

## USC Sumter AA/AS 2011 - 2012 Assessment Plan

### I. ANNUAL REPORT FOR YEARS 2010 - 2011

#### **Mission Statement**

USC Sumter offers two degree programs: the Associate in Arts degree and the Associate in Science degree. The primary purpose of these degree programs is to provide the first two years of a baccalaureate program for students who will change campuses or transfer to a four-year program. The two degree programs differ slightly in degree requirements. The Associate in Arts program is weighted more heavily in the Arts, Letters, Humanities, and Social Sciences. The Associate in Science program is weighted more heavily toward mathematics and science. Both programs provide for 24-27 hours of elective work. A particular concern of these degree programs at USC Sumter is to provide an adequate foundation for the Bachelor of Science degree in Business Administration offered on the USC Sumter campus by USC Aiken, the Bachelor of Arts degrees in Early Childhood and Elementary Education offered on the USC Sumter campus by USC Spartanburg, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership offered by Palmetto Programs of USC Columbia that can be completed on the USC Sumter campus, and the most popular major programs which graduates declare on the USC Columbia campus. These programs are called the "primary baccalaureate completion program."

#### **Goal 1.**

The Faculty expects all graduates to communicate clearly in written English, demonstrating their comprehension, ability to analyze and critique a variety of written texts.

#### **Curriculum**

Students will gain these skills by successfully completing ENGL 101 and ENGL 102

#### **Learning Outcome 1.**

Students will learn to write in a manner that demonstrates knowledge of the subject;

#### **Criteria**

Thesis writing exercises, revision workshop exercises, final research projects and selected final assignments will be used by various faculty to measure this outcome.

#### **Methods**

Individual faculty members will utilize the various criteria to make assessments on their students. Reports on those individual faculty assessments will then be given to respective division chairs, the Associate Dean of Academic Affairs and the Office of Institutional Research and Effectiveness. The Office of Institutional Research and Effectiveness will aggregate the findings, while each Division Chair meets and discusses the findings, and potential changes and uses of the assessments for their respective Divisions. Then once the data are aggregated, meetings will occur with the Associate Dean of Academic Affairs, each Division chair and the Institutional Research Analyst representing the Office of Institutional Research and Effectiveness where further analysis and Division level coordinated use of the assessment results will be compiled and disseminated to the Faculty as a whole.

#### **Results**

Observations were made on 64 students (n=64). 11 students performed unsatisfactorily. 82% performed satisfactorily.

#### **Use of Results**

English faculty are still adjusting to the course description changes from reversing the content of ENGL 101 and 102. Based on this there are still plans for text changes; and plans to experiment with changes to the order and nature of writing assignments - specifically to make changes that focus more on developing citation skills earlier in the semester, and incorporate more lessons on how to do research and present that research in one's on voice, especially in ENGL 101.

### **Learning Outcome 2.**

Students will learn to write in a manner that demonstrates awareness of the reader;

#### **Criteria**

Thesis writing exercises, revision workshop exercises, final research projects and selected final assignments will be used by various faculty to measure this outcome.

#### **Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

#### **Results**

Observations were made on 64 students. 11 students performed unsatisfactorily. 82% performed satisfactorily.

#### **Use of Results**

English faculty are still adjusting to the course description changes from reversing the content of ENGL 101 and 102. There are still plans for text changes; plans to change the order and nature of writing assignments, specifically to make changes that focus more on developing citation skills earlier in the semester, especially in ENGL 101. In addition, several English faculty are still experimenting with pedagogical changes involving group work - changing the nature of group work from student led discussion of general ideas and analysis to a more proactive demonstration of the skills needed to help writing and critical analysis, along with more work with assignments that facilitate presenting research in one's own voice.

### **Learning Outcome 3.**

Students will learn to write in a manner that demonstrates organization appropriate to the purpose and the interaction between reader and writer.

#### **Criteria**

Thesis writing exercises, revision workshop exercises, final research projects and selected final assignments will be used by various faculty to measure this outcome.

#### **Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

#### **Results**

Observations were made on 64 students. 11 students performed unsatisfactorily. 82% performed satisfactorily.

#### **Use of Results**

English faculty are still adjusting to the course description changes from reversing the content of ENGL 101 and 102. There are still plans for text changes; plans to change the order and nature of writing assignments, specifically to make changes that focus more on developing citation skills earlier in the semester, and exercises that facilitate the presentation of research in one's own voice, especially in ENGL 101. In addition several English faculty are still experimenting with pedagogical changes involving group work - changing the nature of group work from student led discussion of general ideas and analysis to a more proactive demonstration of the skills needed to help writing and critical analysis

### **Goal 2.**

The Faculty expects all graduates to communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.

#### **Curriculum**

Students will gain these skills by successfully completing SPCH 140

### **Learning Outcome 1.**

Students will learn appropriate sentence structure and word choice.

#### **Criteria**

Critical, near end of the semester, oral presentations will be evaluated by faculty to measure this outcome.

#### **Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 37 students. 9 students performed unsatisfactorily. 76% performed satisfactorily.

**Use of Results**

We are continuing to review text changes and assignment changes. The addition of a new instructor with more experience and expertise in the communication field has helped with course loads and brought new insights into instructional techniques that is helping with these goals. New exercises that emphasize appropriate physical presentation and body movement are being developed. Also new methods, both traditional and web based, are being explored to help students with underdeveloped grammar issues improve on those skills.

**Learning Outcome 2.**

Students will learn skills in listening and extracting information and meaning from oral communication.

**Criteria**

Critical, near end of the semester, oral presentations will be evaluated by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 37 students. 7 students performed unsatisfactorily. 81% performed satisfactorily.

**Use of Results**

We are continuing to review text changes and assignment changes. The addition of a new instructor with more experience and expertise in the communication field has helped with course loads and brought new insights into instructional techniques that is helping with these goals. New exercises that emphasize appropriate physical presentation and body movement are being developed. Also new methods, both traditional and web based, are being explored to help students with underdeveloped grammar issues improve on those skills.

**Learning Outcome 3.**

Students will learn effective physical presentation and use of body appropriate to the speaking situation.

**Criteria**

Critical, near end of the semester, oral presentations will be evaluated by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 37 students. 12 students performed unsatisfactorily. 66% performed satisfactorily.

**Use of Results**

We are continuing to review text changes and assignment changes. The addition of a new instructor with more experience and expertise in the communication field has helped with course loads and brought new insights into instructional techniques that is helping with these goals. New exercises that emphasize appropriate physical presentation and body movement are being developed. Also new methods, both traditional and web based, are being explored to help students with underdeveloped grammar issues improve on those skills.

**Goal 3.**

The Faculty expects all graduates to be able to use computers and other technology to perform tasks appropriate to their intended major.

**Curriculum**

Students will gain these skills by successfully completing CSCE 101, CSCE 102, or MGSC 291

**Learning Outcome 1.**

Students will learn to create, edit, and revise texts.

**Criteria**

SAM Word 2007 Tasks will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 54 students. 17 students performed unsatisfactorily. 69% performed satisfactorily.

**Use of Results**

During the course of the year the decision was made to switch course curriculum content to Microsoft Office 2010. Therefore analysis was based on 2010 Word exam instead of the 2007 Word exam. We will monitor this new measure to assess its reliability and validity. Based on results no other changes will be implemented in this area at this time.

**Learning Outcome 2.**

Students will learn to access electronic information from databases.

**Criteria**

SAM Word 2007 Queries will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 54 students. 15 students performed unsatisfactorily. 72% performed satisfactorily.

**Use of Results**

During the course of the year the decision was made to switch course curriculum content to Microsoft Office 2010. Therefore analysis was based on 2010 Word exam instead of the 2007 Word exam. We will monitor this new measure to assess its reliability and validity. Based on results no other changes will be implemented in this area at this time.

**Learning Outcome 3.**

Students will learn to send and receive electronic information.

**Criteria**

SAM Word 2007 Homework Projects will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 89 students. 12 students performed unsatisfactorily. 87% performed satisfactorily.

**Use of Results**

During the course of the year the decision was made to switch course curriculum content to Microsoft Office 2010. Therefore analysis was based on 2010 Word and Excel Projects instead of Projects using 2007 Word and Excel. We will monitor these new measures to assess their reliability and validity. Based on results no other changes will be implemented in this area at this time.

**Goal 4.**

The Faculty expects all graduates to be able to perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis and interpret data intelligently.

**Curriculum**

Students will gain these skills by successfully completing MATH 111, STAT 110, STAT, STAT 201, or MGSC 291

**Learning Outcome 1.**

Students will learn the role and value of quantitative reasoning.

**Criteria**

Common questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 212 students. 47 students performed unsatisfactorily. 78% performed satisfactorily.

**Use of Results**

Last year we began a pilot study that shifted to a new text with online support for students. The dropout rate for this new study was extremely high, but we plan to continue it for a while longer and see if we can improve that rate. It is not yet clear whether the new method has utility. It will take more time to evaluate. We continue to investigate ways, such as reducing class enrollments, and hiring additional instructors, to give students more opportunities for individualized instruction. We will also continue to track the ratio of D-F final grades to help better monitor success or failure with this overall goal, and increasing our effort at identifying at risk students early in the semester; and will begin this year implementing a mandatory placement test to ensure students are prepared to take MATH 111. In addition, math faculty will encourage more utilization of the Math lab and assign more homework in problem areas.

**Learning Outcome 2.**

Students will learn the language of mathematics and basic mathematical concepts and operations.

**Criteria**

Common questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 212 students. 120 performed unsatisfactorily. 43% performed satisfactorily.

**Use of Results**

Last year we began a pilot study that shifted to a new text with online support for students. The dropout rate for this new study was extremely high, but we plan to continue it for a while longer and see if we can improve that rate. It is not yet clear whether the new method has utility. It will take more time to evaluate. We continue to investigate ways, such as reducing class enrollments, and hiring additional instructors, to give students more opportunities for individualized instruction. We will also continue to track the ratio of D-F final grades to help better monitor success or failure with this overall goal, and increasing our effort at identifying at risk students early in the semester; and will begin this year implementing a mandatory placement test to ensure students are prepared to take MATH 111. In addition, math faculty will encourage more utilization of the Math lab and assign more homework in problem areas.

**Learning Outcome 3.**

Students will learn to apply basic mathematical operations to problem-solving in their personal and working life.

**Criteria**

Common questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 212 students. 67 students performed unsatisfactorily. 68% performed satisfactorily.

**Use of Results**

Last year we began a pilot study that shifted to a new text with online support for students. The dropout rate for this new study was extremely high, but we plan to continue it for a while longer and see if we can improve that rate. It is not yet clear whether the new method has utility. It will take more time to evaluate. We continue to investigate ways, such as reducing class enrollments, and hiring additional instructors, to give students more opportunities for individualized instruction. We will also continue to track the ratio of D-F final grades to help better monitor success or failure with this overall goal, and increasing our effort at identifying at risk students early in the semester; and will begin this year implementing a mandatory placement test to ensure students are prepared to take MATH 111. In addition, math faculty will encourage more utilization of the Math lab and assign more homework in problem areas.

**Goal 5.**

The Faculty expects graduates to be able to demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.

**Curriculum**

Students will gain these skills by successfully completing BIOL 110, CHEM 101, CHEM 102, CHEM 105 or PHYS 101 and PHYS 101L

**Learning Outcome 1.**

Students will learn to use systematic, empirical approaches to address questions as part of the scientific process.

**Criteria**

Science planning worksheets, designed learning activities, exams, laboratory reports and laboratory exercises will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 119 students. 20 students performed unsatisfactorily. 83% performed satisfactorily.

**Use of Results**

New textbooks are still being evaluated and adopted, along with additional laboratory exercises and experiments intended to address basic scientific methodologies.

**Learning Outcome 2.**

Students will learn to identify and collect appropriate information as part of the scientific process.

**Criteria**

Science planning worksheets, designed learning activities, exams, laboratory reports and laboratory exercises will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 119 students. 19 students did not perform satisfactorily. 84% performed satisfactorily.

**Use of Results**

New textbooks are still being evaluated and adopted, along with additional laboratory exercises and experiments intended to address basic scientific methodologies.

**Learning Outcome 3.**

Students will learn to draw appropriate conclusions from empirical results in quantitative and qualitative formats.

**Criteria**

Science planning worksheets, designed learning activities, exams, laboratory reports and laboratory exercises will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 119 students. 26 students did not perform satisfactorily. 78% performed satisfactorily.

**Use of Results**

New textbooks are still being evaluated and adopted, along with additional laboratory exercises and experiments intended to address basic scientific methodologies.

**Goal 6.**

The Faculty expects graduates to be able to demonstrate an understanding of the processes of human behavior, social and cultural interaction and the use of social and behavioral science perspective to interpret them.

**Curriculum**

Students will gain these skills by successfully completing PSCY 101, PSYC 103, SOCY 101, ANTH 102, ECON 221, ECON 222, GEOG 103 or POLI 201

**Learning Outcome 1.**

Students will demonstrate the ability to understand theories in the social/behavioral sciences.

**Criteria**

Common questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 109 students. 31 students did not perform satisfactorily. 72% performed satisfactorily.

**Use of Results**

We are still developing and plan to administer a pre-test, post-test measure for ECON 221 & 222 to help ensure a more valid measure of this goal, and mapping questions on those tests to more directly reflect the learning outcome and improve the reliability of the metric. In addition, we continue developing advisement practices in our advising and counseling center that encourage the students to take and succeed in MATH 111 prior to taking ECON 221. In SOCY 101 and POLI 201, faculty continue moving toward pedagogical changes that create more interactive approaches to engaging students and focusing on mid-range theories as opposed to macro or grand theory. In addition, new texts are being evaluated and adopted in this area, and some professors are beginning to experiment with more technology in the classroom designed to facilitate real time student reactions to class material and classroom exercises.

**Learning Outcome 2.**

Students will demonstrate the ability to understand cultural, social, and political structures and processes and their effects on individual, group, and societal behaviors.

**Criteria**

Common questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 55 students. 27 students performed unsatisfactorily. 51% performed satisfactorily.

**Use of Results**

We are still developing and plan to administer a pre-test, post-test measure for ECON 221 & 222 to help ensure a more valid measure of this goal, and mapping questions on those tests to more directly reflect the learning outcome and improve the reliability of the metric. In addition, we continue developing advisement practices in our advising and counseling center that encourage the students to take and succeed in MATH 111 prior to taking ECON 221. In SOCY 101 and POLI 201, faculty continue moving toward pedagogical changes that create more interactive approaches to engaging students and focusing on mid-range theories as opposed to macro or grand theory. In addition, new texts are being evaluated and adopted in this area, and some professors are beginning to experiment with more technology in the classroom designed to facilitate real time student reactions to class material and classroom exercises.

**Learning Outcome 3.**

Students will demonstrate the ability to understand and critically evaluate, interpret and draw inferences from social & behavioral data.

**Criteria**

Common questions embedded in course exams and final research projects will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 109 students. 19 students did not perform satisfactorily. 83% performed satisfactorily.

**Use of Results**

We are still developing and plan to administer a pre-test, post-test measure for ECON 221 & 222 to help ensure a more valid measure of this goal, and mapping questions on those tests to more directly reflect the learning outcome and improve the reliability of the metric. In addition, we continue developing advisement practices in our advising and counseling center that encourage the students to take and succeed in MATH 111 prior to taking ECON 221. In SOCY 101 and POLI 201, faculty continue moving toward pedagogical changes that create more interactive approaches to engaging students and focusing on mid-range theories as opposed to macro or grand theory. In addition, new texts are being evaluated and adopted in this area, and some professors are beginning to experiment with more technology in the classroom designed to facilitate real time student reactions to class material and classroom exercises.

**Goal 7.**

The Faculty expects all students to demonstrate an understanding of the historical development of culture over time and its relation to the present.

**Curriculum**

Students will gain these skills by successfully completing ANTH 101, 100 level HIST, ARTH 105, ARTH 106, OR 200 level ENGL

**Learning Outcome 1.**

Students will learn how history is constructed and written.

**Criteria**

In class writing assignments, and final exam questions and essays will be used by faculty members to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 22 students. 4 students performed unsatisfactorily. 82% performed satisfactorily.

**Use of Results**

New texts are being reviewed in several courses in this area. Several professors intend to make a better effort at engaging students in class discussion and participation, including more student presentations and more use of technology based discussion boards and wikis through Blackboard. However, we still have a serious need for more assessment directly from our history faculty.

**Learning Outcome 2.**

Students will learn the broad outlines of history and make accurate connections between developments separated in place and time.

**Criteria**

In class writing assignments, and final exam questions and essays will be used by faculty members to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 22 students. 1 student performed unsatisfactorily. 95% performed satisfactorily.

**Use of Results**

New texts are being reviewed in several courses in this area. Several professors intend to make a better effort at engaging students in class discussion and participation, including more student presentations and more use of technology based discussion boards and wikis through Blackboard. However, we still have a serious need for more assessment directly from our history faculty.

**Learning Outcome 3.**

Students will learn to recognize the contribution of historical antecedents to the understanding of current personal, social, and political situations.

**Criteria**

In class writing assignments, and final exam questions and essays will be used by faculty members to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 22 students. 6 students performed unsatisfactorily. 73% performed unsatisfactorily.

**Use of Results**

New texts are being reviewed in several courses in this area. Several professors intend to make a better effort at engaging students in class discussion and participation, including more student presentations and more use of technology based discussion boards and wikis through Blackboard. However, we still have a serious need for more assessment directly from our history faculty.

**Goal 8.**

The Faculty expects all graduates to become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.

**Curriculum**

Students will gain these skills by successfully completing SOCY 101, PSYC 101, PSYC 103, 100 level HIST, ANTH 102, 200 level ENGL, RELG 203

**Learning Outcome 1.**

Students will learn to recognize multiple cultural perspectives which produce a world view different from one's own.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 44 students. 11 students performed unsatisfactorily. 75% performed satisfactorily.

**Use of Results**

Text review and changes continue to be made to attempt to better address middle range theory and minimize the use of excessive disciplinary jargon. In addition, faculty are continuing a strategy of covering slightly less material so as to cover key material related to the learning outcome in an effort to increase comprehension of other cultures for students. Also several faculty are making it a priority to better engage students in class discussion and participation, and to include more Blackboard participation tools, such as discussion boards and wikis, in their teaching and class assignments. In addition, we will continue to attempt to get more samples from a wider range of the curriculum than we were able to secure this past year.

**Learning Outcome 2.**

Students will learn to appreciate multiple cultural perspective which produce a world view different from one's own.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 44 students. 17 students did not perform satisfactorily. 61% performed satisfactorily.

**Use of Results**

Text review and changes continue to be made to attempt to better address middle range theory and minimize the use of excessive disciplinary jargon. In addition, faculty are continuing a strategy of covering slightly less material so as to cover key material related to the learning outcome in an effort to increase comprehension of other cultures for students. Also several faculty are making it a priority to better engage students in class discussion and participation, and to include more Blackboard participation tools, such as discussion boards and wikis, in their teaching and class assignments. In addition, we will continue to attempt to get more samples from a wider range of the curriculum than we were able to secure this past year.

**Learning Outcome 3.**

Students will learn to use another perspective to analyze current or historical social and cultural events and practices.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 44 students. 20 students performed unsatisfactorily. 55% performed satisfactorily.

**Use of Results**

Text review and changes continue to be made to attempt to better address middle range theory and minimize the use of excessive disciplinary jargon. In addition, faculty are continuing a strategy of covering slightly less material so as to cover key material related to the learning outcome in an effort to increase comprehension of other cultures for students. Also several faculty are making it a priority to better engage students in class discussion and participation, and to include more Blackboard participation tools, such as discussion boards and wikis, in their teaching and class assignments. In addition, we will continue to attempt to get more samples from a wider range of the curriculum than we were able to secure this past year.

**Goal 9.**

The Faculty expects all graduates to be able to communicate orally (with the exception of Latin and Greek) and in writing in another language.

**Curriculum**

Students will gain these skills by successfully completing SPAN 109, SPAN 110, FREN 109, or FREN 110

**Learning Outcome 1.**

Students will learn to read in at least one foreign language.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

No results are available this year.

**Use of Results**

Based on previous years' results a new foreign language placement test is being implemented for Fall 2011.

**Learning Outcome 2.**

Students will learn to comprehend topic and main ideas in at least one foreign language.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

No results are available this year.

**Use of Results**

Based on previous years' results a new foreign language placement test is being implemented in Fall 2011.

**Learning Outcome 3.**

Students will learn spoken discourse and how to converse on general topics in at least one foreign language.

**Criteria**

Questions embedded in course exams will be used to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

No results are available this year.

**Use of Results**

Based on previous years' results a new foreign language placement test is being implemented in Fall 2011.

**Goal 10.**

The Faculty expects all graduates to demonstrate an understanding of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic concerns.

**Curriculum**

Students will gain these skills by successfully completing ARTE 101, ARTS 105, ARTS 106, ENGL 101, ENGL 102, 200 level ENGL, THEA 200 OR MUSC 110

**Learning Outcome 1.**

Students will learn to develop an aesthetic response to at least one of the arts.

**Criteria**

Questions embedded in course examinations, writing assignments, final projects and essays will be used by faculty to measure this outcome.

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 32 students. 5 students performed unsatisfactorily. 84% performed satisfactorily.

**Use of Results**

Faculty continue to experiment with internet video technologies and new methods of instruction to better increase students comprehension and skills in artistic endeavors and artistic interpretations.

**Learning Outcome 2.**

Students will learn to express a personal response to works of art and relate the part(s) to the work(s) as a whole, using appropriate concepts and relative information.

**Criteria**

Questions embedded in course examinations, writing assignments, final projects and essays will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 32 students. 2 students performed unsatisfactorily. 94% performed satisfactorily.

**Use of Results**

Faculty continue to experiment with internet video technologies and new methods of instruction to better increase students comprehension and skills in artistic endeavors and artistic interpretations.

**Learning Outcome 3.**

Students will learn to relate art to a wider cultural context than that in which it emerged.

**Criteria**

Questions embedded in course examinations, writing assignments, final projects and essays will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 34 students. 9 students performed unsatisfactorily. 74% performed satisfactorily.

**Use of Results**

Faculty continue to experiment with internet video technologies and new methods of instruction to better increase students comprehension and skills in artistic endeavors and artistic interpretations.

**Goal 11.**

The Faculty expects all graduates to integrate insights from several disciplines and apply them to value choices and ethical concerns.

**Curriculum**

Students will gain these skills by successfully completing PHIL 102, ENGL 101, ENGL 102, 200 level ENGL, OR UNIV 101

**Learning Outcome 1.**

Students will learn to identify ethical dilemmas.

**Criteria**

Questions embedded in course examinations, writing assignments, and essays will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 49 students. 12 students performed unsatisfactorily. 76% performed satisfactorily.

**Use of Results**

The recent hiring of a new instructor has allowed the reinstatement of courses that have been in abeyance, which allows more curriculum offerings that can focus on ethical (value choices) and cultural concerns from a multi-disciplinary perspective. It is too early to reliably measure the utility of this action, but we will continue to monitor those courses and intend to develop action plans with the advisement center to encourage more student enrollment in this area. In addition, a number of faculty will begin utilizing new assignment tasks designed to incorporate more assignments intended to accomplish improvement in this area, and review and implement new texts that better facilitate the students access to knowledge and the analytical skills needed to succeed in this area.

**Learning Outcome 2.**

Students will learn to apply understandings from multiple disciplines to clarify ethical conflicts.

**Criteria**

Questions embedded in course examinations, writing assignments, and essays will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 49 students. 12 students performed unsatisfactorily. 76% performed satisfactorily.

**Use of Results**

The recent hiring of a new instructor has allowed the reinstatement of courses that have been in abeyance, which allows more curriculum offerings that can focus on ethical (value choices) and cultural concerns from a multi-disciplinary perspective. It is too early to reliably measure the utility of this action, but we will continue to monitor those courses and intend to develop action plans with the advisement center to encourage more student enrollment in this area. In addition, a number of faculty will begin utilizing new assignment tasks designed to incorporate more assignments intended to accomplish improvement in this area, and review and implement new texts that better facilitate the students access to knowledge and the analytical skills needed to succeed in this area.

**Learning Outcome 3.**

Students will learn to integrate insights from multiple disciplines to articulate reasoned personal response to expressed values.

**Criteria**

Questions embedded in course examinations, writing assignments, and essays will be used by faculty to measure this outcome.

**Methods**

Please see "Methods" under Goal 1, Learning Outcome 1.

**Results**

Observations were made on 50 students. 13 students performed unsatisfactorily. 74% performed satisfactorily.

**Use of Results**

The recent hiring of a new instructor has allowed the reinstatement of courses that have been in abeyance, which allows more curriculum offerings that can focus on ethical (value choices) and cultural concerns from a multi-disciplinary perspective. It is too early to reliably measure the utility of this action, but we will continue to monitor those courses and intend to develop action plans with the advisement center to encourage more student enrollment in this area. In addition, a number of faculty will begin utilizing new assignment tasks designed to incorporate more assignments intended to accomplish improvement in

this area, and review and implement new texts that better facilitate the students access to knowledge and the analytical skills needed to succeed in this area.

## II. FUTURE ASSESSMENT PLAN FOR YEARS 2011 - 2012

### **Mission Statement**

USC Sumter offers two degree programs: the Associate in Arts degree and the Associate in Science degree. The primary purpose of these degree programs is to provide the first two years of a baccalaureate program for students who will change campuses or transfer to a four-year program. The two degree programs differ slightly in degree requirements. The Associate in Arts program is weighted more heavily in the Arts, Letters, Humanities, and Social Sciences. The Associate in Science program is weighted more heavily toward mathematics and science. Both programs provide for 24-27 hours of elective work. A particular concern of these degree programs at USC Sumter is to provide an adequate foundation for the Bachelor of Science degree in Business Administration offered on the USC Sumter campus by USC Aiken, the Bachelor of Arts degrees in Early Childhood and Elementary Education offered on the USC Sumter campus by USC Spartanburg, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership offered by Palmetto Programs of USC Columbia that can be completed on the USC Sumter campus, and the most popular major programs which graduates declare on the USC Columbia campus. These programs are called the "primary baccalaureate completion program."

### **Goal 1.**

The Faculty expects graduates to be able to create or interpret literary visual or performing arts.

### **Curriculum**

#### **Learning Outcome 1.**

Students will be able to do one or more of the following: a) create works of literary visual, or performance art that demonstrate proficiency in a specific area of specialization; b) analyze works of literary, visual, or performance art with regard to style, period, and composition; or c) discuss specific artistic periods or styles with regard to history, development, and major practitioners.

#### **Criteria**

A variety of direct measures will be used to ascertain the data for assessment. These measures can include: specific course assignments, oral presentations, artistic presentations, embedded test items, portfolios, research projects or papers, and comprehensive exams. This range of criteria will be the standard for all learning outcomes measured. Use of these measures will vary from course to course, and section to section, with each specific professor utilizing the type of criteria, or triangulation of criteria, that best fits their presentation of the course they are self-assessing; and with each professor defining acceptable levels of aggregate performance on the criteria chosen for the sections they sample.

#### **Methods**

Individual faculty members will utilize the various criteria to make assessments on their students. Reports on those individual faculty assessments will then be given to respective Division chairs, the Associate Dean of Academic Affairs and the Office of Institutional Research and Effectiveness. The Office of Institutional Research and Effectiveness, working in conjunction with Division Chairs and the Associate Dean of Academic Affairs, will aggregate the findings. Once the data are aggregated, the Associate Dean of Academic Affairs and the Institutional Research Analyst will meet individually with each Division Chair where further analysis and Division level coordinated use of the assessment results will be discussed and compiled. This information will then be disseminated to the Faculty as a whole. This standardized methodology will be used for obtaining results and using those results for all subsequent learning outcomes contained in this report.

### **Goal 2.**

The Faculty expects graduates to be able to apply the methods of mathematics, statistics, or

analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: MATH, 111, MATH, 115, MATH 122, MATH 141, MGSC 291, STAT 110, STAT 201.

**Learning Outcome 1.**

Students will be able to: a) identify a problem and define associated variables, expressing quantitative relationships among variable; b) apply basic quantitative methods and analytical reasoning principles to evaluate and solve problems, using appropriate technologies; and c) evaluate, interpret, and describe data from a variety of sources in a numbers of forms (numbers, table, graphs, and equations)

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 3.**

The Faculty expects graduates to be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: ENGL 101, ENGL 102, SPCH 140.

**Learning Outcome 1.**

Students will be able to: a) identify and demonstrate appropriate means of communication for varied audiences and purposes; b) reason clearly in speaking and writing to inform, persuade, and exchange views; and c) articulate a critical, informed position on an issue and engage in productive and responsible intellectual exchanges that demonstrate the ability to grasp and respond to other positions as well as to set forth their own.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 4.**

The Faculty expects graduates to be able to use the principles of historical thinking to assess the relationships between modern societies and their historical roots.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: HIST 101, HIST, 102, HIST 105, HIST 105, HIST 106, HIST 109, HIST, 111, HIST 112.

**Learning Outcome 1.**

Students will be able to: a) identify and analyze the historical context, as well as natural, material, and socio-cultural systems that shape contemporary world issues; and b) apply historical principles and frameworks to interpret the past and its relationship to the present.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 5.**

The Faculty expects graduates to be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: ANTH, 102, ECON 221, ECON 222, POLI 201, PSYC 101, PSYC 103, SOCY 101

**Learning Outcome 1.**

Students will be able to: a) apply social science methodology to define problems, construct and test hypothesis, draw conclusions and communicate findings; and b) draw from interdisciplinary knowledge and use theoretical frameworks to explain behavioral and social phenomena and think critically about local and global issues.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 6.**

The Faculty expects graduates to be able to communicate effectively in more than one language.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: FREN 109, FREN 110, SPAN, 109, SPAN 110, SPAN 121, SPAN 122.

**Learning Outcome 1.**

Students will be able to: a) master basic reading, writing, listening, and speaking skills in a language other than English; and b) demonstrate an understanding of the particular cultures that shape and transmit language.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 7.**

The Faculty expects graduates to be able to collect, manage and evaluate information using technology, and communicate findings.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: ENGL 101, UNIV 101.

**Learning Outcome 1.**

Students will be able to: a) determine the nature and extent of information needed; b) identify sources of information applicable to the need; c) evaluate information and its sources for credibility, reliability, bias, and currency; d) employ appropriate conventions for integrating and citing sources ethically and legally; and e) use, manage, and communicate information using appropriate technology to accomplish a specific purpose.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 8.**

The Faculty expects graduates to be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.

**Curriculum**

BIOL 101, BIOL 102, BIOL 110, CHEM 101, CHEM 102, CHEM 105, CHEM 111, CHEM 112, ENVR 101, MSCI 210, PHYS 101, PHYS, 201, PHYS 202, PHYS 211, PHYS 212.

**Learning Outcome 1.**

Students will be able to: a) demonstrate understanding and use of the basic principles, concepts, and terms of the specific scientific discipline; b) demonstrate and apply understanding of the scientific method using observation, inquiry, formulation of hypothesis and experimentation to explain natural phenomena; and c) evaluate the relationships between science, technology, and society as these affect critical historical or contemporary issues.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.

**Goal 9.**

The Faculty expects graduates to be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

**Curriculum**

Students will gain these skills through exposure to the following General Education curriculum: ANTH 102, PHIL 102, SOCY 101.

**Learning Outcome 1.**

Students will be able to: a) identify the source and function of values; b) demonstrate an understanding of the importance of values, ethics, and social responsibility for the self and for contemporary society; and c) reflect on how values shape personal and community ethics and decision-making.

**Criteria**

See criteria as articulated under Goal 1, Learning Outcome 1.

**Methods**

See methods as articulated under Goal I, Learning Outcome 1.