

University of South Carolina USC LANCASTER Carolina

Assessment @ USCL

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Southeastern Association of Colleges & Schools

SACS reaffirmation of accreditation timeline

- Fall 2010: documents due to SACS
- Spring 2011: SACS onsite review team

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Learning Outcome 1, 2008-2009

Effective Written Communication

- Students will be able to write coherent expository, persuasive, and analytical essays.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).

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	6 (High Quality)	5 (Generally High Quality)	4 (Solid in Quality)	3 (Uneven in Quality)	2 (Generally Weak)	1 (Very Weak)	
Learning Outcome 1: Content	The essay is strong and often persuasive, with an exceptionally clear engagement with the topic, and with great, distinctive details.	This essay is also detailed and persuasive, effectively engaging the topic, and clearly justifying purposes.	This essay has a series of purposes, but that purposes are not fully justified in the essay. Some details may be somewhat vague or predictable, often with a need to be developed more fully.	This essay also has some series of purposes, but that purposes are not fully justified in the essay. Some details may be somewhat vague or predictable, often with a need to be developed more fully.	The essay engages the topic in only a marginal way. The writer appears to have no clear purpose or point, and the writer's conclusions, being the writer's opinion, being the writer's opinion, being the writer's opinion.	The essay engages the topic in only a marginal way. The writer appears to have no clear purpose or point, and the writer's conclusions, being the writer's opinion, being the writer's opinion, being the writer's opinion.	The essay may have received the best or worst of the best.
Learning Outcome 1: Organization	The essay is well developed and organized, with a unity of form and content.	The essay's development and organization are well considered, but not outstanding. The writer uses specific content to a distinguished fact.	Organization is adequate, but may be formulaic or may follow a pattern, particularly in transitional elements.	Organization may lack coherence or may follow a pattern from a plan.	The paper's organization is problematic.	The essay may be randomly structured or entirely lacking organization.	
Learning Outcome 1: Style and Mechanics	Overall, writing is fluent, with the writer in command of sentence structure and mechanics.	The writer is generally in control of sentence structure and mechanics.	The writer has a clear sense of sentence structure and mechanics, but there may be some errors that obscure the writer's meaning.	Sentence level problems or mechanical difficulties tend to detract from the essay's impact.	Sentence level and mechanical problems consistently impede the reader's understanding.	Sentence level problems or mechanical difficulties are significant and obstructive.	
Learning Outcome 1: Analytical	If the assignment requires analyzing written texts, the essay provides a clear and thorough discussion of the text(s) in question.	If the assignment requires analyzing written texts, the essay provides a good discussion of the text(s) in question, although such discussion may not be fully developed.	If the assignment requires analyzing written texts, the essay provides a reasonable discussion of the text(s) in question, but without sufficient depth or detail.	If the assignment requires analyzing written texts, the essay may only briefly mention the text, or may misrepresent it.	If the assignment requires analyzing written texts, the essay may not refer to it at all.	If the assignment requires analyzing written texts, the essay may not refer to it at all.	
Learning Outcome 1: Documentation	If the assignment requires the use of secondary sources, such sources are well chosen and well integrated into the essay and are correctly documented.	If the assignment requires the use of secondary sources, such sources are used successfully and are generally documented.	If the assignment requires the use of secondary sources, such sources are included in the paper and are generally documented, but some errors in formatting may be present.	If the assignment requires the use of secondary sources, such sources are included in the paper, but they may not be properly documented or formatted.	If the assignment requires the use of secondary sources, sources may be included, but they are not properly cited or formatted.	If the assignment requires the use of secondary sources, sources may not be included or may be incorrectly cited or formatted.	

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Results for Revised Learning Outcome 1

Learning Outcome 1: Students will be able to write coherent expository, persuasive, and analytical essays.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	4	3.9%
5 (Generally High Quality)	22	21.6%
4 (Solid in Quality)	38	37.3%
3 (Uneven in Quality)	32	31.4%
2 (Generally Weak)	5	4.9%
1 (Very Weak)	1	0.9%
Percentage Scoring 4 (out of 6) or higher		62.8%
Overall Average Score		3.9

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Subscores for Learning Outcome 1: In addition to the overall score for Effective Written Communication on Learning Outcome 1, all 102 essays from ENGL 101 and 102 were scored within three subcategories below to better identify areas needed for improvement.

Level of Achievement	Subscore 1: Content		Subscore 2: Organization		Subscore 3: Style/Mechanics	
	No.	%	No.	%	No.	%
6 (High Quality)	3	2.9%	2	2.0%	3	3.0%
5 (Generally High Quality)	27	26.5%	17	16.6%	19	18.6%
4 (Solid in Quality)	41	40.2%	42	41.2%	40	39.2%
3 (Uneven in Quality)	28	27.5%	28	27.4%	25	24.5%
2 (Generally Weak)	2	2.0%	11	10.8%	14	13.7%
1 (Very Weak)	1	0.9%	2	2.0%	1	1.0%
Percentage Scoring 4 (out of 6) or higher		69.6%	59.8%		60.8%	
Overall Average Score		4.0	3.7		3.7	

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Learning Outcome 2, 2008-2009

Textual Analysis

- Students will be able to analyze written texts, including literary and non-literary texts.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).

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Results for Revised Learning Outcome 2

Learning Outcome 2: Students will be able to analyze written texts, including literary and non-literary texts.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	0	0.0%
5 (Generally High Quality)	8	16.0%
4 (Solid in Quality)	12	24.0%
3 (Uneven in Quality)	23	46.0%
2 (Generally Weak)	5	10.0%
1 (Very Weak)	2	4.0%
Percentage Scoring 4 (out of 6) or higher		40.0%
Overall Average Score		3.4

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Learning Outcome 3, 2008-2009

Documentation

- Students will be able to locate secondary sources and integrate them into a paper using appropriate academic documentation techniques.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).

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Results for Revised Learning Outcome 3

Learning Outcome 3: Students will be able to locate secondary sources and integrate them into a paper using appropriate academic documentation techniques.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	0	0.0%
5 (Generally High Quality)	2	4.3%
4 (Solid in Quality)	8	17.4%
3 (Uneven in Quality)	4	8.7%
2 (Generally Weak)	6	13.1%
1 (Very Weak)	26	56.5%
Percentage Scoring 4 (out of 6) or higher		21.7%
Overall Average Score		2.0

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Learning Outcome 1, 2009-2010

Effective Persuasive Communication

- Students will 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.

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Learning Outcome 2, 2009-2010

Analytical Reasoning and Problem Solving

- Students will 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.

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Learning Outcome 3, 2009-2010

Scientific Literacy

- Students will be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.

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Learning Outcomes, 2010-2011

Individualized for each associate degree, for ex: Learning Outcome 5, Associate Degree in Nursing

Nursing Literacy

- Students will be able to demonstrate foundational understanding of nursing practices and skills.

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Registered Nursing Programs
NCLEX-RN Passing Rate

	2005			2006			2007			2008		
	Pass Rate %	# Tested	# Passed	Pass Rate %	# Tested	# Passed	Pass Rate %	# Tested	# Passed	Pass Rate %	# Tested	# Passed
National	87.29	99186	86584	88.11	110712	97549	85.47	119573	102200	86.73	129114	111979
South Carolina	88.5	1556	1377	88.77	1647	1462	87.31	1678	1465	87.34	1911	1669
York Tech/ USC Lancaster	88.24	34	30	94.44	54	51	80	75	60	91.07	56	51
USCL Lancaster graduates only	100	12	12	96.4	28	27	74	19	14	100	15	15

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What does this mean for you?

- All syllabi must include Student Learning Outcomes consistent with our program goals.
- You may be asked to provide a set of sample student work for assessment purposes.
- You may be asked to help develop general rubrics for assessing work in your discipline (biology, chemistry faculty to develop a scientific literacy rubric).

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On the larger scale?

- How can we use the information we gather during assessment to improve our teaching and our students' learning?
- As our institution continues to grow, how do we need to adapt to ensure improved student success in the classroom?

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Quality Enhancement Plan

A five-year project designed to improve student learning. See <http://kudzu.ipr.sc.edu/effectiveness/> for the Provost's call for white papers: \$2500 prize for the four best papers.

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More Information

Check the S: Disconnected Network Drive under Faculty Organization for the complete plans and reports for all five associate degrees.

And if you're crazy enough to want to volunteer to serve on the Assessment Committee, contact Ron Cox or Lisa Hammond. ☺