total # Students Enrolled	% Applied who Enrolled	% Accepted who Enrolled
The Citadel	1	0	1	0	0	0.00%	0.00%
Clemson	3	3	0	0	2	66.70%	66.70%
Coastal Carolina	1	0	0	1	0	0.00%	0.00%
College of Charleston	4	2	0	2	2	100.00%	100.00%
Francis Marion	1	1	0	0	0	0.00%	0.00%
Lander	0	0	0	0	0	0.00%	0.00%
MUSC	0	0	0	0	0	0.00%	0.00%
SC State	0	0	0	0	0	0.00%	0.00%
Winthrop University	18	15	2	1	10	58.80%	66.70%
Total	28	21	3	4	14		

Transfer Academic Performance Report – Fall 2005

Two-Year Institution Transferred From: Lancaster

Student Credit Hours Transferred/Earned	Two-Year College Transfer Students Fall Term 2005			Senior Institution First time Native Students Fall Term 2005			Difference in G.P.A (G.P.A. of Senior Institution Native Student minus G.P.A. of Transfer Student)
	Number	G.P.A*		Number	G.P.A*		
The Citadel	.	.		.	.		.
Clemson University	2	2.29		13,223	2.83		0.54
Coastal Carolina							
College of Charleston	2	2.24		6621	2.97		0.73
Francis Marion							
Lander University	.	.		.	.		.
MUSC							
South Carolina State							
Winthrop University	10	1.78		4132	2.64		0.86
TOTAL	**14**	**1.92**		**23,976**	**2.84**		**0.92**

MAJORS AND CONCENTRATIONS

Students enrolled at USC Lancaster generally do not declare official "majors." However, students are encouraged to declare an intended major in order to assist academic advisors as they plan academic schedules. The following breakdown shows the anticipated majors indicated by freshmen entering USCL in fall 2005:

Hospitality, Retail, Sport Mgmt (28)
Hotel, Restaurant, Tourism – 3
General Business (2 Year) – 18
Sport & Entertainment Mgmt – 7

Business Administration (29)
Accounting – 6
Business Economics – 1
Management – 15
Marketing – 4
Real Estate – 3

Criminal Justice (12)
2 Year – 6
4 Year – 6

Education (17)
Music Education – 1
Physical Education – 3
Early Childhood – 5
Elementary – 7
Middle Grades – 1

Engineering (23)
Lower Division – 2
Computer Info. Systems – 3
Computer Science – 4
Computer Engineering – 6
Electrical Engineering – 1
Chemical Engineering – 1
Mechanical Engineering – 3
Civil Engineering – 3

Liberal Arts (25)
Art Studio – 2
English – 1
English Education – 2
German – 1
Political Science – 1
Political Science Pre-Law – 1
Media Arts – 2
Psychology – 7
Music – 2
History – 3
History Education – 2
Theater – 1

Journalism (10)
General – 8
Advertising/PR – 1
Journalism Education – 1

Nursing (39)
2-Year – 10
4-Year – 28

Pharmacy (13)
Pharmacy – 13

Science & Math (15)
Biology – 4
Pre-Med – 8
Physics – 1
Pre-Dentistry – 2

Public Health (7)
Exercise Science - 7

Undeclared (41)
Degree-Seeking – 41

GRAND TOTAL: 259