



U N I V E R S I T Y O F
SOUTH CAROLINA®
A I K E N

Engaging Students for Educational Excellence: Institutional Effectiveness Report 2007

*Submitted to
The South Carolina Commission for Higher Education
on July 18, 2007*

*Available online at:
<http://www.usca.edu/ie/assessment/IEReports/>*

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University Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

The USCA World Wide Web Home Page is: <http://www.usca.edu>

The USCA Office of Institutional Effectiveness World Wide Web Home Page is: <http://www.usca.edu/ie>

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Introduction

This report documents improvements made through the comprehensive assessment system at the University of South Carolina Aiken (USCA). It is submitted to the South Carolina Commission on Higher Education (CHE) and the state legislature in compliance with South Carolina Act 255 of 1992 and Act 629 of 1996.

USCA's mission, which challenges students to "acquire and develop the skills, knowledge and values necessary for success in a dynamic global environment," as well as the University's strategic plan guide all assessment efforts on campus. The extent to which students have achieved learning outcomes, developed as citizens and individuals, and reached their educational goals constitutes the measures by which we measure of our success. Outcomes assessment forms the core of campus efforts to measure progress, make adjustments, and demonstrate that the University is laying a foundation for excellence.

Assessment activities are coordinated and monitored by the Office of Institutional Effectiveness. The mission of this office is to provide internal and external constituencies with an accurate and complete understanding of how USCA is advancing its institutional mission. The IE Office uses a multifaceted and dynamic approach that integrates the collection and analysis of institutional data with the coordination of the assessment of student learning outcomes from academic units, general education, and co-curricular programs in an ongoing effort to improve programs and services throughout the university. The IE Office disseminates assessment results and institutional data to support institutional planning and decision-making as well as advancing quality and innovation in the teaching and learning process, co-curricular programs, and other administrative units.

A variety of institution-wide assessment efforts were completed in 2006-07 that impact learning across academic programs. Results from these various studies provide detail about how students at USCA interact with the college experience, and these global findings inform assessment processes and use of results at the unit and program levels. Highlights among these efforts include USCA's participation in or completion of:

Cooperative Institutional Research Program Freshman Survey 2006
State Agency Accountability Report 2006-07 (2006)
Evaluation of the Administrative Program Review Process (2007)
Development of a predictive degree production and enrollment model
Staff Salary Inequity Study 2006-07 (2007)
Faculty Salary Study, 2006-07 (2007)

Findings from these studies have been analyzed and disseminated to communicate to a variety of constituencies that the improvement of educational outcomes lies at the heart of institutional priorities to improve retention and completion rates. Administration of these assessment tools and ongoing studies about campus-wide academic success continues to proceed on a regular schedule to promote quality learning and data-driven decisions. Significantly, much of the assessment activities in 2006-07 have centered on the analysis of trend data and predictive modeling to identify strategic directions that will graduate more students who are engaged learners and principled citizens. Results and recommendations from most of these are available on the IE Office website: <http://ie.usca.edu>.

While the focus of this report lies in changes and improvements made as a result of assessment data, assessment is an ongoing practice across all campus units, and improving the quality of the education experience remains a collective aim, as results are analyzed, adjustments made, and goals for outcomes refined. The process of assessment at USCA allows the institution to engage students in and out of the classroom to promote educational excellence.

Procedures for Student Development

Overview

The USC Aiken Strategic Plan (2006) articulates a vision for the University's path forward to "graduate engaged learners and principled citizens" as mutually reinforcing outcomes. As such, student development cuts across all five major strategic initiatives: 1) Excellent Academic and Co-Curricular Programs, 2) A Dynamic Student-Centered Environment, 3) Superior Faculty and Staff, 4) Building Strong Community Relations, 5) Enhancing Our Campus Environment. Primary responsibility for the assessment of student development lies with the Division of Student Life and Services and its various units, each of which engages in a research-based assessment program. Overall, assessment results demonstrate unequivocally that students who are actively engaged in the programming delivered and supported by the Division enhance students' academic learning, overall development, and their satisfaction with their experience at USC Aiken.

Mission and Goals

The Student Life and Services Division is an integral educational and administrative component of the University of South Carolina Aiken which supports the overall mission of the University by enhancing the cognitive, ethical, emotional, occupational, physical and social development of students while adhering to the legal and ethical standards of our professions. The Division provides activities, programs, and services to address the changing needs of students, staff, faculty, and the community.

The Student Life and Services Division at USCA seeks to create an environment which encourages students to broaden their perspective, develop their talents and interests, take responsibility for their actions, and prepare for meaningful careers. The Division's programs are designed to meet the needs of students throughout their contact with USCA. Special attention is given to the developmental needs of students during transitional periods. The holistic development of informed, responsible, productive citizens is the focus of these efforts.

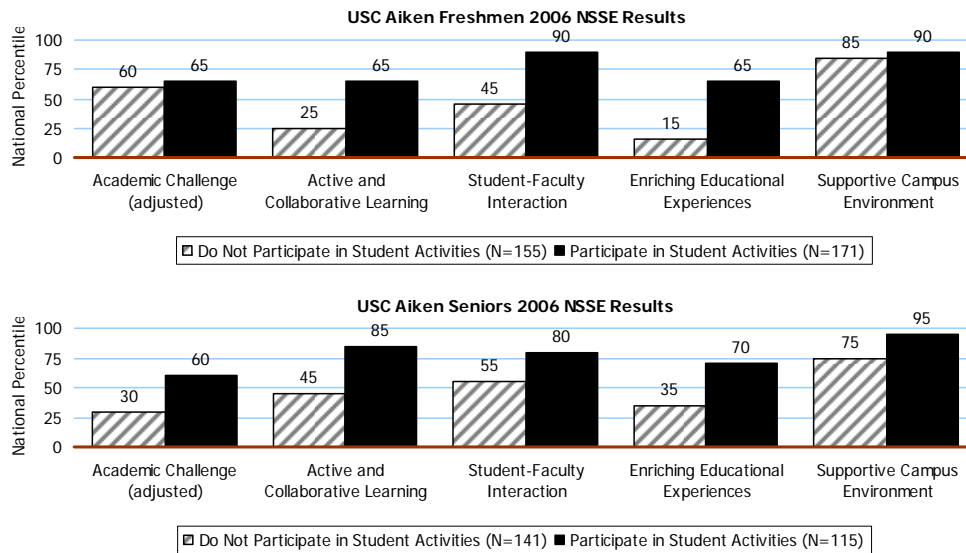
The central purposes of the programs and services offered by the Division are: 1) to provide equitable opportunities and support for the matriculation and retention of students; 2) to increase the probability of student success while supporting the academic mission of the University; 3) to encourage students to become involved in meaningful athletic, intellectual leadership, recreational, and social pursuits; 4) to foster a sense of pride and "esprit de corps" among the University family, alumni, and community; and, 5) to provide a safe and secure campus environment. These aims are pursued within the framework of applicable laws, regulations, and policies.

The Division's staff members strive to be accessible, flexible, and timely in dealing with constituents while maintaining high professional and ethical standards. Staff members are devoted to the success of students and serve as teachers, role models, mentors, and advocates for them. The Division's effectiveness is enhanced through staff members' participation in campus governance and activities, community involvement, and professional organizations.

Assessment Methods and Overall Results

USC Aiken conducts the National Survey of Student Engagement (NSSE) every two years as an overall measure of institutional effectiveness. In most major areas, students at USC Aiken tend to outperform their peers at other institutions nationwide that participate in the NSSE. Additionally, results indicate that USC Aiken students who participate weekly in student groups or activities outside of the classroom outperform their peers who do not participate in student activities in the areas of Academic Challenge (seniors only), Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment.

NSSE Benchmarks by Level of Participation in Student Groups



Educational and Personal Growth (Selected NSSE Results)

Class	2004				2006			
	USC Aiken Mean ^a	NSSE National Group, N=557 Mean ^a	Sig ^b	Effect Size ^c	USC Aiken Mean ^a	NSSE National Group, N=557 Mean ^a	Sig ^b	Effect Size ^c
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>								
h. Working effectively with others	Fr	3.00	2.85 *	.17	3.16	2.92	**	.27
	Sr	3.34	3.14 *	.24	3.40	3.14	**	.31
i. Voting in local, state, or national elections	Fr	2.12	1.88 **	.25	2.08	1.92	*	.19
	Sr	2.07	1.84 *	.24	2.29	2.10	*	.19
k. Understanding yourself	Fr	2.76	2.74		2.96	2.71	**	.26
	Sr	2.81	2.88		2.94	2.78	**	.26
l. Understanding people of other racial and ethnic backgrounds	Fr	2.63	2.53		2.87	2.57	***	.30
	Sr	2.83	2.58 **	.26	2.79	2.57	*	.21
m. Solving complex real-world problems	Fr	2.64	2.50		2.86	2.58	***	.31
	Sr	2.97	2.69 **	.30	2.94	2.72	*	.23
n. Developing a personal code of values and ethics	Fr	2.55	2.61		2.77	2.59	*	.19
	Sr	2.80	2.72		2.77	2.65	*	.19
o. Contributing to the welfare of your community	Fr	2.27	2.32		2.59	2.34	**	.26
	Sr	2.46	2.42		2.62	2.42	*	.20

a Weighted by gender, enrollment status, and institutional size. b * p<.05 ** p<.01 *** p<.001 (2-tailed). c Mean difference divided by comparison group standard deviation. Source: USC Aiken NSSE Results

Use of Overall Results

Overall results indicate that student development activities are effective in providing a richer academic experience for students who avail themselves of these opportunities. Efforts have been undertaken to provide an even broader range of co-curricular experiences through the following campus-wide initiatives, many of which are linked to the University's Strategic Plan:

- Construction has begun on a new residential facility to house almost 300 more students on campus and facilitate participation in co-curricular activities.
- Addition of student-life personnel to increase breadth and depth to student life programs.
- Construction completed on USC Aiken Convocation Center for athletic, community and other events.
- Renovation of the Student Activity Center will begin in 2008 to provide more attractive and useful space for student life programming.

Area-Specific Assessment Results and Outcomes

Each area of the Division conducts an ongoing research-based assessment program and reports these results annually in conjunction with budget requests. A brief summary of the goals, assessment methods, and use of results for these areas is below.

Alcohol and Other Drug Programming

The Alcohol and Other Drug Education Program (AODEP) seeks to provide valuable, relevant, and current information regarding issues in the area of alcohol and other drugs, and it accomplishes these goals by offering a variety of educational and social events, speaker series and awareness campaigns, and a behavior modification/education program for first-time offenders of the campus alcohol policy.

Use of Results: Assessment results from surveys indicate students gain useful information when they participate, but building a campus-community coalition has been a challenge. Programming and marketing adjustments will be made under the guidance of a full-time AOD programmer to address these issues.

Athletics

The USC Aiken Department of Athletics is an integral part of the total educational process and the development of students; athletics fosters pride in the University among the students, faculty/staff, alumni, and friends. Surveys of athletes at USC Aiken regularly indicate that their participation in athletics prompts them to develop relationships with individuals whose backgrounds are different from their own, to accept responsibility for mistakes, to set personal goals, and to manage their time.

Use of Results: Following an extensive review and assessment of programs by the Athletics Task Force, the academic support system was reviewed and made more effective through a partnership with Academic Affairs; expectations for student athletes have been more clearly defined; a full-time women's soccer coach was hired; and fund-raising was restructured to remove pressure from coaches to raise money.

Counseling Center

The Counseling Center provides specialized counseling services that enhance the personal, psychological, educational, and emotional development of students. The Center served 115 students in the past academic year, and while the proportion of male clients increased, the overall number of clients declined.

Use of Results: Assessment activities indicate that stress, worry, and problems with sleep continue to be major presenting complaints. Approximately 50% of students exhibit symptoms of depression and/or anxiety. To address these issues the Counseling Center plans to continue to increase outreach and to raise awareness and decrease stigma through ongoing visibility of CC staff in workshops, classrooms, awareness campaigns, advertising, and mental health/alcohol screenings.

Disability Services

The Office of Disability Services provides support, assistance, and appropriate accommodations to students with documented disabilities to create an accessible environment that encourages student success; the Office assists faculty and staff who work with DS students. The Office served 118 students in the past academic year.

Use of Results: Assessment activities have indicated an increase in demand for books on tape and reading material in an alternative format. The Office has more than tripled its number of readers from 3 to 10 in order to keep up with this demand.

Health Center

The Student Health Center provides comprehensive primary healthcare services that support the overall health of the USCA community by incorporating physical, psychological, educational, public health and primary prevention services. Almost 1,000 students visit the SHC each academic year; most clients are full-time students who live on campus, and a disproportionate number of visits occur on Mondays (the SHC holds no weekend hours).

Use of Results: Analysis of student needs has led to some adjustment of staffing and hours of operation. The SHC has been working with the Campus Housing Action Team to identify additional resources that will be needed when the new residence hall opens in Fall 2008.

Housing and Judicial Affairs

University Housing and Judicial Affairs provides comfortable, affordable, and well-maintained housing, along with opportunities for learning and involvement to enhance each resident student's experience by actively engaging them in a community that values learning, personal growth, and development. Students who live in university housing broaden their perspectives, take responsibility for their actions, and develop meaningful connections with fellow students and staff members.

Use of Results: Residents are surveyed each semester and results are used to evaluate the RAs, the central office staff, the maintenance staff, programs, facilities, and community environment. Resident students report that living on campus has a positive influence on their relationship with faculty and staff, and they also report they have conversations about academic material outside of class at higher rates than their counterparts. Assessment results have influenced the design of the new freshman residence hall to promote even more student interaction and group study space.

International Programs

The Office of International Programs coordinates programs and services that promote international awareness among students and faculty by advancing knowledge and appreciation of the broader world and its cultures; provides information to students on study abroad, work abroad and volunteer abroad opportunities; provides information to prospective international students, assists international students with academic and social issues, and advises on immigration regulations. Participation in study abroad programs increased from 29 students in 2004-05 to 38 in 2005-06, the number of international students who enrolled at USC Aiken decreased from 59 to 50 over the same period.

Use of Results: Assessment activities indicate that availability of financial assistance for international students may account for some of this decline. Assessment results are also used to develop ongoing programming, panels, and activities.

Multicultural Affairs

The Office of Multicultural Affairs fosters a warm, welcoming, and supportive environment for the diverse members of the campus community; provides minority student support services and programs that assist with campus efforts to mirror the retention, graduation, and career placement rates of the larger student population; and provides programs and activities for the campus and local community that encourage an awareness and appreciation of cross-cultural perspectives.

Use of Results: Assessment activities include direct measures and self-report instruments. Direct measures indicate that minority students who participate in the Minority Achievement Program (MAP), for instance, earn higher GPAs than those who do not, when controlling for academic inputs. Survey instruments collect information about student attitudes, adjustment, and satisfaction in a range of programs. These results are used primarily to adjust program content and delivery.

NCAA Eligibility, Compliance & Academic Enhancement

The NCAA Eligibility, Compliance, and Academic Enhancement Office enhances the educational and developmental experiences of USC Aiken's student-athletes by providing assistance to various campus offices in determining compliance with the letter and spirit of National Collegiate Athletic Association (NCAA) and Peach Belt Conference (PBC) rules and regulations, while maintaining the integrity of the term "student-athlete." The Office monitored a total of 188 student athletes, who earned a collective 2.88 GPA for 2005-06, with 47% of these students earning a 3.0 GPA or above.

Use of Results: Assessment activities include monitoring student academic progress, and adjustments to tutoring and support services have been made as a result of findings.

Public Safety

The mission of the University Police Department is to serve the college community, protect life and property, and to enforce the laws and to provide emergency medical first response to the campus community. Assessment activities indicate that arrests for non-violent arrests increased in 2004-05 when the Pacer Commons residence hall opened and then declined slightly the following year. A similar pattern was observed among delivery of services and the performance of other public safety related activities.

Use of Results: These data have informed planning for services associated with the new residence hall that will open in Fall 2008. Assessment data also inform ongoing efforts to provide educational services to students about living safely and promoting a collective sense of responsibility for security and safety in the community.

Student Activities

The Office of Student Activities identifies and effectively addresses the social, educational, and recreational needs of students at various stages of their personal development through leadership and citizenship training programs, quality entertainment, community volunteerism, educational programming, and intramural and recreational activities for a diverse student body with a broad set of interests.

Use of Results: NSSE results (see p. 6) indicate the overall effectiveness of student programs, groups, and clubs in promoting a variety of intended student outcomes. Individual programs and activities, are typically evaluated through a collective de-briefing of strengths and weaknesses to generate recommendations for changes in future programs. Survey instruments are also used occasionally to determine the interests and needs of the campus community, and results are integrated into the planning process.

Future Plans

The Vice Chancellor for Student Life and Services and several members of her management team attended the NASPA International Assessment and Retention Conference in June 2007. Based on material from this conference, they plan to place additional emphasis on outcomes assessment across all units in the Division. This plan will also mesh with the University's plan to restructure the administrative program review process in 2007-08.

Majors/Concentrations

Assessment of student learning outcomes at USCA is critically linked to the principles of faculty peer review and the connection of outcomes assessment to budgetary requests made in the program review process. USCA has completed the third year of a new practice by which an update on assessment activities is required in the annual program review submitted to the Academic Council and the Executive Vice Chancellor for Academic Affairs. This focus on the assessment of student learning outcomes complements traditional elements such as credit hour production, personnel needs, budget requests, and future plans. This practice successfully connected requests to resources with learning outcomes.

In addition to annual program review, the Faculty Academic Assessment Committee reviews each academic program leading to a degree at USCA every three years. This review is accomplished with a rubric to evaluate the quality of assessment programs and an iterative process of feedback and dialogue between academic units and the Committee. Further, the Committee has charged the Director of Institutional Effectiveness to review assessment reports of units in the year following Committee review to determine the extent to which Committee recommendations have been addressed. The Director has also been charged to meet with unit leaders the semester before materials are due to the Committee to coach them through the submission process. This review process was also in the fourth year of implementation during the 2006-07 academic year, and while refinements continue to be made, the effectiveness of the reinvigorated process are already noticeable, with the quality of assessment data being collected. The processes and outcomes of this review process were presented at the annual meeting of the Southern Association of Colleges and Schools Commission of Colleges (Hosch, Ozment, Rhodes, Schweder, 2006).

Ratings of Assessment Programs from Assessment Committee Review

(Target Mean Rating = 3.0)

Program Review Year	2003-04	2004-05	2005-06
Number of Degree Programs Reviewed	6*	8**	6***
Review Completed	2004-05	2005-06	2006-07
Ratings			
<i>4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Does Not Meet Guidelines or Missing</i>			
Goals	1.8	2.8	2.9
Goals are stated clearly.	1.8	2.9	2.9
Goals are about student learning.	1.7	2.8	3.0
Goals are formulated with "students" as the grammatical subject.	1.8	2.8	2.9
Objectives	2.0	2.3	2.8
Objectives derive from each goal.	1.8	2.3	2.7
Objectives are measurable in scope.	2.1	2.3	2.8
Objectives are formulated with "students" as the grammatical subject.	2.1	2.4	2.7
Measurement	2.0	2.3	2.7
Outcomes of objectives have been measured.	1.8	2.1	2.5
Measures for each outcome include one measure independent of student grades.	2.1	2.3	2.7
Measurements have been made by faculty or other qualified professionals.	2.1	2.4	3.0
Findings	1.7	2.5	2.7
All findings are presented.	1.7	2.3	2.6
Data from findings appear in tables and/or appendices.	1.6	2.6	2.7
Findings about supplementary assessment data (e.g. satisfaction surveys, focus groups, self-assessments) are presented when appropriate.	1.8	2.5	2.7
Actions Taken	1.7	2.0	2.5
Actions prompted by the results are described.	1.7	2.0	2.5

* School of Nursing Program Review includes 2 degree programs.

** School of Education Program Review includes 5 degree programs.

*** Department of Mathematical Sciences Program Review includes 2 degree programs.

Biology

Mission

The mission of the Department of Biology and Geology is to offer the highest quality learning experiences to both majors and non-majors. To that end the curriculum contains both general education courses and coursework that prepares students for graduate school, professional school, or employment. We offer Bachelor of Science and Bachelor of Arts degrees with a major in Biology. A minor in Biology, a minor in Geology, or three years of Geology curriculum transferable to other undergraduate institutions is also available. Both Biology and Geology offer concentrations in a Bachelor of Interdisciplinary Studies degree.

Goals for Learning Outcomes

By the time of graduation, Biology majors will have:

1. Worked productively within a group setting, recognizing the roles of leader and group member.
2. Used the scientific process to conduct and communicate research of biological concepts in both oral and written format.
3. Discussed the history, principles, theories, and laws of biological sciences.
4. Performed common biological laboratory and field exercises with minimal assistance from faculty.
5. Performed analytical procedures using scientific instruments with computer interface.
6. Analyzed data obtained from experiments or scientific journals for their significance and relevance to the field of Biology.

Selected Assessment Results

Senior Exit Survey Results

How well has your Biology major prepared you to: (5=Excellent, 1=Poor)	Mean		
	2004 N=30	2005 N=12	2006 N=26
Lab & Field Exercises	4.24	4.27	4.38
Working in Group	4.14	4.00	4.35
Clear Communication	4.13	4.17	4.15
Preparation from Gen Bio.	4.00	4.17	4.12
Analyze Data for Signific.	4.07	4.08	4.12
Apply knowl. & solve prob	4.07	4.08	4.08
Perform analysis with computer interface	4.00	3.92	4.04

Major Field Test Results, 2005-06

Indicator	SD Units
	Above/Below Nat'l Mean
Ecology: Population/communities	0.7
Population genetics & evolution	0.1
Analytical skills	-0.2
Organismal – Plants	-0.7
Biochemistry and cell energetics	-0.8
Organismal – Animals	-0.9
Molecular biology/ genetics	-1.2
Diversity of organisms	-1.4
Cell structure/org./function	-1.5

Actions Taken Based on Assessment Results

- **Departmental Assessment Committee formed** to review all assessment materials and make recommendations to the larger department on strategies to mine useful data from the program.
- **Online administration of Major Field Test adopted** to address student motivation in completing assessment. Results from 2006-07 will be closely monitored.
- **Ongoing focus on undergraduate research and presentation** may explain increase perceptions of increased ability to work well in groups.

Business Administration

Mission

The School of Business Administration focuses on creating a caring learning environment in its accredited undergraduate program. The program prepares students to meet the dynamic global, technological, and ethical challenges of business and society.

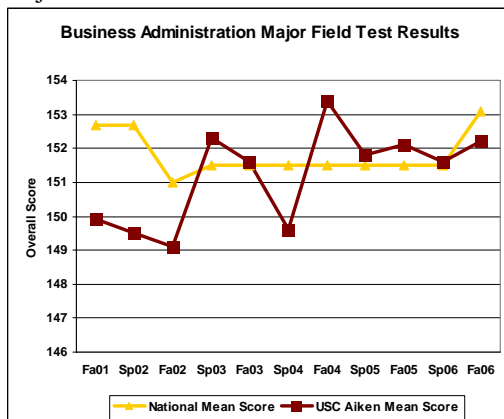
Goals for Learning Outcomes

School of Business Administration students will:

1. Develop the communication skills vital to a business career
2. Develop basic technological skills to help prepare them for a business career
3. Acquire a global perspective of business
4. Acquire business knowledge necessary for a business career (accounting, economics, management, finance, marketing, legal knowledge)
5. Demonstrate ethical, legal & reasoning abilities towards business responsibility.

Selected Assessment Results

Overall assessment results indicate USC Aiken students have improved their overall scores on the ETS major field test to be at or above the national average in six out of the eight most recent semesters, with particular strengths in management, international business, and marketing. The Major Field Test will be conducted online in future semesters to increase student motivation.



USCA 2005-06 performance in SD Units	
Learning Outcome	performance in SD Units
Management	0.83
International	0.24
Marketing	0.18
Legal and Social	-0.12
Quantitative Analysis	-0.13
Economics	-0.16
Accounting	-0.19
Finance	-0.38

Technology Skill	Challenge Exam Pass Rate
MS Word	85%
MS PowerPoint	85%
MS Excel	73%
MS Access	64%

Actions Taken Based on Assessment Results

- **Written Communication – Use of Sources.** Student performance on the junior writing portfolio showed an acceptable overall pass rate of 90% but weakness was observed in students' abilities to demonstrate correct and effective use of sources with clear attribution and accurate documentation. Faculty are reviewing these results for curricular adjustments in ABUS 345 Business Communications.
- **Technology Skills – Excel and Access.** Students demonstrated acceptable mastery of MS Word and PowerPoint, but performance on the technology challenge exam revealed a need to improve skills in MS Excel and Access. These results are under review for curricular adjustments, especially in ABUS 290 Intro to Computer-Based Productivity Tools.
- **Ethical and Legal Reasoning.** Performance on the Major Field Test in the area of legal reasoning is below the national average but improving. Assessment of students' ethical reasoning is under development.
- **Alumni Survey.** SOBA is researching the value of sending out separate SOBA Alumni Survey on a yearly basis.

English

Mission

The USCA English Department's mission is to provide students with an understanding of and appreciation for the written word, both as writers and as readers of significant literature. To that end, the Department has three major purposes: (1) to provide students throughout the University with experience in thinking creatively and critically and in writing articulately about ideas in general, (2) to provide a variety of electives for students engaged in either a liberal arts education or a professional program of study, and (3) to provide English majors with background for graduate studies in English or preparation for careers that draw on communication skills and critical thinking abilities.

Goals for Learning Outcomes

Students completing the B.A. in English will develop not only the ability to derive meaning from what they read, particularly literary texts, but also the ability to write analytically about literature and its history. Five learning outcomes reflect the heart of the program in that students will demonstrate:

- 1) the ability to do a close reading of genres (e.g., poetry, fiction, drama, film)
- 2) a general knowledge of major movements, periods, and authors in American and British literature
- 3) a working knowledge of literary terms
- 4) the ability to understand literature in its cultural context
- 5) the ability to locate, read, understand, and apply literary criticism and scholarship.

Selected Assessment Results

Student Learning Outcomes for English Majors	Faculty Assessment of Senior Project (5=Excellent, 1=Poor)			Senior Exit Survey (Pct Responding "Excellent" or "Good")		
	2004 n=9	2005 n=10	2006 n=10	2004 n=9	2005 n=6	2006 n=8
3. Demonstrate working knowledge of literary terms	3.6	3.9	4.5	56	83	100
4. Understand literature in its cultural context.	3.8	4.1	4.2	78	100	100
5. Locate, read, understand, and apply literary criticism	3.7	4.0	4.2	89	83	88
1. Perform a close reading of genres.	4.0	3.8	4.0	89	100	88
2a. Demonstrate general knowledge of American literature	4.3	3.4	3.7	89	83	88
2b. Demonstrate general knowledge of British literature	5.0	3.0	3.7	67	50	63

Actions Taken Based on Assessment Results

All assessment results are shared among Department faculty at an annual retreat in August. Actions taken include:

- **Changes to Senior Seminar** to include a reconfigured syllabus, deconstruction of the senior project and augmentation of instructor feedback.
- **Strategies shared to promoting student knowledge of the essential “movements, periods, and authors.** Handouts and pedagogical strategies were shared at the annual retreat.
- **Required gateway course in literary** discussed at annual retreat.
- **Prerequisite of 3.0 GPA considered for senior thesis option.** Assessment results indicate that student performance on the required senior project (particularly if the topic is research based and not focused on the student's own creative writing) is enhanced by work in the context of the senior seminar.
- **Informal fall and spring colloquia for English majors** were suggested in focus groups. These were scheduled on topics related to how majors might make the most of their academic program and how to prepare for future employment and/or graduate school.

Fine Arts

Mission

The Department of Visual and Performing Arts is dedicated to the pursuit of excellence through the development of artistic tradition, which includes the arts of all cultures. We strive to make the arts accessible to all members of the university and community by instilling a comprehension and appreciation of the interrelationships of all the arts. The Department helps prepare talented / dedicated students to continue the traditions of our profession and expand its scope. Our focus is on the individual student, so that each might find meaning and fulfillment as an artist, as an educated member of society, and as an expressive human being.

Goals for Learning Outcomes

Goal One: To develop comprehensive knowledge of the historical significance, fundamental elements and stylistic characteristics of artistic works, combined with the ability to apply these principles to others' creative endeavors within social and historical contexts. *This is evident when the student is able to:*

- identify key features of visual and performing arts from various cultures
- research historic and contemporary sources toward meeting assignment objectives
- describe purposes for which visual and performing arts are made and used in the community for which they were designed

Goal Two: To develop the ability to create and/or perform works of art which demonstrate critical aesthetic awareness. *This is evident when the student is able to:*

- explore various effects in a range of visual and performing art forms by experimenting with processes, tools and techniques
- select, organize and combine artistic elements with the intention of relating intellectual and emotional content
- plan and present visual and performing artwork for a particular audience or purpose, using appropriate means of the artistic medium for that presentation

Goal Three: To experience, participate and respond to artistic endeavors outside of the immediate classroom, as in performance, demonstration, display or site visit to an arts venue. *This is evident when the student is able to:*

- describe aspects of another artist's presentation
- explain responses to others' artwork or performances in a variety of ways
- identify the ways in which others' artwork or performances are made and presented

Selected Assessment Results

The interdisciplinary nature of this major has posed significant challenges in developing a unified approach to assessment, and so assessment activities have been conducted in course-based settings, and all actions taken have been related to course-level issues. Approaches include pre- and post-tests (Art History), mastery of various artistic techniques and computer applications (Studio Art and Design), rubrics to assess student performance (Music), and rubrics to identify student competencies in responding to theatrical performances (Theater).

Actions Taken Based on Assessment Results

- **Adjustments to the assessment program.** After a review of the program's assessment practices in 2006-07, the University Academic Assessment Committee issued the following recommendations to the Department:
 1. Return to the three basic goals for students to a) know and understand, b) create and perform, and c) critique and respond.
 2. Adopt a common rating scale (a 5-point scale works well) and focus assessment efforts on senior-level courses.
 3. Make a formal distinction between its assessment of learning in the major program and assessment of general education outcomes.

Industrial Mathematics

Mission

The mission of the Department of Mathematical Sciences is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end the department: (a) provides students throughout the University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in the first two years of the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides mathematics/computer science and industrial mathematics majors with background for graduate studies or preparation for careers in the mathematical sciences. In addition, the department seeks to foster study, learning and appreciation of the mathematical sciences among pre-college students through outreach activities.

Goals for Learning Outcomes

Goal 1: Knowledge of fundamental Mathematics and Computer Science: Students in Industrial Mathematics are expected to have a basic knowledge of calculus, linear algebra, numerical methods, and a high-level programming language.

Goal 2: Mathematical Modeling: Students are expected to effectively use mathematical, statistical and engineering concepts and computer tools in formulating, solving, and analyzing models which address real-world problems. Included in this effective use is the ability to identify assumptions upon which the model is based and any resulting limitations of the model.

Goal 3: Communication skill: Students are expected to have effective written and oral communication skills, including a working knowledge of mathematical and engineering notation and terminology, proper use of graphical and numerical symbols.

Assessment Results

Students completing the major in Industrial Mathematics take almost all coursework in courses with students majoring in Mathematics and Computer Science (see page 16 for results). This structure allows for curricular diversity while consolidating resources. Because of the low number of students in the program, a separate assessment protocol has not been designed for these students.

Actions Taken Based on Assessment Results

After a review of the assessment practices in 2006-07, the University Academic Assessment Committee recommended that Department implement an assessment program for the major in industrial mathematics. The Chair agreed that this would happen as additional students are brought into the program.

Mathematics and Computer Science

Mission

The mission of the Department of Mathematical Sciences is to provide students with an understanding and appreciation of mathematics and the related areas of computer science and engineering. To this end the department: (a) provides students throughout the University with training in thinking analytically through problem-solving activities and in communicating effectively using graphical and numeric symbols; (b) provides instruction in the first two years of the USC engineering program; (c) provides the mathematical background for pre-service and continuing elementary school teachers and secondary school mathematics teachers; and (d) provides mathematics/computer science and industrial mathematics majors with background for graduate studies or preparation for careers in the mathematical sciences. In addition, the department seeks to foster study, learning and appreciation of the mathematical sciences among pre-college students through outreach activities.

Goals for Learning Outcomes

Goal 1: Knowledge of Mathematics and Computer Science: Students in Math/CS are expected to demonstrate substantial knowledge of analysis, algebra, common algorithms, algorithm design, and a high-level programming language.

Goal 2. Mathematical Reasoning: Students in Math/CS are expected to develop ability to analyze and solve complex mathematical problems with logical reasoning.

Goal 3. Communication skill: Students are expected to have effective communication skills in mathematics and computer science, such as working knowledge of mathematical and computer notation and terminology, proper use of graphical and numeric symbols.

Goal 4. Modeling: Students are expected to demonstrate ability to formulate and solve real-world problems, to integrate mathematical concepts and computer programming to obtain solutions to common mathematical problems, to use computers effectively.

Assessment Results

Faculty assess student learning in a variety of course-embedded projects and exams.

Learning Outcome (Evaluated on a scale of 1-4, with 4 as the highest rating)	Assessment Score
1.3 Substantial knowledge of high-level programming language	3.7
4.1 Solve real-world problems	3.5
4.2 Integrate mathematical concepts and computer programs to solve common mathematical problems	3.4
3.1 Effective oral communication	3.3
3.2 Good written communication (including proper use of notation, terminology & symbols)	3.2
2 Analyze and solve complex mathematical problems with complex reasoning	3.2
1.2 Substantial knowledge of algorithms	3.2
4.3 Use computers effectively	3.1
1.1 Substantial knowledge of analysis and algebra	3.0

Actions Taken Based on Assessment Results

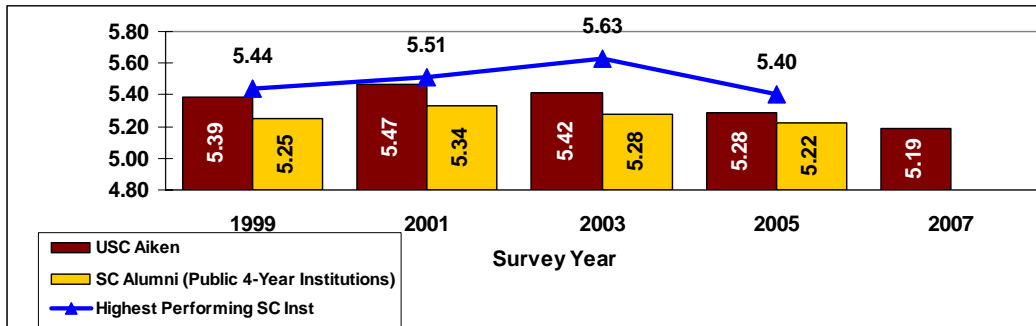
- **Curricular Adjustments.** To address student difficulty in application of derivatives, the calculus committee changed the Mathematica textbook to a more traditional book and switched learning applications to Maple. Course goals of AMTH 174 Discrete Mathematics have been modified improve logical reasoning and mathematical proofs
- **Computer Science Courses Added.** Topic courses in computer science are now offered each semester in response to low levels of satisfaction with variety of offerings.
- **Curricular Review in Programming.** The Computer Science committee will review the curriculum to address the need of improving student's programming skill.
- **Course in Numerical Methods Added.** ACSC 562 Numerical Methods will focus on integrating mathematical concepts and computer programming to obtain solutions to common mathematical problems (Objective 4.2).

Alumni/Placement Surveys

Alumni graduating in 2003-04 indicated high levels (80-90%) of satisfaction with academic programs at USCA. In Spring 2007 an 80-question survey was mailed to 545 alumni who received bachelor's degree between December 2003 and August 2004; 132 of these surveys were returned for a response rate of 24.2%. Additionally graduates who received degrees in 2002-03 were oversampled for all questions for an additional 107 responses. The oversampled responses are not included in tables in this report presenting information required by law, although they are included in non-mandatory items. All required tables appear at the end of this section.

Of the 132 students who graduated in 2003-04 and responded to the survey, almost nine out of ten (86%) of them indicated they were "very satisfied" or "satisfied" with their overall academic experience at USC Aiken. As noted in 2005, levels of satisfaction continue to decline, perhaps a result of increasing tuition without increased economic return upon degree completion. Among this same group of alumni, 79% indicated they were very satisfied or satisfied with their major, and 81% were very satisfied with the instruction they received in their major. Similar percentages were very satisfied or satisfied with their required general education courses outside of their areas of interest and expertise, although significantly fewer respondents assigned the highest rating to these items.

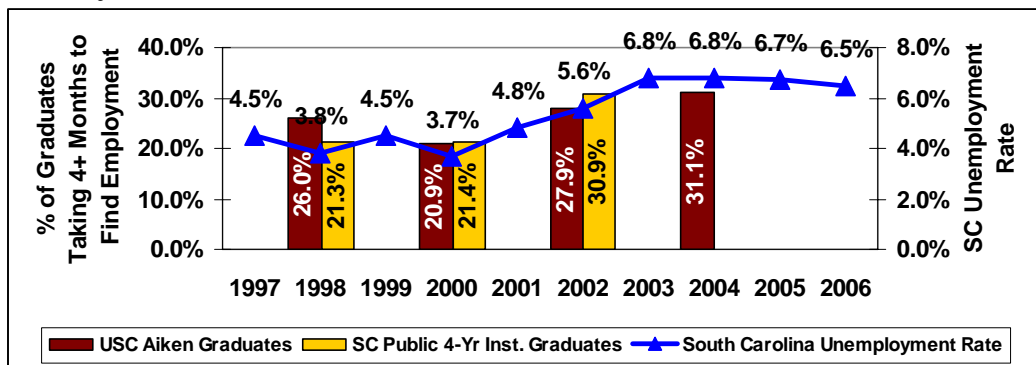
Alumni Satisfaction with Overall Academic Program



Survey conducted 2-3 years following graduation

Job Placement

Almost two-thirds (62.2%) of alumni reported they had obtained their first full-time job within three months after graduation. Another 11.8% found employment four to six months after graduation, while 6.7% indicated they did not seek a full-time job. For the remaining 31% who did not find a job within four months of graduation, 14% indicated that it took seven months to over a year before they found their first full-time job, and 3.5% reported they still have not obtained a full-time job.



INSTITUTIONAL ALUMNI SURVEYS – Summary

Name of Institution: University of South Carolina Aiken

Academic Year for Graduating Students: 2003-2004

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: <http://www.usca.edu/ie/assessment/IEReports/>

How many students were surveyed? 545

How many students responded? 132 Response Rate: 24.2%

Was this population a **sample** or the **total group**? Total Group

1. Students' level of satisfaction with:

	Responses to Question % of Total # Responses	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied		
		#	%	#	%	#	%	#	%	#	%	#	%	
1.1 MAJOR Program of Study	<u>127</u>	96.2%	<u>60</u>	47.2%	<u>39</u>	30.7%	<u>17</u>	13.4%	<u>6</u>	4.7%	<u>2</u>	1.6%	<u>3</u>	2.4%
1.2 INSTRUCTION in the major	<u>127</u>	96.2%	<u>58</u>	45.7%	<u>45</u>	35.4%	<u>14</u>	11.0%	<u>6</u>	4.7%	<u>1</u>	0.8%	<u>3</u>	2.4%
1.3 GENERAL EDUCATION program of study (non-major requirements)	<u>123</u>	93.2%	<u>30</u>	24.4%	<u>68</u>	55.3%	<u>18</u>	14.6%	<u>3</u>	2.4%	<u>3</u>	2.4%	<u>1</u>	0.8%
1.4 INSTRUCTION in general education	<u>130</u>	98.5%	<u>32</u>	24.6%	<u>72</u>	55.4%	<u>17</u>	13.1%	<u>6</u>	4.6%	<u>1</u>	0.8%	<u>2</u>	1.5%
1.5 OVERALL ACADEMIC EXPERIENCE	<u>127</u>	96.2%	<u>47</u>	37.0%	<u>62</u>	48.8%	<u>13</u>	10.2%	<u>3</u>	2.4%	<u>0</u>	0.0%	<u>2</u>	1.6%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question % of Total # Responses	Weekly		Monthly		Annually		Less Often		Never		
		#	%	#	%	#	%	#	%	#	%	
2.1 Career-related advanced education or training	<u>123</u>	93.2%	<u>27</u>	22.0%	<u>22</u>	17.9%	<u>34</u>	27.6%	<u>20</u>	16.3%	<u>20</u>	16.3%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>122</u>	92.4%	<u>21</u>	17.2%	<u>19</u>	15.6%	<u>34</u>	27.9%	<u>29</u>	23.8%	<u>19</u>	15.6%
2.3 Professional or service organizations	<u>119</u>	90.2%	<u>15</u>	12.6%	<u>29</u>	24.4%	<u>27</u>	22.7%	<u>24</u>	20.2%	<u>24</u>	20.2%
2.4 Volunteer, public or community service	<u>116</u>	87.9%	<u>19</u>	16.4%	<u>21</u>	18.1%	<u>30</u>	25.9%	<u>28</u>	24.1%	<u>18</u>	15.5%
2.5 Social/recreational organization	<u>116</u>	87.9%	<u>25</u>	21.6%	<u>29</u>	25.0%	<u>19</u>	16.4%	<u>23</u>	19.8%	<u>20</u>	17.2%
2.6 Support or participation in the arts	<u>115</u>	87.1%	<u>7</u>	6.1%	<u>15</u>	13.0%	<u>28</u>	24.3%	<u>29</u>	25.2%	<u>36</u>	31.3%

3. The college experience influenced my participation in the above activities:

	Responses to Question % of Total # Responses	Strongly		Moderately		Somewhat		None at all		
		#	%	#	%	#	%	#	%	
3.1 Career-related advanced education or training	<u>128</u>	97.0%	<u>38</u>	29.7%	<u>38</u>	29.7%	<u>29</u>	22.7%	<u>23</u>	18.0%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	<u>127</u>	96.2%	<u>30</u>	23.6%	<u>37</u>	29.1%	<u>34</u>	26.8%	<u>26</u>	20.5%
3.3 Professional or service organizations	<u>126</u>	95.5%	<u>25</u>	19.8%	<u>36</u>	28.6%	<u>36</u>	28.6%	<u>29</u>	23.0%
3.4 Volunteer, public or community service	<u>125</u>	94.7%	<u>19</u>	15.2%	<u>34</u>	27.2%	<u>36</u>	28.8%	<u>36</u>	28.8%
3.5 Social/recreational organization	<u>124</u>	93.9%	<u>22</u>	17.7%	<u>33</u>	26.6%	<u>31</u>	25.0%	<u>38</u>	30.6%
3.6 Support or participation in the arts	<u>121</u>	91.7%	<u>17</u>	14.0%	<u>29</u>	24.0%	<u>30</u>	24.8%	<u>45</u>	37.2%

3A Aggregate _____

4. I have voted in ___ of the elections since leaving college.

	Responses to Question % of Total # Responses	All		Most		Some		Few		None		
		#	%	#	%	#	%	#	%	#	%	
	<u>116</u>	87.9%	<u>45</u>	38.8%	<u>39</u>	33.6%	<u>9</u>	7.8%	<u>6</u>	5.2%	<u>17</u>	14.7%

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution: University of South Carolina Aiken

Academic Year Surveyed Students Graduated: 2003-2004

Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)

The hyperlink for this report is: <http://www.usca.edu/ie/assessment/IEReports/>

How many graduates did you survey? 545 What percent of the graduating cohort does this represent? 100%

How many graduates did you survey? 132 Survey response rate: 24.2%

Survey Based on (Place "X" in one): Sample Total Group

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	30	25.2%
b. Less than one month	20	16.8%
c. 1 to 3 months	24	20.2%
d. 4 to 6 months	14	11.8%
e. 7 to 12 months	13	10.9%
f. Over 12 months	5	4.2%
g. Have not obtained a full-time job	5	4.2%
h. Did not seek a full-time job	8	6.7%
<i>Total</i>	<u>119</u>	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	4	3.3%
b. Employed and continuing my education	29	23.8%
c. Employed full-time	57	46.7%
d. Employed part-time	17	13.9%
e. Self-employed	3	2.5%
f. Serving in Armed Forces	2	1.6%
g. Caring for a home/family	5	4.1%
h. Unemployed, seeking work	4	3.3%
i. Unemployed, not seeking work	1	0.8%
j. Other	0	-
<i>Total</i>	<u>122</u>	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	64	48.9%
b. Moderately related	22	16.8%
c. Slightly related	12	9.2%
d. Not related	29	22.1%
e. Not employed	4	3.1%
<i>Total</i>	<u>131</u>	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	<u>60</u>	48.0%
b. Moderately related	<u>22</u>	17.6%
c. Slightly related	<u>11</u>	8.8%
d. Not related	<u>21</u>	16.8%
e. Not employed	<u>11</u>	8.8%
<i>Total</i>	<u>125</u>	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	<u>79</u>	60.3%
b. Southeast, outside of South Carolina	<u>33</u>	25.2%
c. Outside the Southeast	<u>14</u>	10.7%
d. Not employed	<u>5</u>	3.8%
<i>Total</i>	131	

Statement on Technology Preparation

At USCA, major programs ensure that their graduates are proficient in technology at a level acceptable to their disciplinary and professional standards. Outcomes for technological proficiency are typically addressed in goals for student learning in the Program Review Process and measured in the course of the unit's overall assessment plan. For instance, in the professional schools, such outcomes have been fashioned to meet the standards of national bodies (AACSB, NCATE, NLNAC) that have accredited USCA's programs. Other majors provide for technology instruction in ways that are uniquely tailored to their specific curricula, often through a research methods or technology course (e.g. Business, Psychology, and Sociology). Other programs integrate technological preparation throughout the curriculum (Communications, Education, English, Exercise Science, Fine Arts, Mathematics and Computer Science) and also develop these skills in conjunction with specific instruction from faculty librarians who promote use of electronic research tools, web-based bibliographic tools, and other cutting-edge research techniques. Further, all classrooms at USCA are equipped with a computer and projector with internet access, and new interactive electronic student stations for participation in classroom are being installed in 2006-07. The entire campus supports wireless connectivity, and wireless laptops are used in curricular and co-curricular activities.

USCA has prioritized technology in its strategic plan because technological skills are so central to global competitiveness in the work force. Some examples are listed below that indicate the success with which students and faculty have made significant and expanding use of the technology available to them:

- Results from the 2006 National Survey of Student Engagement (NSSE) indicate that USCA students use computers on academic work with higher frequency than did freshmen and seniors at the 600+ other institutions participating in the NSSE. Further, USCA students reported higher levels of knowledge and personal development in using computing and information technology than did students at other institutions participating in NSSE (question 11g., $p < 0.01$ for freshmen, $p < 0.001$ for seniors). Results also indicate increases in students' use of technology in academic work from 2004 to 2006. See <http://ie.usca.edu/research/surveys/nsse/> for a detailed presentation of all results.

NSSE Results Related to Students' Technology Preparation

Class		2004				2006			
		USC Aiken Mean ^a	NSSE National Group		USC Aiken Mean ^a	NSSE National Group		Effect Size ^c	
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much									
11b.	Acquiring job or work-related knowledge and skills	FY 2.75	2.67		2.91	2.70	*	.22	
		SR 3.14	3.02		3.33	3.02	***	.34	
11g.	Using computing and information technology	FY 3.12	2.85	*** .29	3.27	2.99	**	.31	
		SR 3.32	3.12	* .23	3.53	3.21	***	.39	

a Weighted by gender, enrollment status, and institutional size.

b * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed).

c Mean difference divided by comparison group standard deviation.

Source: USC Aiken NSSE Results

- The Library faculty began an initiative in Spring 2007 to promote new levels of information literacy among USC Aiken students. The initial phases have included weekly tips about information literacy and selected learning outcomes developed by the Association of Research Libraries of the American Library Association. A brown bag lunch was held at the end of the semester to discuss strategies for integrating these outcomes into the curriculum.

References

All references below represent a non-comprehensive list of recent scholarly activity related to assessment at USC Aiken.

- Bergstrom, M. and Hosch, B. (2006). How do you know they're engaged if they don't take the survey? Increasing response rates on the National Survey of Student Engagement. Southern Association for Institutional Research. 33rd Annual Conference. Arlington, Virginia.
- Botsch, C. and Botsch, R. (2001). Audiences and outcomes in online and traditional American Government classes: A comparative two-year case study. *Political Science and Politics* 34 (1), 135-141.
- Fogle, C. and Hosch, B. (2006). An approach to building an online data mart: By GEORGE, I think we've got it! Southern Association for Institutional Research. 33rd Annual Conference. Arlington, Virginia.
- Foote, S. & Hosch, B. (2006). Did they really learn anything? Transforming first-year seminar assessment to measure student learning outcomes. Presented with Ms. Stephanie Foote. 25th Annual Conference on The First-Year Experience. Atlanta, Georgia.
- Foote, S. & Hosch, B. (2007). Understanding what they have learned: A follow-up discussion of direct measurement of student outcomes in first-year seminar assessment. Annual Conference on the First-Year Experience. Dallas, Texas.
- Hosch, B. (2007). Evaluation of the administrative program review process. Office of Institutional Effectiveness, University of South Carolina Aiken, Aiken, SC. Retrieved May 25, 2007 from <http://ie.usca.edu/research/Institutional/AdminProgRevEval.pdf>.
- Hosch, B., Ozment, S., Rhodes, L., & Schweder, W. (2006). How well does your assessment review process work? Establishing processes, outcomes, and metrics for institutional effectiveness. Southern Association of Colleges and Schools Commission on Colleges. Annual Meeting. Orlando, Florida.
- Hosch, B. & Rhodes, L. (2005). Communicating assessment results online to promote curricular change. Presented with Dr. Lynne Rhodes. Southern Association of Colleges and Schools Commission on Colleges. Annual Meeting. Atlanta, Georgia.

Institutional Effectiveness Data Tables

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

Due August 1, 2007

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://connect.che.sc.gov/AS400/Inven/Default.asp>) that is accreditable by one or more of the following agencies, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that **accredit individual programs within departments, please put the number of programs in parentheses beside the “x”**. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared at least five years prior to the current date. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che.sc.gov/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution: University of South Carolina Aiken

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:

http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.htm

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)		
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)
American Assembly of Collegiate Schools of Business - International Association for Management Education	<i>An institution may be accredited by the AACSB or the ACBSP</i>				
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	X	X			
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X			
NATIONAL LEAGUE FOR NURSING, INC					
Nursing (NUR) - Baccalaureate and higher degree programs	X	X			

Total **3** **3**

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

University of South Carolina Aiken

Student Involvement in Sponsored Research

Applicable to Four-Year Institutions – Reported for Fall 2006

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2006 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	17
Graduate Students	7

Results of Professional Examinations

Applicable to all sectors – Reported for April 1, 2006-March 31, 2007

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2006 through March 31, 2007**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Beginning this year, Praxis exams are reported in a separate table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

Results of PRAXIS Examinations 2006-07

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Teaching and Research Sectors				
PRAXIS Series II: Core Battery Professional Knowledge	----	----	----	----
PRAXIS Series II: Principles of Learning & Teaching (K-6)	4/29/06 6/10/06 8/05/06 9/16/06 11/18/06 1/13/07 3/03/07	104	95	91%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	4/29/06	3	2	66%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/29/06 6/10/06 8/05/06 9/16/06 11/18/06 1/13/07 3/03/07	29	26	90%
PRAXIS Series II: Specialty Area Tests	4/29/06 6/10/06 8/05/06 9/16/06 11/18/06 1/13/07 3/03/07	162	145	90%

Results of All Other Examinations 2006-07

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse	April 1, 2006 – March 31, 2007	72	72	56	78%*

* Based on results from recent NCLEX exams and in response to the State Board of Examiners ongoing rise in expectations, the School of Nursing has taken steps in 2006-07 to increase the standard of the students both through extra work and by tougher entrance requirements.