



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

Ensuring Educational Excellence:
Institutional Effectiveness Report 2010

Available online at:

<http://ie.usca.edu/assessment/IEreport2010.pdf>

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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://ie.usca.edu>

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Introduction

In past years, this report was 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. The State budget proviso 89-100 of 2010 reduced reporting requirements for higher education institutions by waiving for FY 2010 certain sections of state code which include mandated reporting. The immediate impact for institutional effectiveness reporting is that the only Institutional Effectiveness data required for the IE report is student pass rates on professional examinations. Although it is not legally required, this report was completed to summarize and document improvements made through the continuing comprehensive assessment system at the University of South Carolina Aiken (USCA).

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 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 to advance quality and innovation in the teaching and learning process, co-curricular programs, and other administrative units.

A variety of institution-wide assessment efforts and planning documents were completed in 2009-10 that impact learning across academic programs. Highlights among these efforts include USCA's participation in or completion of:

State Agency Accountability Report 2009-10 (2010)

Faculty Salary Study, 2009-10 (2010)

National Survey of Student Engagement 2010

Faculty Satisfaction with Bookstore Services (2010)

Findings from these studies have been analyzed and disseminated to a variety of constituencies; serving as an indication that improvement of educational outcomes lies at the heart of institutional priorities. Administration of 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. As an indicator of USCA's dedication to its mission and its commitment to continuous improvement, the institution opted in the 2007-08 academic year to be an early participant in the Voluntary System of Accountability (VSA). Results and recommendations from studies and links to VSA's College Portrait are available on the IE Office website at <http://ie.usca.edu>.

General Education

Overview

General education competencies at USCA represent the foundational skills, knowledge and values necessary for success in a dynamic global environment, and all students are expected to acquire and develop proficiency in these competencies throughout their careers at the University. These outcomes for student learning are grounded in the liberal arts for all students regardless of their majors in order to promote critical thinking, intellectual flexibility, re-trainability, the capacity for lifelong learning, and meaningful citizenship during and beyond the undergraduate experience.

Learning Objectives

The learning outcomes fall into nine categories: Oral and Written Communication, Mathematics, Statistics & Logic, Foreign Language, Natural Sciences, Social & Behavioral Sciences, Humanities, World Civilizations, American Political Institutions, and Cross Cultural Understanding. A full description of all revised objectives appears online at <http://ie.usca.edu/assessment>.

Assessment Methods and Overall Results

Assessment of general education outcomes is coordinated by the Academic Assessment Committee in conjunction with the Office of Institutional Effectiveness. Academic departments that deliver general education courses report assessment results in annual program reviews and how such findings are used for improvement. These findings are reviewed on a three-year cycle by the academic assessment committee in the program review process. Multiple measures are used to assess general education outcomes, and three broad strategies are deployed to assess general education outcomes: the National Survey of Student Engagement, a bi-annual survey of recent alumni, and direct measurement within the curriculum.

USCA has participated in the National Survey of Student Engagement (NSSE) in 2004 and 2006, and plans to continue administration of the instrument every two years. Data reported here are for the 2004 administration of this assessment instrument. Response rates have doubled since the first administration of the survey due to institutional commitment to its value as a nationally benchmarked assessment (Bergstrom & Hosch, 2006). On all relevant measures of educational and personal growth, USCA seniors score above benchmark compared to students at one or more national comparison groups.

Questions about general education appear on the bi-annual alumni survey about graduates' abilities compared to other college graduates. In most areas, a majority of graduates from USCA report that they are above average or outstanding in each area of general education compared to graduates of other institutions. Particular

strengths were reported in understanding written information and understanding the interaction between people and society. Weaknesses were reported in understanding and applying scientific principles and speaking a second language.

USCA is a national leader in assessment techniques for the direct measurement of learning outcomes. Student competencies across most outcomes are either directly measured by faculty or other qualified professionals, or these measures are under development. Several recent peer-reviewed presentations have outlined the effectiveness of these methods as well as their improved utility compared to self-reported measures (Hosch, 2006; Foote & Hosch, 2006; Hosch & Rhodes, 2005). Additionally, the Office of Institutional Effectiveness has developed and continues to expand a web-based dynamic reporting tool that allows for detailed analysis of direct measurements of student learning outcomes (Fogle & Hosch, 2006).

General Education Assessment Points

General Education Area	NSSE	Proficiency Profile	Alumni Survey	Curricular Measurement
Oral and Written Communication				
- Reading Comprehension	NA		77.2	*
- Written Communication	+		67.0	x
- Oral Communication	+		60.0	*
Mathematics, Statistics & Logic	+		52.6	*
Foreign Language	NA		11.9	x
Natural Sciences	NA		40.4	x
Social and Behavioral Sciences	+		73.9	*
Humanities	+		44.5	
World Civilizations	NA		59.1	*
American Political Institutions	+		68.3	x
Cross Cultural Understanding	+		59.1	

+ USCA student outcomes are above one or more comparison groups at a statistically significant level.

° Technology skills were ranked #4, although this competency is not yet formally included in general education.

x Direct measurement by faculty in a course or graduation requirement; data reported below.

* Direct measurement by faculty in a course or graduation requirement; data will be collected in 2006-07.

2010 National Survey of Student Engagement (NSSE) General Education Results

Data are reported here for seniors only

	USC-Aiken	USC-Aiken compared with:										
		American Democracy Proj			Baccalaureate-General Insts			NSSE 2004				
		Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size	Mean	Sig	Effect Size	
11. Educational and Personal Growth <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>												
a. Acquiring a broad general education	3.39	3.21	*	.22	3.36			3.32				
b. Acquiring job or work-related knowledge and skills	3.14	3.02			3.10			3.02				
c. Writing clearly and effectively	3.29	3.03	**	.30	3.14			3.12	*	.21		
d. Speaking clearly and effectively	3.14	2.93	*	.24	3.07			3.01				
e. Thinking critically and analytically	3.47	3.27	**	.26	3.35			3.37				
f. Analyzing quantitative problems	3.08	2.82	**	.30	2.84	**	.27	2.87	*	.24		
g. Using computing and information technology	3.32	3.15			3.12	*	.23	3.12	*	.23		
h. Working effectively with others	3.34	3.08	**	.30	3.18	*	.20	3.14	*	.24		
i. Voting in local, state, or national elections	2.07	1.77	**	.32	1.87	*	.20	1.84	*	.24		
j. Learning effectively on your own	3.15	3.01			3.10			3.09				
k. Understanding yourself	2.81	2.73			2.95			2.88				

l.	Understanding people of other racial/ethnic backgrounds	2.83	2.54	**	.30	2.61	*	.22	2.58	**	.26
m.	Solving complex real-world problems	2.97	2.63	***	.37	2.71	**	.28	2.69	**	.30
n.	Developing a personal code of values and ethics	2.80	2.54	**	.26	2.87			2.72		
o.	Contributing to the welfare of your community	2.46	2.25	*	.22	2.55			2.42		

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

Effect size = mean difference divided by comparison group standard deviation.

American Democracy Project Institutions are public baccalaureate and master's institutions participating in an initiative through American Assoc. of State Colleges and Universities to promote civic engagement.

Competency-Specific Assessment Results and Outcomes

Oral and Written Communication

Goal: *Drawing upon a foundation of critical thinking skills, students will listen and read with understanding and communicate effectively in speech and in writing.*

Reading Comprehension

Assessme	NSSE:	<ul style="list-style-type: none"> Not available.
	Alumni Survey: Understanding Written Information	<ul style="list-style-type: none"> Ranked 1st out of 11 general education outcomes 77.2% of alumni reported being above average or outstanding compared to other college graduates
	Curricular Measures:	<ul style="list-style-type: none"> Data expected in 2006-07
Actions Taken	Additional emphasis on and measurement of reading comprehension and analysis of written materials have been added to English 101 and 102 in 2005. Course specific assessment data are expected in 2006-07.	

Oral Communication

Assessme	NSSE: 11d. Speaking clearly and effectively	<ul style="list-style-type: none"> Above benchmark for ADP Institutions, effect size = small
	Alumni Survey: Speaking effectively	<ul style="list-style-type: none"> Ranked 6th out of 11 general education outcomes 60.0% of alumni reported being above average or outstanding compared to other college graduates
	Curricular Measures:	<ul style="list-style-type: none"> Data expected in 2006-07
Actions Taken	Faculty in the Communications Department are refining a rubric to be used in ACOM 241 Public Speaking and ACOM 201 Interpersonal Communications. Preliminary data will be available for analysis in 2006-07.	

Written Communication

Assess	NSSE: 11c. Writing Clearly and Effectively	<ul style="list-style-type: none"> Above benchmark for ADP Institutions, effect size = medium Above benchmark nationally, effect size = small
	Alumni Survey: Writing Effectively	<ul style="list-style-type: none"> Ranked 5th out of 11 general education outcomes 67.0% of alumni reported being above average or outstanding compared to other college graduates

	<p>Curricular Measures:</p> <p>The Junior Writing Portfolio is a graduation requirement for all majors. It is submitted in the junior year and evaluated by two faculty members. Students must earn a minimum combined score of 3 out of 5 to pass.</p>	<p>Junior Portfolio Results 2003-2006 by Objective for Student Learning</p> <table border="1"> <thead> <tr> <th>Learning Outcome (N=1,343)</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Clarity of Purpose</td> <td>3.47</td> </tr> <tr> <td>Quality of thought</td> <td>3.46</td> </tr> <tr> <td>Organization of Content</td> <td>3.43</td> </tr> <tr> <td>Grammar and Mechanics</td> <td>3.18</td> </tr> <tr> <td>Language and Style</td> <td>3.30</td> </tr> <tr> <td>Use of sources</td> <td>3.22</td> </tr> <tr> <td>Aggregate</td> <td>3.34</td> </tr> </tbody> </table> <p>Junior Portfolio Results 2003-2006 by Gender & Ethnicity</p> <table border="1"> <thead> <tr> <th>Learning Outcome (N=1,343)</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>African American Men</td> <td>3.03</td> </tr> <tr> <td>African American Women</td> <td>3.04</td> </tr> <tr> <td>White Men</td> <td>3.37</td> </tr> <tr> <td>White Women</td> <td>3.45</td> </tr> </tbody> </table>	Learning Outcome (N=1,343)	Mean	Clarity of Purpose	3.47	Quality of thought	3.46	Organization of Content	3.43	Grammar and Mechanics	3.18	Language and Style	3.30	Use of sources	3.22	Aggregate	3.34	Learning Outcome (N=1,343)	Mean	African American Men	3.03	African American Women	3.04	White Men	3.37	White Women	3.45	<p>Junior Portfolio Results 2003-2006 by Major</p> <table border="1"> <thead> <tr> <th>Major</th> <th>N</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>32</td> <td>4.08</td> </tr> <tr> <td>Chemistry</td> <td>13</td> <td>3.61</td> </tr> <tr> <td>History</td> <td>26</td> <td>3.57</td> </tr> <tr> <td>Fine Arts</td> <td>49</td> <td>3.50</td> </tr> <tr> <td>Biology</td> <td>91</td> <td>3.45</td> </tr> <tr> <td>Nursing</td> <td>157</td> <td>3.43</td> </tr> <tr> <td>All Other Majors</td> <td>16</td> <td>3.39</td> </tr> <tr> <td>Education</td> <td>228</td> <td>3.37</td> </tr> <tr> <td>Political Science</td> <td>24</td> <td>3.36</td> </tr> <tr> <td>Psychology</td> <td>80</td> <td>3.30</td> </tr> <tr> <td>Math</td> <td>38</td> <td>3.28</td> </tr> <tr> <td>Business</td> <td>368</td> <td>3.26</td> </tr> <tr> <td>Exercise Sci.</td> <td>71</td> <td>3.22</td> </tr> <tr> <td>Communications</td> <td>73</td> <td>3.21</td> </tr> <tr> <td>Sociology</td> <td>77</td> <td>3.06</td> </tr> </tbody> </table>	Major	N	Score	English	32	4.08	Chemistry	13	3.61	History	26	3.57	Fine Arts	49	3.50	Biology	91	3.45	Nursing	157	3.43	All Other Majors	16	3.39	Education	228	3.37	Political Science	24	3.36	Psychology	80	3.30	Math	38	3.28	Business	368	3.26	Exercise Sci.	71	3.22	Communications	73	3.21	Sociology	77	3.06
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<p>Actions Taken</p>	<p>Emphasis on Use of Sources and research methods throughout the curriculum in several majors beginning in 2004 has increased the mean score for Use of Sources. Departments and Schools use this indicator to monitor student writing ability, and some units have set passage of this portfolio as a pre-requisite for selected upper-level classes. Significantly weaker performance of African American or Black students on this curricular requirement has been examined by the Minority Success Action Team of the campus-wide Enrollment Planning Team.</p>																																																																												

Mathematics, Statistics, and Logic

Goal: *Students will exhibit computational competence and employ mathematical and logical thinking to solve abstract and applied problems relevant to a dynamic global environment.*

<p>Assessment Results</p>	<p>NSSE: 11f. Analyzing Quantitative Problems</p>	<ul style="list-style-type: none"> • Above benchmark for ADP Institutions, effect size = medium • Above benchmark for baccalaureate-general institutions, effect size = small • Above benchmark nationally, effect size = small
	<p>Alumni Survey: Using Mathematics</p>	<ul style="list-style-type: none"> • Ranked 8th out of 11 general education outcomes • 52.6% of alumni reported being above average or outstanding compared to other college graduates
	<p>Curricular Measures: Common final exam in Math 108 College Algebra</p>	<ul style="list-style-type: none"> • Initial data collected in Spring 2006; data collection will be ongoing and analysis will begin in 2006-07

Actions	<p>Assessment data and a high DFW rate in some math courses has prompted more focused assessment activities. A common final exam was adopted for all sections of Math 108 College Algebra in Spring 2006. Findings from this assessment project will be used to inform curricular adjustments.</p>
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Foreign Language

Goal: *Students will demonstrate proficiency at the introductory level in the target language consistent with ACTFL standards for foreign language education.*

Assessment Results	<p>NSSE:</p> <ul style="list-style-type: none"> Not available. 																																													
	<p>Alumni Survey: Speaking a Second Language</p> <ul style="list-style-type: none"> Ranked 11th out of 11 general education outcomes 11.9% of alumni reported being above average or outstanding compared to other college graduates 																																													
	<p>Curricular Measures: Beginning in Fall 2005 foreign language faculty began an assessment program of measuring ACTFL learning outcomes on final exams at the 101, 102, and 210 course levels.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="2">Student Learning Outcomes Measured on Final Exams 2005-06 (5=Outstanding, 3=Acceptable, 1=Poor)</th> </tr> <tr> <th>Learning Outcome (N=673)</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.74</td> </tr> <tr> <td>Writing</td> <td>3.55</td> </tr> <tr> <td>Listening</td> <td>3.60</td> </tr> <tr> <td>Speaking*</td> <td>3.51</td> </tr> <tr> <td>Culture</td> <td>3.28</td> </tr> <tr> <td>Aggregate</td> <td>3.62</td> </tr> </tbody> </table> <p>*Not measured for Latin</p> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="3">Student Learning Outcomes By Course Grade</th> </tr> <tr> <th>Grade</th> <th>N</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>134</td> <td>4.45</td> </tr> <tr> <td>B+</td> <td>65</td> <td>3.87</td> </tr> <tr> <td>B</td> <td>105</td> <td>3.50</td> </tr> <tr> <td>C+</td> <td>50</td> <td>3.11</td> </tr> <tr> <td>C</td> <td>71</td> <td>2.87</td> </tr> <tr> <td>D+</td> <td>14</td> <td>2.23</td> </tr> <tr> <td>D</td> <td>15</td> <td>2.45</td> </tr> <tr> <td>F</td> <td>17</td> <td>1.56</td> </tr> </tbody> </table>	Student Learning Outcomes Measured on Final Exams 2005-06 (5=Outstanding, 3=Acceptable, 1=Poor)		Learning Outcome (N=673)	Mean	Reading	3.74	Writing	3.55	Listening	3.60	Speaking*	3.51	Culture	3.28	Aggregate	3.62	Student Learning Outcomes By Course Grade			Grade	N	Score	A	134	4.45	B+	65	3.87	B	105	3.50	C+	50	3.11	C	71	2.87	D+	14	2.23	D	15	2.45	F	17
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Actions	<p>Because this assessment has just been implemented, coordinated actions have not been taken. The faculty review of initial data from Fall 2005 revealed that faculty members were surprised that students' weakest performance was in the area of culture.</p>																																													

Natural Sciences

Goal: *Successful students will demonstrate the ability to apply principles of science to show their understanding of the biological and physical world.*

Assess	<p>NSSE:</p> <ul style="list-style-type: none"> Not available.
	<p>Alumni Survey: Understanding and applying scientific principles</p> <ul style="list-style-type: none"> Ranked 10th out of 11 general education outcomes 40.4% of alumni reported being above average or outstanding compared to other college graduates

	<p>Curricular Measures:</p> <p>Beginning in Fall 2005 some science faculty began an assessment system of measuring common student learning outcomes in science courses using online quizzes.</p> <table border="1" data-bbox="649 199 1339 514"> <thead> <tr> <th colspan="3">Student Learning Outcomes Measured on Online Quizzes</th> </tr> <tr> <th>General Education Outcome (Ranked by Level of Proficiency)</th> <th>Observations (N)</th> <th>Avg. % Correct</th> </tr> </thead> <tbody> <tr> <td>2b. Understand the difference between data or observations and interpretation.</td> <td>150</td> <td>87%</td> </tr> <tr> <td>1a. Use representative nomenclature and define appropriate terminology.</td> <td>300</td> <td>76%</td> </tr> <tr> <td>1b Describe applicable principles, processes, phenomena, or theories.</td> <td>1050</td> <td>65%</td> </tr> <tr> <td>3b. Use appropriate formulas to solve problems</td> <td>300</td> <td>64%</td> </tr> </tbody> </table>	Student Learning Outcomes Measured on Online Quizzes			General Education Outcome (Ranked by Level of Proficiency)	Observations (N)	Avg. % Correct	2b. Understand the difference between data or observations and interpretation.	150	87%	1a. Use representative nomenclature and define appropriate terminology.	300	76%	1b Describe applicable principles, processes, phenomena, or theories.	1050	65%	3b. Use appropriate formulas to solve problems	300	64%
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Actions Taken	<p>Because this assessment program is in a pilot stage, a coordination plan of action has not been adopted. Initial findings were reported at a faculty professional development workshop in May 2006. More faculty in the sciences will participate in data collection in 2006-07.</p>																		

Social and Behavioral Sciences

Goal: *Students will describe and understand basic principles of human behavior and evaluate how their application can explain everyday occurrences.*

Assessment Data	<p>NSSE:</p> <p>11h. Solving Complex Real-World Problems</p> <ul style="list-style-type: none"> • Above benchmark for ADP Institutions, effect size = medium • Above benchmark for baccalaureate-general institutions, effect size = small • Above benchmark nationally, effect size = medium <p>Alumni Survey:</p> <p>Understanding Interactions Between People & Society</p> <ul style="list-style-type: none"> • Ranked 2nd out of 11 general education outcomes • 73.9% of alumni reported being above average or outstanding compared to other college graduates <p>Curricular Measures:</p> <ul style="list-style-type: none"> • Data expected in 2006-07
Actions Taken	<p>Common learning outcomes for all disciplines in the social and behavioral sciences were developed and approved in 2005-06. Curricular-based measurement will begin in 2006-07 and be monitored for consistency with self-reported assessment measures.</p>

Humanities

Goal: *Students will think critically and creatively about what it means to be human through analysis, interpretation, contextualization, and evaluation of what they study in the humanities.*

Assessment	<p>NSSE: 11n. Developing a personal code of values and ethics</p> <ul style="list-style-type: none"> Above benchmark for ADP Institutions, effect size = small <p>Alumni Survey: Understanding and appreciating the arts</p> <ul style="list-style-type: none"> Ranked 9th out of 11 general education outcomes 44.5% of alumni reported being above average or outstanding compared to other college graduates <p>Curricular Measures:</p> <ul style="list-style-type: none"> Data expected in 2006-07
Actions Taken	Common learning outcomes for all disciplines in the humanities were developed and approved in 2005-06. Curricular-based measurement will begin in 2006-07 and be monitored for consistency with self-reported assessment measures.

World Civilizations

Goal: *Students will demonstrate an awareness of and appreciation for the cultural, political, social, and economic forces in the past that have been instrumental in the evolution of world civilizations.*

Assessment	<p>NSSE:</p> <ul style="list-style-type: none"> Not available. <p>Alumni Survey: Understanding Philosophies and Cultures Different from Your Own</p> <ul style="list-style-type: none"> Ranked 7th out of 11 general education outcomes 59.1% of alumni reported being above average or outstanding compared to other college graduates <p>Curricular Measures:</p> <ul style="list-style-type: none"> Data expected in 2006-07
Actions Taken	Common learning outcomes for courses fulfilling the World Civilizations requirement were developed and approved in 2005-06. Reporting of curricular-based measurement will begin in 2006-07 and be monitored for consistency with self-reported assessment measures.

American Political Institutions

Goal: *Students will also understand the workings of the American political process and recognize their role in American society.*

Learning Outcomes	Students will describe and analyze the fundamental values and ideas in the important documents that lay the foundation for our political system.
	Students will explain how the way the American political system really works differs from its theoretical underpinnings.
	Students will understand their own roles as responsible citizens in our political system.
Assessment Results	NSSE: Voting in Local, State, or National Elections <ul style="list-style-type: none"> • Above benchmark for ADP Institutions, effect size = medium • Above benchmark for baccalaureate-general institutions, effect size = small • Above benchmark nationally, effect size = small
	Alumni Survey: Understanding Your Rights Responsibilities and Privileges as a Citizen <ul style="list-style-type: none"> • Ranked 3rd out of 11 general education outcomes • 59.1% of alumni reported being above average or outstanding compared to other college graduates
	Curricular Measures: American Gov't test in APLS 201. <ul style="list-style-type: none"> • Tests taken by over 2,000 students as of Summer 2005.
Actions Taken	Each year the results are computer analyzed and results made available to faculty teaching the American government class. Results from assessment in this area have appeared in a peer-reviewed journal (Botsch & Botsch, 2001).

Cross Cultural Understanding (Non-Western Requirement)

{Outcomes are under development}

Students will exhibit a sense of cross-cultural understanding, understand a variety of perspectives, and become effective participants and contributors in a dynamic global society.

Assessment Results	NSSE: Understanding people of other racial/ethnic backgrounds <ul style="list-style-type: none"> • Above benchmark for ADP Institutions, effect size = medium • Above benchmark for baccalaureate-general institutions, effect size = small • Above benchmark nationally, effect size = small
	Alumni Survey: Understanding Philosophies and Cultures Different from Your Own <ul style="list-style-type: none"> • Ranked 7th out of 11 general education outcomes • 59.1% of alumni reported being above average or outstanding compared to other college graduates
	Curricular Measures: <ul style="list-style-type: none"> • Outcomes for this area are under development
Actions Taken	Objective-level outcomes for this area of general education are still under development.

Plans for General Education in 2006-07 and Beyond

A comprehensive review of USCA's general education curriculum and requirements will begin in 2006-07 under the auspices of a group of faculty convened by the Executive Vice Chancellor for Academic Affairs. This review

will use assessment data collected to date as well as data and analysis to be reported during 2006-07 to develop recommendations for how the general education curriculum should evolve to meet the needs of students in an increasingly fast-paced, technologically-driven, and globally competitive world.

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. The 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 past year has seen significant strides in the quality and documentation of assessment activities via the use of TracDat.

Ratings of Assessment Programs from Assessment Committee Review

(Target Mean Rating = 3.0; 4=Exceeds Guidelines, 3=Meets Guidelines, 2=Approaches Guidelines, 1=Does Not Meet Guidelines or Missing)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Number of Areas Reviewed by Assessment Committee	5	8	6	6	5	10
Goals	2.4	2.8	2.9	2.2	2.8	3.2
Objectives	1.8	2.3	2.8	2.2	3.4	*
Measurement	2.0	2.3	2.7	2.3	3.4	2.8
Findings	1.7	2.5	2.7	2.1	3.6	2.9
Use of Results	1.7	2.0	2.5	2.1	3.4	2.5

* Goals and objectives were combined as Goals/Outcomes in 2009-10

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.

Learning Outcomes

By the time of graduation, Biology majors will:

- critique credible evidence to support arguments;
- solve biological problems using strategies appropriate to the subject;
- organize and communicated ideas effectively
- Develop hypotheses and design experiments to solve biological problems;
- Collect, analyze, and interpret data
- Communicate results in both written and oral format;
- Compile and organize relevant information;
- Apply biological concepts to design a problem-solving strategy;
- Develop and execute a research capstone project;
- Demonstrate an understanding of the history and methodology of the Biological and Geological Sciences; and
- Demonstrate an understanding of the terminology and processes of the Biological and Geological Sciences

Actions Taken Based on Assessment Results

- Student research proposals were evaluated by the Department of Biology and Geology Assessment Committee using a defined rubric with a target that students would achieve an average rating of at least 3.0 on the introductory section of the research proposal. Although students achieved the target with an average of 3.17, the faculty decided to include additional discussion time in ABIO 490 to work with students to complete their research proposals in an effort to improve skills associated with placing projects within the context of current knowledge.

- Oral communication skills were evaluated by the Departmental Assessment Committee using a standard rubric during student senior seminars with a target of a mean score of 15 on the Oral Research Presentation. Although the data indicate that the target was met with an average score of 15.3 +/- 1.98, the faculty noted a decrease in this area from previous measures. The weight of the research proposal as it relates to the final grade in ABIO 490 was increased in the belief that part of the problem is that some students were not taking the assignment very seriously and were not putting forth their best effort.

Business Administration

Mission

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

Learning Outcomes

School of Business Administration students will:

- develop the communication skills vital to a business career;
- develop business knowledge necessary for a business career;
- acquire a global perspective of business;
- develop the technological skills to help prepare them for a business career; and
- demonstrate ethical, legal & reasoning abilities towards business responsibility.

Actions Taken Based on Assessment Results

- Written communication skills were evaluated via the percent of business students who passed the Junior Writing Portfolio in the semester it was submitted. Only 73% passed and as a result the target of 80% was not achieved. A committee was established to review and redesign the communications course (BUS345), including learning objectives, course content, course structure, and text. English faculty were employed as course instructors. The effects of these changes will take several semesters to affect writing portfolio.

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.

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. Six learning outcomes reflect the heart of the program in that students will demonstrate:

- the ability to do a close reading of genres (e.g., poetry, fiction, drama, film);
- a general knowledge of major movements, periods, and authors in American and British literature;
- a working knowledge of literary terms;
- the ability to understand literature in its cultural context;
- the ability to locate, read, understand, and apply literary criticism and scholarship; and
- the ability to write analytically and articulately about literature, offering evidence of clarity, coherence, and style.

Actions Taken Based on Assessment Results

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

- Through the completion of an exit interview, seniors indicated that they felt confident about their ability to do a close reading of various genres. However, some members of the graduating class in the open-ended comments felt that more drama might be covered in the curriculum, especially in the second half of the American and British literature surveys. The department discussed this matter at the annual retreat in August, 2010, and faculty responsible for teaching AEGL 285 and AEGL 288/289 pledged to include at least one play in each class.
- Students achieved an average rating of 3.5 on a 5 point scale for their knowledge of American Literature. Although the minimum target was met for this relatively large sample population (12 seniors), this score is lower than

expected. The department decided to reexamine its management of the sophomore surveys in American Literature to make sure that course content remains focused on movements, periods, and major authors.

- In 2009, 67% of the respondents indicated that they were well prepared to demonstrate their knowledge of British literature during an exit interview, well below the target of 80%. Although there are mixed results here--some of the graduating seniors lacked confidence in their knowledge of British literature and yet the faculty evaluators gave high scores to the projects incorporating British literature--the department decided to revisit how the survey courses are being taught; part of the August retreat in 2009 was devoted to this topic. At that time, the department decided that all instructors of AEGL 284 and 288 in the fall would make a concerted effort to organize their syllabi in such a way that these essential components are covered. Furthermore, if there are two or more faculty members teaching these classes in a given semester, the faculty will confer on how each is planning to handle these components so that there is some consistency between/among sections of the course. This plan will also hold true for faculty teaching AEGL 285 and 289 in the spring. Those faculty teaching upper-level English and American literature classes also need to be more conscious of their responsibility to reinforce the concepts of movements and periods in literary history.
- Students received a 3.54 on ability to handle literary criticism and scholarship. Although the minimum target was met for a relatively large sample population (12 seniors), the department will continue its collective discussion regarding the shaping of research assignments in all literature classes required of English majors. Also, in the fall of 2009, the Department organized "best practice" workshops to share successful faculty-generated assignments.
- From exit survey data, the department discovered that their majors prefer short paper assignments or longer papers with an emphasis on process (feedback at various stages). The faculty devoted part of a department meeting to discussing how they might tweak research assignments at the 200 level and above.

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.

Learning Outcomes

Students in the Fine Arts degree program will:

- demonstrate the ability to critique their experiences, participation and response to artistic endeavors outside of the immediate classroom such as in performances, demonstrations, displays or site visits to art venues;
- demonstrate comprehensive knowledge of the historical significance, fundamental elements and stylistic characteristics of artistic works;
- develop the ability to create and/or perform works of art which demonstrate critical aesthetic awareness and technical competencies; and
- work in an academic program that produces graduates capable of further academic pursuits or employment.

Actions Taken Based on Assessment Results

- Students have benefitted from the direct contact with designers in the workplace, reinforcing that experience by relating it to their peers in a structured way. Students are evaluated according to the complexity of the project shadowed, the skill in weaving their experience into an oral and written narrative, and in structuring a presentation involving visual aids to best convey the particulars of their experience. Students have generally performed well in both presentation and fielding questions. Faculty are considering having the designers complete a scoring rubric in order to address specific weaknesses in student presentations, providing the instructor with a year by year charting of overall student progress as weaknesses are anticipated and subsequently addressed.
- In an effort to provide opportunities for students to show their accomplishments, the faculty are proposing that seniors be given an opportunity to exhibit their work in the gallery by the box office. This is an informal way for the student and the art professors to see in a very obvious way what the student has accomplished during the college experience.

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.

Learning Outcomes

Students in Industrial Mathematics are expected to:

- have a basic knowledge of calculus, linear algebra, numerical methods, and a high-level programming language;
- 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.
- 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.

Actions Taken Based on Assessment Results

- Due to the low enrollment of this program, the assessment committee could not get enough data to produce meaningful statistics results. Their data was based on two students who were seniors taking AMTH 142 in which the standard embedded questions were given in the final exam. The department is working on attracting more students into this 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.

Learning Outcomes

Students in the Mathematics /Computer Science program are expected to:

- demonstrate substantial knowledge of analysis, algebra, common algorithms, algorithm design, and a high-level programming language;

- develop ability to analyze and solve complex mathematical problems with logical reasoning;
- demonstrate knowledge of a high-level programming language;
- be able to use symbolic expressions, including iterative and recursive forms, to represent mathematical relationships and be able to use them to evaluate mathematical conjectures with rigorous logic reasoning;
- select and use appropriate mathematical methods to analyze and solve multi-step problems;
- have effective oral communication skills;
- demonstrate good written communication skills, such as working knowledge of mathematical and computer notation and terminology, proper use of graphical and numeric symbols;
- demonstrate ability to solve real-world problems;
- demonstrate ability to integrate mathematical concepts and computer programming to obtain solutions to common mathematical problems; and
- demonstrate ability to use computers effectively.

Actions Taken Based on Assessment Results

- Approximately 73% of students rated their ability to use the tools of calculus and linear algebra as good or excellent and a mean of 2.67 on the first learning objective (down from 2.95), the department is examining the possibility of increasing the contact hour of Calculus I and Calculus II, and reducing the size of the class. As well, the department is going to work with Academic Success Center on cut-off points of Math Placement Test
- The department is working on better method to assess the student's ability of logical reasoning.

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 (Business, Psychology, 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. 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 2004, 2006, and 2008 National Survey of Student Engagement (NSSE) indicate that USCA students use computers on academic work with slightly higher frequency than did freshmen and seniors at 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., $p < 0.001$ for seniors). See <http://ie.usca.edu/research/surveys/nsse/index.htm> for a detailed presentation of all results. Results from the 2010 NSSE administration will be available in August 2010.
- Following the adoption of a policy that makes students responsible for reading communications in their University email accounts in a timely fashion, listservs have been created for all official classes and for academic advising groups. Groups may request special listservs from the Computer Services Division.

USCA's Active Directory protocol for email and other password-protected access, which is the one of the most advanced communication networks in the USC System, has been integral in promoting high levels of student communication via electronic media and their development of technology skills.

Institutional Effectiveness Data Tables

Programs Eligible for Accreditation and Programs Accredited

Applicable to four- and two-year institutions

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 prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/AcademicAffairs/Accreditation%20Guidelines.doc>.

Institution:

University of South Carolina Aiken

Please type institution name in box.

**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)			Date agency/area added to CHE List
			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				
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs	X		2004		Nov. 2009	
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
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

_____ 4 _____ 3 _____

THIS INFORMATION TO BE USED FOR PERFORMANCE

INDICATOR 3D

INSTITUTION:

COURSES TAUGHT BY FACULTY

APPLICABLE FOR FOUR- AND TWO-YEAR INSTITUTIONS – REPORTED FOR FALL 2008

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2009 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Four-Year Colleges and Universities no longer offer these courses, therefore this table has been deleted.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Reported for Fall 2008

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 2008 IPEDS Enrollment Forms.

	NUMBER OF STUDENTS PARTICIPATING IN SPONSORED RESEARCH (EXCLUDE FIRST PROFESSIONAL STUDENTS)
UPPER DIVISION, UNDERGRADUATE STUDENTS	35
GRADUATE STUDENTS	2

INSTITUTION:

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Reported for April 1, 2009- March 31, 2010

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, 2009 through March 31, 2010**. The following tables display 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. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

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.”

Praxis exams are reported separately in the following table.

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

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)	4/25/09,06/13/09,07/25/09,09/12/09,11/14/09, 1/09/10,03/13/10	59	57	97%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	4/25/09, 06/13/09,07/25/09, 9/12/09,11/14/09, 1/09/10,03/13/10	3	2	67%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/25/09, 06/13/09,07/25/09, 9/12/09,11/14/09, 1/09/10,03/13/10	10	10	100%
PRAXIS Series II: Specialty Area Tests	4/25/09, 06/13/09,07/25/09, 9/12/09,11/14/09, 1/09/10,03/13/10	126	117	93%

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. - Registered Nurse (BSN)	April 1, 2009 – March 31, 2010	49	49	46	93.88