



U N I V E R S I T Y O F
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Setting the Pace for Excellence: Institutional Effectiveness Report 2005

*Submitted to
The South Carolina Commission for Higher Education
on August 1, 2005*

*Available online at:
<http://ie.usca.edu/assessment/IEreport2005.pdf>*

Prepared by:

Braden J. Hosch, Ph.D.
Director, Office of Institutional Effectiveness

University of South Carolina Aiken

Dr. Thomas L. Hallman
Chancellor

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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Contact Information

Office of Institutional Effectiveness
108 Penland Administration Building
The University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

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Introduction

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

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

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

A variety of institution-wide assessment efforts were completed in 2004-05 that impact learning across academic programs. Results from these various studies provide detail about how students at USCA interact with the college experience, and these global findings inform assessment processes and use of results at the unit and program levels. Highlights among these efforts include USCA's participation in or completion of:

AASCU Graduation Rate Outcomes Study: Campus Self Study

Academic Tracking Reports (#4 and #5):

Fall 2004 Undergraduate Academic Performance by Place of Residence

Fall 2003 First Year Cohort Retention to Fall 2004

Analysis of Results from the National Survey of Student Engagement (NSSE)

Analysis of Results from the Faculty Survey of Student Engagement (FSSE)

Faculty Salary Study, 2004-05 (2005)

2004-2005 Higher Education Research Institute (HERI) Faculty Survey

Findings from these studies have been analyzed and disseminated to successfully communicate to a variety of constituencies that the improvement of educational outcomes lies at the heart of institutional priorities to improve retention and completion rates. Administration of these assessment tools and ongoing studies about campus-wide academic success continues to proceed on a regular schedule to promote quality learning and data-driven decisions. Results and recommendations from most of these are available on the IE Office website: <http://ie.usca.edu>.

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

Library Resources

Overview

The assessment of library services through multiple measures has prompted a wide range of developments and improvements in library resources and the delivery of services. Results from surveys have prompted significant renovations and additions have been made to the physical plant to increase student-friendly spaces and library patron traffic. Assessment of the collections by librarians and teaching faculty has prompted substantial additions and modifications to Library collections, including the acquisition of electronic resources and retirement of outdated materials. Instructional workshops for students have been modified following the results from student evaluations, and a grant-funded project to prompt faculty to integrate electronic library resources into the curriculum has been completed successfully.

Mission

The Gregg-Graniteville Library of the University of South Carolina Aiken (USCA) supports the University's overall mission through excellence in facilities, collections, services, instruction, and scholarship.

Goals and Objectives

Library faculty and staff invested considerable time in 2004-05 re-envisioning goals and objectives that relate directly to the Library's mission. The draft set of goals is below.

- 1. Stimulate teaching and learning**
 - a. Teach students how to use library resources to meet their research needs and enhance their capacity to be self-directed learners
 - b. Provide and promote an active information literacy and instruction program in support of the curriculum
 - c. Enable students to develop research skills for finding, analyzing, and evaluating information
 - d. Enhance the ability of library faculty and staff to provide exemplary programs
- 2. Deliver helpful, friendly, and timely service to library users**
 - a. Maintain active and productive relationships with academic and administrative units, campus constituencies, and outside user communities
 - b. Interact with library patrons in a helpful and friendly fashion
 - c. Provide library patrons with access to collections and services
 - d. Provide a helpful and knowledgeable staff to meet the needs of library patrons
- 3. Maintain and develop collections that support the curriculum and the teaching mission of the university**
 - a. Provide a balanced and well-maintained collection that supports the curriculum and research needs of the students
 - b. Enhance patron access to library collections through reference, circulation, interlibrary loan, and access to government information
- 4. Develop outreach efforts in order to educate patrons and promote the Library**
 - a. Promote and raise awareness about services available to faculty, students, and other on-/off-campus constituencies.
 - b. Improve communication with library patrons
- 5. Develop and maintain excellent facilities**
 - a. Provide an environment that is attractive, comfortable, and conducive to individual study, group collaboration, and research
 - b. Provide technology that is up-to-date and sufficient in quantity to meet the needs of the USCA community

Assessment Methods and Outcomes

Assessment measures are tied as directly as possible to outcomes associated with each goal, and multiple measures are used to monitor the extent to which each goal and objective has been met. Many measures are still under development since the goals and objectives have been recently revised. Measures used in the past few years, however, include satisfaction surveys, usage and circulation statistics, evaluations of teaching, comparison to standards developed by the American Library Association (ALA), faculty assessments, and assessment of collections by the library faculty.

Renovations to Physical Plant

Significant renovations were made to the Library during Summer and Fall 2004 to enhance the quality of the existing space, including the installation of upgraded lighting, new carpeting, and soft seating furniture. Additional study space and computing facilities for students were placed in the Library and a new Archives Room was added. Renovations also placed a coffee shop inside the library, which offers a variety of beverages and pastries, and attracts additional patrons. These modifications to the physical plant were made as a part of long term strategic planning and in response to results from student surveys, which showed high levels of satisfaction, ranging from 86% to 94% for various aspects of services, but lower levels of frequent usage (only about a third of student patrons indicated they visit the library more than once a month).

Collections Additions and Modifications

Among print collections, regular monitoring of item circulation statistics and content assessment has prompted increased removal of outdated materials, while also adding new print resources identified by faculty librarians and teaching faculty. For instance, ongoing assessment of holdings revealed gaps in the sciences monograph collection which arose because of the high cost of journal subscriptions; addressing this was a \$50,000 one-time money allocation to the Library in 2004-05 to bolster the collection in the sciences.

Collection Additions and Modifications 2000-01 to 2004-05

	Books		Periodicals		Government Documents		Level 1 Expend. (Books & Per.)
	Additions	Withdrawals	Additions	Withdrawals	Additions	Withdrawals	
2000-2001	3,654	684	25	0	4,478	--	\$345,597
2001-2002	3,932	196	13	20	2,546	--	\$345,737
2002-2003	3,402	199	9	12	3,094	--	\$379,959
2003-2004	4,757	1,421	24	0	2,423	--	\$368,278
2004-2005	4,005	5,856	2	2	1,917	--	\$419,675

To meet curricular needs, the Gregg-Graniteville Library has increased subscriptions to electronic journal databases to provide extensive resources for USCA students. Partnerships and consortial agreements with other South Carolina institutions and colleges/universities throughout the Southeast enable USCA to utilize cost avoidance strategies that benefit our student population and gain access to resources whose costs would be prohibitive if subscribed to on an individual basis. Electronic resources, accessible from both on and off campus, include the USC's online catalog (new integrated library catalog as of July 1, 2005) and numerous databases including DISCUS, Collegiate DISCUS, LexisNexis, Grove Music Online, JSTOR, Proquest's National Newspapers, and Project Muse. Databases which specifically target the sciences are ScienceDirect, Wiley Interscience, American Chemical Society (ACS) publications, OVID (includes Medline, CINAHL, and Journals@OVID, the full-text database of Lippincott, Williams and Wilkins nursing journals), and Cambridge Scientific Abstracts.

The result of making significant additions to electronic resources has been to suppress circulation statistics, although in-library use has increased by 33% since 2002-03. Additional measurement techniques to monitor usage and utility of electronic resources are under development.

Circulation Statistics 2000-01 to 2004-05

	Total Circulation	In Building Use	Total Usage
2000-2001	28,320	6,847	35,167
2001-2002	26,503	6,754	33,257
2002-2003	24,657	6,666	31,210
2003-2004	22,258	7,128	29,386
2004-2005	23,894	8,897	32,791

Finally, the library funds allocation formula was revised by the Faculty Library Committee during 2004-05. The Committee solicited library usage information from all academic disciplines in USCA and compiled the results. Modifications to the funding allocation formula were made to better serve USCA based on the committee's review of practices at eight other institutions and discussion of the changes occurred at USCA over the past decade.

Instruction

Acquisition of significant new resources, especially electronic materials, has prompted a renewed emphasis on outreach to faculty and teaching students information literacy skills that will help them to utilize the resources available to them. During 2003-04, the library hosted information literacy workshops for ten departments on campus reaching a total of ninety-four faculty. Intended outcomes were:

1. Faculty will demonstrate increased knowledge and searching techniques of library and information resources, thus comprehending the students' need for formal instruction.
2. Faculty will determine where information literacy fits within their classes and will develop partnerships with library faculty and others in their discipline in order to ensure library instruction across the curriculum.
3. Faculty and in turn, students, will gain an understanding that information literacy goes beyond basic "computer literacy" to include understanding the form, format, location and access methods of information resources and how information is socially situated and produced (scholarly publication processes).

Faculty assessments of the effectiveness of these workshops was overwhelmingly positive, with about 90% of faculty indicating they agreed or strongly agreed that objectives had been met. A detailed presentation of this project will be available in a forthcoming article: J. Little and J. Tuten, "Strategic Planning: First Steps in Sharing Information Literacy Goals with Faculty Across Disciplines."

Instruction on a variety of topics directed toward students has also increased markedly in the past four years, from 61 classes taught in 2000-01 to a high of 126 in 2003-04 and 102 in 2004-05. Assessment of these courses is ongoing. Effectiveness is currently measured through teaching evaluations completed by students following each class. About 95% of students indicated that the objectives of these classes had been met, and satisfaction with various aspects of instruction in the classes was in the 90% to 95% range.

ALA Standards

The Library continues to use the ALA's Standards for College Libraries (1995 ed.) to benchmark its success, although it is important to note that the ALA is revising these standards to better reflect the goals and objectives of an academic library in the 21st century. The current standards measure only quantity rather than quality, and as a result, they fail to capture the effectiveness of many of the Library's initiatives to accomplish outcomes goals and objectives. For instance, remodeling efforts in 2004 focused on improving the quality of the space rather than expanding square footage.

Gregg Graniteville Ratings on ALA Standards for College Libraries (1995 ed.)

	1999-2000	2002-2003	2004-2005
Collection	108.0	102.0	112.0
Staff	75.0	75.0	67.0
Space	68.5	62.5	59.3

Majors/Concentrations

Assessment of student learning outcomes at USCA is critically linked to the principles of faculty peer review and the connection of outcomes assessment to budgetary requests made in the program review process. USCA has completed the second year of a new practice by which an update on assessment activities is required in the annual program review submitted to the Academic Council and the Executive Vice Chancellor for Academic Affairs. Thus 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 process was also in the second year of implementation during the 2004-05 academic year, and some refinements continue to be made. For instance, the committee has authorized 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. Finally the Committee has developed and is piloting the use of a rubric to evaluate the quality of assessment programs, including the extent to which curricular changes are made as a result of findings from the measurement process.

Reports below reflect how assessment has informed programmatic changes and innovations through the 2003-04 academic year and into the 2004-05 academic year when data are available. At the direction of CHE, the program-level summaries in USCA's Institutional Effectiveness Reports now adhere entirely to the institutional cycle of assessment review, rather than a state-wide schedule.¹

History

Mission

The History Program, an exclusively undergraduate program leading to the BA degree, supports the USCA mission as written on page 1 of the USCA Bulletin and is designed to achieve these goals. In addition we have accepted as our specific mission the following : 1) Contribute to the humanistic, liberal education of all USCA students; 2) prepare History majors to meet program requirements and ultimately receive the BA degree in History; 3) provide auxiliary services for other disciplines (e.g., history courses as electives, cognates, minors and other curriculum requirements); 4) contribute to the overall development of the USCA academic community through faculty services activities; 5) contribute academic and scholarly expertise to the Aiken community and beyond. Our faculty strives to fulfill its mission primarily through instruction, research, and service, in particular the emphasis on pursuit of academic excellence.

Goals for Learning Outcomes

History students will acquire skills and understanding and develop their capacities in:

1. Thinking critically
 - a. Connections (perceive interrelationships)
 - b. Point of view (causality, validity and perspective)
 - c. Relevance (how events of the past affect the contemporary world; "lessons of history")
2. Communicating effectively, using and developing oral and written communication skills as well as utilizing relevant technology

¹ An interim report was submitted in 2004 for USCA's Nursing Program based on the suggested state-wide schedule for program-level summaries. The 2005 IE Report again provides a summary of Nursing because of the institutional review cycle.

3. Appreciating cross cultural perspectives
4. Exploring values openly and critically
5. Finding and examining relationships among disciplines, concepts, and areas of study
6. Developing depth and breadth of knowledge in the history discipline.

Actions Taken Based on Assessment Results

The History faculty closely monitor student mastery of intended learning outcomes through a variety of means, including a new common rubric for all papers submitted in upper-level courses, a senior exit survey, and analysis of enrollments and class sizes. Actions taken based on assessment results include:

- **Refine goals and objectives for student learning and align with rubric**
Significant changes have been made in the assessment program in the history major. The USCA Faculty Assessment Committee requested that History faculty review their goals and objectives for student learning to link them more directly to specific outcomes related to the discipline. Further, in 2004-05, the history faculty began assessing all papers submitted in upper-level courses using a common rubric. Initial results will be available in the 2005-06 academic year. This rubric may be further modified to reflect refined goals and an objectives for students learning outcomes.
- **Increase number of faculty to reduce class sizes and improve learning**
Analysis of class sizes prompted the addition of a full-time non-tenure track faculty member at the Instructor rank. The addition of this faculty member has allowed for a reduction in class limit from 35 students to 30 students in introductory civilization courses.
- **Provide wider variety of Non-Western courses to meet student demand**
Results from student surveys have indicated strong student demand for a wider variety of courses covering diverse geographic regions and cultures. The new instructor was hired in part because of an expertise in several critical areas of non-Western history and culture, a critical component of the program goal for majors to appreciate cross cultural perspectives as well as the goal in the USCA Strategic Plan to internationalize the curriculum. The Department has requested that this faculty position be converted into a tenure line so that these needs can be securely met in the long term.

Nursing

The USCA School of Nursing offers the Associate Degree in Nursing (ADN),² the Bachelor of Science Degree in Nursing (BSN) and a RN/BSN Completion track. All programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC) and are approved by the South Carolina Board of Nursing. The School successfully completed an accreditation review and site visit by NLNAC in Summer 2004, and the School's accreditation was reaffirmed.

Mission

The School of Nursing, consistent with the mission of the University of South Carolina Aiken, endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society. The School of Nursing contributes to the profession of nursing and the development of students through: 1) the provision of quality nursing education that prepares graduates with the nursing knowledge and competencies necessary to assume responsible

² The two-year ADN program is no longer admitting new students and is scheduled to terminate in 2006 as the School focuses on instruction at the baccalaureate level in the BSN completion program and relatively new generic BSN four-year program.

positions in the delivery of health care and 2) the discovery and creation of knowledge in the discipline of nursing.

The School of Nursing values the roles of both associate degree and baccalaureate degree nurses within the discipline of nursing. The curricula for the programs offered by the School of Nursing provide a foundation of nursing knowledge, theory, and practice. The university setting, with course work from an array of disciplines, provides a framework within which personal and professional growth is enhanced.

Goals for Learning Outcomes

The graduate of the BSN Program at USCA:

1. Provides professional nursing care based on knowledge derived from theory and research.
2. Utilizes critical thinking in the provision of nursing care.
3. Communicates effectively.
4. Accepts responsibility and accountability for functioning within the legal and ethical scope of nursing practice.
5. Demonstrates commitment to the values of caring and diversity.
6. Coordinates the health care of clients across the lifespan in collaboration with other members of the health care team.
7. Applies strategies for health promotion, risk reduction, and disease prevention across the lifespan.
8. Explains the need for lifelong learning.
9. Explains the importance of participation in activities to improve the nursing profession.

Actions Taken Based on Assessment Results

Multiple indicators are monitored to measure student success with outcomes goals and programmatic goals for retention, time to degree, successful licensure of program graduates, and job placement rates. Because of the relatively young age of the generic BSN program, assessment data are still being collected and monitored before data-driven programmatic adjustments and changes are effected. Focus groups of faculty are held annually to review assessment results and make curricular adjustments. Actions taken based on assessment results include:

- **Maintain mastery of learning outcomes at high levels**
 Graduates of the Nursing Programs are administered an exit survey. This survey has been revised for 2004-05 to reflect learning outcomes of the degree programs, so information presented below represent baseline data. While all students must meet minimum competency in all learning outcomes to graduate, additional measures are under development to assess the level of student learning with greater nuance.

Program Learning Outcomes Self-Assessment by May 2005 Graduates (N=27)

Learning Outcome	Percent Responding				Mean (max=4.0)
	Poor	Fair	Good	Excellent	
Provide professional nursing care based on knowledge derived from theory and research.	0.0	0.0	48.1	51.9	3.52
Utilize critical thinking in the provision of nursing care.	0.0	0.0	44.4	55.6	3.56
Communicate effectively.	0.0	0.0	25.9	74.1	3.74
Accept responsibility and accountability for functioning within the legal and ethical scope of nursing practice.	0.0	3.7	22.2	74.1	3.70
Demonstrate commitment to the values of caring and diversity.	0.0	0.0	29.6	70.4	3.70
Coordinate the health care of clients across the lifespan in collaboration with other members of the health care team.	0.0	0.0	25.9	74.1	3.74
Apply strategies for health promotion, risk reduction, and disease prevention across the life span.	0.0	3.7	25.9	70.4	3.67
Explain the need for lifelong learning.	0.0	0.0	14.8	85.2	3.85
Explain the importance of participation in activities to improve the nursing profession.	0.0	0.0	18.5	81.5	3.81

Program Satisfaction Among May 2005 Graduates (N=27)

Program Quality	Percent Satisfied or Very Satisfied	Mean (max=6.0)
Quality of your academic advisement while in the nursing program	88.9	5.37
General availability of your nursing advisor for advisement and counsel	88.9	5.26
Overall quality of the instruction provided by the nursing faculty	100.0	5.52
Overall accessibility of the nursing faculty	96.3	5.52
Attitude of the nursing faculty toward students	92.6	5.44

- **Sustain high job placement rates**
Most of the RNs in the BSN Completion track are already employed. For those students seeking employment, 100% are employed within 3 to 6 months of graduation. For graduates of this program between 1997 and 2004, the rate of employment or enrollment in graduate school is 97%. Data for 2005 are unavailable. Over 80% of students graduating in 2005 indicated they plan to pursue a Master's degree at some point in the future.
- **Continue to monitor performance on licensure examinations**
Between April 2004 and March 2005, 50 out of 55 or 90.9% of USCA Nursing majors passed the NCLEX-RN Licensure Examination on the first attempt. Nationally-normed, standardized tests from Educational Resources, Inc. (ERI), which have a strong predictive value for success on NCLEX-RN, are administered throughout the curriculum. Scores reported back to the School of Nursing indicate that the majority of USCA students score above the national composite average score.

Political Science

Mission

The Political Science Program, an exclusively undergraduate program leading to the BA degree, supports the USCA mission, vision, and values as written in the *USCA Bulletin* and is designed to fulfill these. In addition, we have accepted as our specific mission the following: 1) Contribute to the humanistic, liberal education of all USCA students; 2) prepare Political Science majors to meet program requirements and ultimately receive the BA degree in Political Science; 3) provide auxiliary services to other disciplines (Political Science courses as general education requirements, electives, cognates, minors, and other curriculum requirements; 4) contribute to the overall development of the USCA community through scholarship and faculty service activities; 5) contribute academic and professional expertise to the Aiken community and beyond. The faculty strive to fulfill its mission primarily through instruction, scholarship, and service, and especially its pursuit of academic excellence.

Goals for Learning Outcomes

Political Science students will acquire skills and understanding and develop their capacities in:

1. Thinking critically and analytically
2. Communicating effectively, using and developing oral and written skills
3. Developing and applying technological skills appropriate for practicing political science methodology
4. Appreciating cross-cultural perspectives
5. Exploring values openly and critically
6. Identifying and examining relationships among disciplines, concepts, and areas of study
7. Developing depth and breadth of knowledge in the political science discipline

Actions Taken Based on Assessment Results

The Political Science Program assesses student learning outcomes directly through entrance and exit tests for majors and in courses that fulfill general education requirements. Senior exit surveys, course completion, rising junior writing portfolios, syllabus checks, and advisor supervision of student progress also provide valuable data for measuring student success. Actions taken based on assessment results include:

- **Monitor student learning with entrance and exit tests and adjust curriculum**

The primary assessment tool is a 100-question test that covers primary areas of political science: American politics and government, political theory, public administration, international relations and comparative politics, and research methods. Between 1999 and 2004, test data from 40 students has been collected. Findings are varied:

 - Unsurprisingly tests scores show some small correlation with the number of credits earned toward graduation.
 - Students learning appears most robust in the area of American government; in areas of public policy and international relations, students appear to retain less of the target knowledge base.
 - These data are reviewed annually and used to inform minor curricular adjustments, although faculty note that the small study population limit the extent to which results may be generalized.
 - The USCA Faculty Assessment Committee has requested that Political Science faculty review their goals and objectives for student learning to link them more directly to specific outcomes related to the discipline that appear more prominently in their assessment instruments.
- **Develop web-based learning opportunities and measure learning outcomes**

The Political Science program delivers some courses wholly online and is developing additional courses to feature web-based assessment of student learning. The faculty regularly assess the quality of learning in both environments, and online formats appear just as effective as face-to-face instruction, although data is not currently available to control for differences in socio-economic status. These findings have been published in a peer-reviewed journal: Botsch, C. and Botsch, R. (2001). "Audiences and outcomes in online and traditional American Government classes: A comparative two-year case study." *Political Science and Politics* 34 (1), 135-141.
- **Sustain student satisfaction and meet demands for more course variety**

Before graduation, seniors complete exit surveys. Demand for more variety among upper-level courses has led to the addition of a fourth tenure track faculty member.

Psychology

Mission

The mission of the USCA Department of Psychology undergraduate program is to educate students in the knowledge, research techniques, basic and applied perspectives of the various subfields of psychology, and the appreciation of psychological values, in an individualized learning environment, involving classroom, laboratory, and applied experiences.

Goals for Learning Outcomes

- Goal 1.** Students majoring in Psychology will demonstrate an understanding of a broad spectrum of classic and contemporary issues in the field of psychology and of circumscribed issues in the field.
- Goal 2.** Students majoring in Psychology will demonstrate an advanced understanding of the core areas of experimental and applied psychology.
- Goal 3.** Students majoring in Psychology will demonstrate effective application of psychological concepts and research in their personal and career experiences.

- Goal 4.** Students majoring in Psychology will demonstrate an ability to conduct research, including generation of original ideas, devising methodology, collecting, analyzing, and interpreting data, and communication of results.
- Goal 5.** Students majoring in Psychology will be prepared for graduate training in psychology or other related fields.
- Goal 6.** Students majoring in Psychology will be provided with experiences that stimulate and reward scholarly activity.

Actions Taken Based on Assessment Results

The Psychology Department assesses student learning outcomes through multiple measures, including performance on the ETS Major Field Test in Psychology, course completion rates, enrollments and class sizes, and a senior exit survey that includes a self-assessment of learning as well as measures of satisfaction. Actions taken based on assessment results include:

- **Increase number of faculty to reduce class sizes**
Based on an increase of the average class size in recent years from 30 to 35 in upper-level classes, demand expressed on student surveys for a wider variety of offerings, and weak performance on the ETS Major Field Test in Psychology, the Department has successfully made the case for additional faculty members. The search process for these faculty is currently underway.

Major Field Test Results Fall 2002 and Spring 2003

	USC Aiken (N=16)		National	
	Mean	S	Mean	S
Total Score	151.4	14.2	156.8	8.9
Area Subscores:				
Subscore 1 (Learning/Cognition):	54.4	15.4	57.8	8.5
Subscore 2 (Perc/Sens/Comp/Eth/Physiol):	52.0	10.2	58.5	7.4
Subscore 3 (Clinical/Abnormal/Personality):	54.5	13.7	58.9	7.1
Subscore 4 (Developmental/Social):	53.9	15.8	57.2	8.3
Assessment Indicators				
Memory and Thinking	43.3	3.8	50.9	8.9
Sensory and Physiological	27.6	2.2	37.0	8.4
Developmental	37.6	4.3	42.2	7.8
Clinical and Abnormal	40.3	4.5	45.6	8.3
Social	54.8	4.7	56.8	10.0
Measurement and Methodology	41.2	4.0	46.9	9.6

- **Maintain student satisfaction with program quality**
Psychology majors continue to indicate high levels of satisfaction with the degree program. On the 2002-03 exit survey
 - 88% of students were satisfied or very satisfied that the degree prepared them for employment
 - 100% of students were satisfied or very satisfied the program prepared them for graduate school.
 - 100% of respondents agreed or strongly agreed that their independent study research has been helpful to them.
- **Review and refine undergraduate learning outcomes and implement measurements**
The Psychology Department spent much of 2003-04 aligning program goals with guidelines from the American Psychological Association about learning outcomes in undergraduate psychology programs and tailoring them to the unique strengths of USCA's degree program in psychology. Data collection about student success in meeting these goals and objectives began in 2004-05, but results are not yet available. Assessment measures will directly measure student competencies rather than rely upon course pass rates.

Revised Goals and Objectives for Student Learning Outcomes in Psychology

Goal 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- 1.1 Characterize the nature of psychology as a discipline
- 1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: theory and research representing general domains, the history of psychology, relevant levels of analysis, overarching themes, and relevant ethical issues.
- 1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
- 1.4 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic, psychodynamic, and sociocultural).

Goal 2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and critical interpretation, utilizing skeptical inquiry and reasoning skills.

- 2.1 Describe the basic characteristics of the science of psychology.
- 2.2 Explain different research methods used by psychologists.
- 2.3 Evaluate the appropriateness of conclusions derived from psychological research.
- 2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.
- 2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
- 2.6 Use reasoning to recognize, develop, defend, and criticize arguments

Goal 3. Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.

- 3.1 Identify personal and social problem areas that are addressed by the applied areas of psychology.
- 3.2 Identify and evaluate research methods and applying psychological concepts, theories, and research findings to everyday life
- 3.3 Design and implement/utilize applied methodology to specific problem areas
- 3.4 Identify ethically complex situations in the application of psychological principles
- 3.5 Use critical thinking effectively to apply psychological principles

Goal 4. Values in Psychology: Students will understand the value of empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

- 4.1 Understand human diversity and recognize that psychological explanations may vary across populations and contexts
- 4.2 Value empirical evidence and critical thinking
- 4.3 Understand the necessity for ethical behavior in science and the practice of psychology

Sociology

Mission

The mission of the Department of Sociology is to provide students with an understanding of social science theories, concepts and methods leading to an ability to collect social science data, integrate material from diverse courses, draw conclusions from data, appreciate other cultures, and to be aware of issues surrounding social change. Students have the opportunity to earn the Bachelor of Arts degree in Sociology in one of the three concentrations: general, human services, and criminal justice. In addition, the Department provides general education courses in geography and anthropology. Department missions include contributing to the overall enhancement of the academic and scholarly community. The Department also provides expertise to the local community agencies when appropriate.

Goals for Learning Outcomes

A student who successfully completes the requirements for a Bachelor of Arts degree in Sociology is expected to be able to:

1. Communicate effectively orally and in writing
2. Collect or assemble sociologically relevant data on a given topic
3. Integrate data/materials from a variety of sources into a logical framework and draw conclusions from it
4. Exercise a sociological imagination (an ability to apply sociology to everyday life)
5. Set aside an ethnocentric viewpoint in order to appreciate cross-cultural and subcultural perspectives
6. Be aware of the pervasiveness of social change and of its causes and consequences

Actions Taken Based on Assessment Results

Student mastery of learning outcomes is assessed with multiple methods, including evaluation of a senior portfolio, an oral presentation at the senior level, and a senior exit survey. Sociology faculty are also beginning to use USCA's new online assessment interface (available online at: <https://ie.usca.edu/facstaff/AI/AEGLJ/>) to gather additional measurements of students' writing abilities. Actions taken based on assessment results include:

- **Modify prerequisites and continue to make curricular adjustments**
The greatest weakness noted through portfolio review is effective written communication skills. Although 80% of students achieved a satisfactory score and thus met the success benchmark established by the faculty, far too many sociology graduates did not express themselves, in writing, as effectively and articulately as should be expected for college educated individuals. Specifically, some majors had problems with the use of prepositions, use of slang, inconsistent verb tense, incomplete sentences, awkward sentence structure and transitions, improper subject-verb agreement, misspelled words, and overuse of paraphrasing. In an attempt to ameliorate this deficiency, beginning in AY2002-2003, students are required to have satisfied the requirements for the Rising Junior Writing Proficiency Portfolio before enrolling in either of the co-capstone courses. Further, the Department is discussing the addition of AEGL 462 – Technical Writing to the sociology degree requirements or introducing a 200-level sociology course focusing, in part, on research and report writing in sociology.
- **Sustain student satisfaction and successful attainment of learning outcomes**
Results of senior exit survey reveal that 78 to 100 percent of graduates responded “good” or “excellent” to survey items which addressed how well the sociology program developed their abilities associated with the program objectives (see next page). No graduate responded that the program prepared them poorly. These results have prompted additional curricular focus and measurement of students' oral communication skills.

Self-Assessment of Learning Outcomes from Senior Exit Survey 2002-03

<i>How well do you feel the Sociology Program prepared you to:</i>	Percentage of Seniors Responding "Good" or "Excellent"	
	2002-03 (N=28)	2003-04 (N=24)
Effectively communicate orally	78%	79%
Effectively communicate in writing	93%	75%
Collect or assemble sociologically relevant data	100%	79%
Integrate data from a variety of sources, place it in a logical framework, and draw conclusions from it	96%	84%
Exercise a sociological imagination	93%	89%
Set aside ethnocentrism in order to appreciate other cultures and subcultures	93%	79%
Have an awareness of the pervasiveness of social change, its causes and consequences	89%	83%

- **Provide additional focus on and measurement of oral communication skills**

Students enrolled in the capstone Sociological Research Methods course are required to make a presentation on their research project completed for that course to other students in the class and at least two sociology faculty members, typically the instructor of the course and one other faculty member. During the student presentation, the faculty rate the student on five elements: the introduction, body, conclusion, and other (e.g., depth of discussion, appropriate and effective language, effective question and answer component). An evaluation form using a Likert-type scale developed by the USCA Department of Communications is used as a guide and to record the ratings. The Likert scale has five points: 5=excellent, 4=good, 3=average, 2=fair, 1=poor. The average results for the twenty-six student presentations evaluated Fall 2002 and Spring 2003 are presented below.

Assessment of Oral Communication Skills Fall 2002 and Spring 2003

Presentation Characteristic	Mean (N=26)
Introduction	3.4
Body of Presentation	3.6
Conclusions	2.9
Delivery	3.3
Other	2.9

While the assessment results for the introduction, body, and delivery components are well within the desired level of performance, the conclusion and "other" elements fall just short. It is believed that some additional coaching and instructions by the instructor of the course on these specific components can improve performance in the future. This pointed approach may also improve students' confidence and/or perception that the sociology program enhanced their oral communication skills (see results and discussion on senior exit survey above). It also may be helpful for faculty to make a special effort to include a graded oral communication component (along with appropriate instruction and feedback) in courses that students complete prior to the capstone course.

Alumni/Placement Surveys

Responses to questions asked alumni graduating in 2001-02 indicate high levels (80-90%) of satisfaction with academic programs at USCA. In Spring 2005 an 80-question surveys was mailed to 540 alumni who received bachelor's degree between December 2001 and August 2002; 137 of these surveys was returned for a response rate of 25.4%. Additionally graduates who received degrees in the 2000-01 were oversampled for all questions for an additional 101 responses. The oversampled responses are not included in tables in this report presenting information required by law, although they are included in non-mandatory items. All required tables appear at the end of this section.

Alumni Satisfaction

Of the 137 students who graduated in 2001-02 and responded to the survey, just over nine out of ten (90.4%) of them indicated they were "very satisfied" or "satisfied" with their overall academic experience at USC Aiken. Among this same group of alumni, 88.1% indicated they were very satisfied or satisfied with their major, and 87.5% were very satisfied with the instruction they received in their major. Unsurprisingly, satisfaction with their required general education courses outside of their areas of interest and expertise received slightly lower approval with 76.8% indicating they were very satisfied or satisfied with their overall general education program, and 77.2% reporting they were very satisfied or satisfied with the instruction they received in these general education courses.

While these results indicate that satisfaction with USCA's academic program has remained consistently high over time, the intensity of satisfaction levels appears to be weakening, with lower percentages of alumni indicating they were "very satisfied" with various elements. There may be some relationship between student satisfaction and job satisfaction, which appears also to have declined during this period, a finding that is not particularly surprising given that these alumni graduated in the aftermath of the September 11, 2001 terrorist attacks and subsequent economic downturn. It is also possible that increases in tuition may also have depressed the rates of students who were very satisfied with their overall academic program.

Frequency of Activities and College Influence on Activities

Just over a quarter (25.4%) of graduates indicated that were involved in career-related advanced education or training on a weekly basis, and almost another quarter (23.1%) indicated their involvement in continuing education was monthly. Just under a fifth (18.8%) of respondents indicated they participate weekly in a social or recreational organization, and another fifth (21.1%) participate on a monthly basis. Less than ten percent of alumni indicated that on a weekly basis they were involved in lifelong learning, professional service organizations, volunteer or community service, or support for or participation in the arts; only about a fifth of respondents indicated that they participated in any of these activities monthly.

Alumni reported that their college experience had most influence in these activities related to education and training and least influence in their support of or participation in the arts. Just over half (54.5%) of respondents indicated that the college experience had strongly or moderately influenced their current participation in career-related advanced education or training. About the same proportion (50.8%) indicated that their current participation in lifelong learning was strongly or moderately influenced by their college experience, and almost half (48.7%) indicated that their participation in professional or service organizations has been strongly or moderately influenced by the experience they had in college. Over a third of graduates felt that college strongly or moderately influenced their involvement in volunteer work (39.7%) and social or recreational organizations (37.4%). About a quarter of alums indicated that college had strongly or moderately influenced their participation in or support of the arts.

Voting Behavior

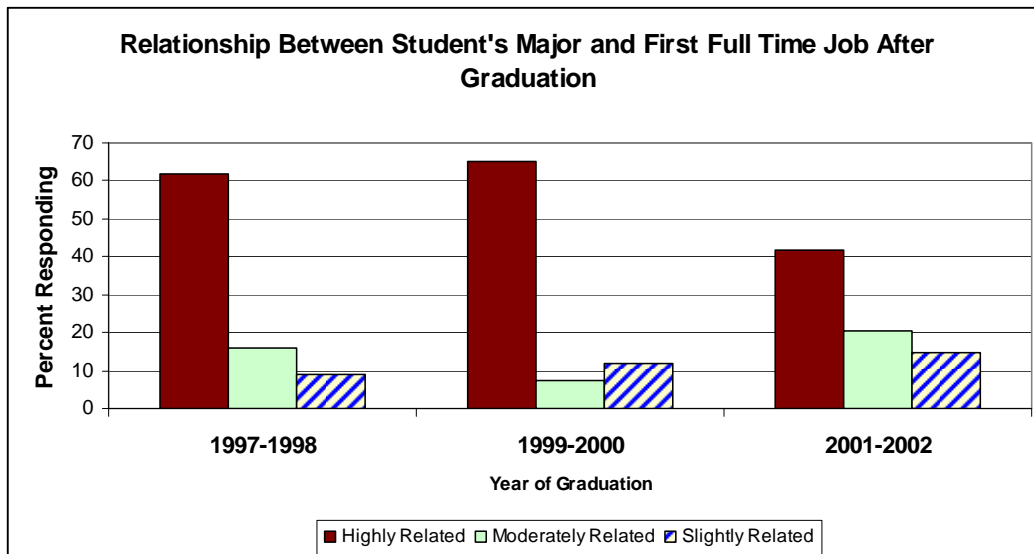
Over half (58.4%) of 2001-02 graduates reported that they had voted in all of the elections after leaving college, and another sixth (16.0%) indicated that they had voted in most of the elections since they graduated. The remaining quarter of respondents indicated that they had voted in some (6.4%), few (5.6%), or none (13.6%) of these recent elections.

Job Placement

Almost two-thirds (63.5%) of alumni reported they had obtained their first full-time job within three months after graduation. Another 10.8% found employment four to six months after graduation, while almost another tenth of these graduates (8.7%) indicated they did not seek a full-time job. For the rest, 14% indicated that it took seven months to over a year before they found their first full-time job, and 3.5% reported they still have not obtained a full-time job.

The current status of graduates reported on the survey indicates that about a third are continuing their education full-time (10.4%) or are employed full-time with they are in school (20.0%). Just 3.5% indicated they were caring for a home or family, and only 1.7% reported they were unemployed and seeking work, while 1.7% reported they were unemployed but not seeking work. Only one individual reported being self-employed, and one indicated being employed part-time. No respondents reported they were serving in the Armed Forces.

Two fifths (41.6%) of graduates responded that their college major was highly related to their first job, and another 20.4% reported that their college major was moderately related to their first job. These levels of confluence between what was studied in college and early career employment appear to remain fairly consistent with graduates' current jobs, with 39.4% responding that their current job is highly related to their college major and 19.7% indicating their current job is moderately related to their major. Nevertheless, these findings represent a dramatic decline in the relationship between college studies and future employment over the past four years of data collection. It is likely that weak economic conditions in South Carolina following 2001-02 account for much of this shift. These findings reinforce the critical need to ensure that college graduates possess an array of skills that are transferable outside of their college major, not just for inevitable mid-career shifts but also early career job market exigencies. Demand for workers in "critical shortage areas" will likely shift as demands are met over the course of the years that students will be in college, and the ongoing unpredictability of the labor market points toward a continued need to supplement all professional and disciplinary training with a broad liberal arts curriculum that promotes transferable skill sets and the lifelong learning dispositions that enhance one's ability to be retrained quickly and easily.



The significant shift of graduates' first job placement outside the state of South Carolina would tend to reinforce the hypothesis that local economic factors greatly influenced employment patterns for students graduating from USCA in 2001-02. Among this group, 58.3% indicated that their first job was in the state of South Carolina, and 30.1% indicated that their first job was in the Southeast, outside of South Carolina, while 5.1% were employed outside of the Southeast. By contrast, 71% of alumni from 1997-1998 and 75.8% of alumni from 1999-2000 were employed in South Carolina for their first job after graduation.

It is also critical to recognize from a policy making perspective, that students who are unemployed, underemployed, and dissatisfied with their career trajectory are less likely to respond to surveys administered by their previous colleges and universities. Further, institutions have a vested interest in bolstering job placement rates of graduates, and it is not in their interests to actively pursue likely non-respondents. Data about career placement, salary, and job satisfaction for federal and state uses would better be collected by a third party such as lenders who already report sensitive personal information to government entities.

Alumni Salaries

Questions about salaries are not required by the Performance Funding statute, but they are included on USCA's alumni survey. Unsurprisingly, response rates are low (about 50% of returned surveys provided salary data), and a variety of psycho-social factors of respondents may skew these findings. Among respondents who answered these questions, the estimated mean salary for the first job after graduation was \$24,600, with about a quarter (24.0%) of respondents earning less than \$20,000 a year, and another quarter (26.8%) earning over \$30,000 a year. Over the course of two to three years, the mean salary of graduates rose to \$35,100, an increase of over 40%. This increase may also indicate a shift from part-time to full-time work.

	First Job		Current Job	
	N	Valid %	N	Valid %
Less than \$10,000	13	13.4	5	5.6
\$10,000 to \$19,999	20	20.6	5	5.6
\$20,000 to \$29,999	38	39.2	29	32.2
\$30,000 to \$39,999	21	21.6	27	30.0
\$40,000 to \$49,999	3	3.1	8	8.9
\$50,000 to \$59,999	0		7	7.8
\$60,000 to \$69,999	0		3	3.3
\$70,000 or more	2	2.1	6	6.7
Estimated mean salary	\$24,600		\$35,100	

Learning Outcomes

Including the oversampled alumni who completed their degrees during 2000-01, graduates identified their largest strengths in broad areas critical for success after college. More than eight out of ten indicated that compared to other college graduates they are above average or outstanding (top 10%) in their abilities to work independently (86.1%), work cooperatively as member of a group or team (85.2%), following directions (85.2%), and learning on their own (82.8%). About three out of four USCA alumni ranked themselves in the top ten percent of college graduates or above average in four areas: understanding written information (77.5%), thinking critically (76.1%), planning and carrying out projects (75.6%) and leading/guiding others (74.3%). Areas in which graduates rated themselves least positively included using mathematics, with just over half (52.6%) of respondents indicating they were above average or in the top ten percent of college graduates, understanding and appreciating the arts (43.9%), understanding and applying scientific principles (40.8%), and speaking a second language (11.5%). These areas can be targeted in the general education curriculum for additional focus.

Undergraduate Alumni Self-Assessments of Learning Outcomes Ranked High to Low

Compared to other college graduates, rate your abilities in the following areas. 1=Outstanding (top10%), 2=Above Average, 3=Average, 4=Below Average, 5=Poor(bottom 10%)

	Learning Outcome	Mean	S	N
One Standard Deviation Above	Working independently	1.77	0.73	238
	Working cooperatively as a member of a group or team	1.78	0.77	237
	Following directions	1.79	0.72	237
	Learning on your own	1.81	0.74	238

	Understanding written information	1.95	0.77	236
	Organizing your time effectively	1.95	0.82	238
	Thinking critically and analytically	1.97	0.83	238
	Planning and carrying out projects	1.97	0.79	238
	Leading/guiding others	1.98	0.86	237
	Understanding the interaction between people and society	1.98	0.80	238
	Persisting at difficult tasks	1.99	0.77	237
Median	Caring for your own physical/mental health	2.07	0.82	236
	Understanding your rights, responsibilities, and privileges as a citizen	2.09	0.86	238
	Using computing and information technology	2.09	0.88	236
	Writing effectively	2.18	0.79	238
	Understanding issues that affect you as a consumer	2.18	0.82	238
	Understanding written information	2.24	0.86	238
	Speaking effectively	2.25	0.81	238
	Understanding philosophies and cultures different from your own	2.26	0.94	238
	Using the library	2.31	0.90	236

One Standard Deviation Below	Using mathematics	2.37	0.90	236
	Understanding and appreciating the arts	2.61	0.98	237
	Understanding and applying scientific principles	2.61	0.92	238
	Speaking a second language	3.86	1.13	235

Further analysis and discussion of results from this alumni survey and previous alumni surveys are available on the Office of Institutional Effectiveness web site at <http://ie.usca.edu/research/>.

Alumni Tables

The following information is due August 1, 2005

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: USC Aiken

Academic Year for Graduating Students: 2001-2002

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

The hyperlink for this report is: <http://ie.usca.edu/assessment/IEReports/IEReport2005.pdf>

How many students were surveyed? 540

How many students responded? 137 Response Rate: 25.4%

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

1. Students' level of satisfaction with:

	Responses to Question % of Total Responses		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied	
	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	136	99.3%	62	45.6%	58	42.6%	10	7.4%	2	1.5%	4	2.9%
1.2 INSTRUCTION in the major	136	99.3%	64	47.1%	55	40.4%	13	9.6%	2	1.5%	2	1.5%
1.3 GENERAL EDUCATION program of study (non-major requirements)	134	97.8%	29	21.6%	74	55.2%	27	21.6%	1	0.7%	3	2.2%
1.4 INSTRUCTION in general education	136	99.3%	38	27.9%	67	49.3%	29	21.3%	1	0.7%	1	0.7%
1.5 OVERALL ACADEMIC EXPERIENCE	135	98.5%	52	38.5%	70	51.9%	12	8.9%	1	0.7%	0	0.0%

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

	Responses to Question % of Total Responses		Weekly		Monthly		Annually		Less Often		Never	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	134	97.8%	34	25.4%	31	23.1%	30	22.4%	20	14.9%	19	14.2%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	133	97.1%	13	9.8%	32	24.1%	23	17.3%	38	28.6%	27	20.3%
2.3 Professional or service organizations	133	97.1%	12	9.0%	30	22.6%	32	24.1%	31	23.3%	28	21.1%
2.4 Volunteer, public or community service	133	97.1%	13	9.8%	30	22.6%	33	24.8%	33	24.8%	24	18.0%
2.5 Social/recreational organization	133	97.1%	25	18.8%	28	21.1%	16	12.0%	39	29.3%	25	18.8%
2.6 Support or participation in the arts	132	96.4%	8	6.1%	19	14.4%	22	16.7%	38	28.8%	45	34.1%

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

	Responses to Question % of Total Responses		Strongly		Moderately		Somewhat		None at all	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	132	96.4%	44	33.3%	28	21.2%	35	26.5%	25	18.9%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	132	96.4%	31	23.5%	36	27.3%	36	27.3%	29	22.0%
3.3 Professional or service organizations	132	96.4%	26	19.7%	38	28.8%	40	30.3%	28	21.2%
3.4 Volunteer, public or community service	131	95.6%	22	16.8%	30	22.9%	41	31.3%	38	29.0%
3.5 Social/recreational organization	131	95.6%	22	16.8%	27	20.6%	37	28.2%	45	34.4%
3.6 Support or participation in the arts	130	94.9%	15	11.5%	18	13.8%	49	37.7%	48	36.9%

3A Aggregate

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

	Responses to Question % of Total Responses		All		Most		Some		Few		None	
	#	%	#	%	#	%	#	%	#	%	#	%
	125	91.2%	73	58.4%	20	16.0%	8	6.4%	7	5.6%	17	13.6%

The following information is due August 1, 2005

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution:	USC Aiken	
Academic Year Surveyed Students Graduated:	2001-2002	
Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)		
The hyperlink for this report is:	http://ie.usca.edu/assessment/IEReports/IEReport2005.pdf	
How many graduates did you survey?	540	What percent of the graduating cohort does this represent?
How many surveys were returned?	137	Survey response rate: 25.4%
Survey Based on (Place "X" in one):	<input type="checkbox"/> Sample	<input checked="" type="checkbox"/> Total Group

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

	# of Responses	% of Total
a. Prior to leaving college	32	27.8%
b. Less than one month	17	14.8%
c. 1 to 3 months	24	20.9%
d. 4 to 6 months	12	10.4%
e. 7 to 12 months	8	7.0%
f. Over 12 months	8	7.0%
g. Have not obtained a full-time job	4	3.5%
h. Did not seek a full-time job	10	8.7%
Total	115	

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

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	12	10.4%
b. Employed and continuing my education	23	20.0%
c. Employed full-time	70	60.9%
d. Employed part-time	1	0.9%
e. Self-employed	1	0.9%
f. Serving in Armed Forces	0	-
g. Caring for a home/family	4	3.5%
h. Unemployed, seeking work	2	1.7%
i. Unemployed, not seeking work	2	1.7%
j. Other	0	-
Total	115	

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

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	57	41.6%
b. Moderately related	28	20.4%
c. Slightly related	20	14.6%
d. Not related	23	16.8%
e. Not employed	9	6.6%
Total	137	

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

<i>Currently</i>	# of Responses	% of Total
a. Highly related	52	39.4%
b. Moderately related	26	19.7%
c. Slightly related	19	14.4%
d. Not related	23	17.4%
e. Not employed	12	9.1%
Total	132	

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

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	79	58.1%
b. Southeast, outside of South Carolina	41	30.1%
c. Outside the Southeast	7	5.1%
d. Not employed	9	6.6%
Total	136	

ALUMNI SURVEY

Listed below are the common questions to be used by all public institutions.

1. How satisfied are you with:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
1.1 MAJOR Program of Study	62	58	10	2	4	0
1.2 INSTRUCTION in the major	64	55	13	2	2	0
1.3 GENERAL EDUCATION program of study (non-major requirements)	29	74	27	1	3	0
1.4 INSTRUCTION in general education	38	67	29	1	1	0
1.5 OVERALL ACADEMIC EXPERIENCE	52	70	12	1	0	0

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

	Weekly	Monthly	Annually	Less Often	Never
2.1 Career-related advanced education or training	34	31	30	20	19
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	13	32	23	38	27
2.3 Professional or service organizations	12	30	32	31	28
2.4 Volunteer, public or community service	13	30	33	33	24
2.5 Social/recreational organization	25	28	16	39	25
2.6 Support or participation in the arts	8	19	22	38	45

3. How strongly did your college experience influence your participation in the above activities?

	Strongly	Moderately	Somewhat	None at all
3.1 Career-related advanced education or training	44	28	35	25
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	31	36	36	29
3.3 Professional or service organizations	26	38	40	28
3.4 Volunteer, public or community service	22	30	41	38
3.5 Social/recreational organization	22	27	37	45
3.6 Support or participation in the arts	15	18	49	48

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

	All	Most	Some	Few	None
	73	20	8	7	17

PLACEMENT SURVEY

Name of Institution: USC Aiken

1. How long did it take you to obtain your first full-time job after graduation?

a. Prior to leaving college	32
b. Less than one month	17
c. 1 to 3 months	24
d. 4 to 6 months	12
e. 7 to 12 months	8
f. Over 12 months	8
g. Have not obtained a full-time job	4
h. Did not seek a full-time job	10

2. Which single category best describes your current status?

a. Continuing my education full-time	12
b. Employed and continuing my education	23
c. Employed full-time	70
d. Employed part-time	1
e. Self-employed	1
f. Serving in Armed Forces	0
g. Caring for a home/family	4
h. Unemployed, seeking work	2
i. Unemployed, not seeking work	2
j. Other	0

3. How related was your college major to your first full-time job after graduation?

a. Highly related	57
b. Moderately related	28
c. Slightly related	20
d. Not related	23
e. Not employed	9

4. How related is your college major to your current full-time job?

a. Highly related	52
b. Moderately related	26
c. Slightly related	19
d. Not related	23
e. Not employed	12

5. Where was your first job after graduation?

a. South Carolina	79
b. Southeast, outside of South Carolina	41
c. Outside of the Southeast	7
d. Not employed	9

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, Mathematics, Psychology, Sociology). Other programs integrate technological preparation throughout the curriculum (Education, English, 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.

Because technological skills are so central to global competitiveness in the work force, USCA has prioritized technology in its strategic plan. 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 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 the 471 other institutions participating in the NSSE (question 10g. – these levels were just outside the generally accepted threshold for statistical significance). 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., significant at the $p < 0.001$ level for freshmen and the $p < 0.05$ level for seniors). For a detailed presentation of all results, see <http://ie.usca.edu/research/surveys/nsse/2004/index.htm>.
- The second annual Academic Technology Conference was held in 2005, providing faculty with an opportunity to showcase exemplary instructional programs and strategies developed by USC Aiken faculty, staff, and graduate students, such as the use of online quizzes to prompt students to spend more time reading, use of digitized artworks and virtual galleries to expand the art history curriculum, and web-based enhancements to the traditional classroom experience. Most conference presentations are available online at: <http://edtech.usca.edu/acadtechconf/description05web.htm>.
- 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. 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.

While NSSE results indicate high levels of institutional contribution to students' technology skills, additional work remains to articulate more fully the skills and competencies that USCA graduates will have demonstrated upon graduation. Development of these specific outcomes is part of the ongoing review and measurement of general education goals and objectives.

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

**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				
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering						
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate and baccalaureate degree programs in engineering technology						
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration (HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY						
Marriage and Family Therapy (MFTC) - Clinical training programs						
Marriage and Family Therapy (MFTD) - Graduate degree programs						

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 ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)						
Home Economics - Baccalaureate programs						
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS						
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools						
AMERICAN BAR ASSOCIATION						
Law (LAW) - Professional schools						
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION						
Funeral Service Education (FUSER) Independent schools and collegiate departments						
AMERICAN COLLEGE OF NURSE MIDWIVES						
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree program						
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs						
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION						
Pharmacy (PHAR) - Professional degree programs						
AMERICAN COUNSELING ASSOCIATION						
Counseling - Masters and Doctoral level programs						
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE						
Culinary Arts (CUL) - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
AMERICAN DENTAL ASSOCIATION						
Dental Assisting (DA)						
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						

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)	
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D. M.D. degree						
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION						
Occupational Therapist (OT)						
Occupational Therapy Assistant (OTA)						
AMERICAN PHYSICAL THERAPY ASSOCIATION						
Physical Therapy (PTAA) - Programs for the physical therapist assistant						
Physical Therapy (PTA) - Professional programs for the physical therapist						
AMERICAN PSYCHOLOGICAL ASSOCIATION						
Clinical Psychology (CLPSY) - Doctoral programs						
Counseling Psychology (COPSY) - Doctoral programs						
Professional Psychology (IPSY) - Predoctoral internship programs						
Professional/Scientific Psychology (PSPSY) - Doctoral programs						
School Psychology (SCPSY)B - Doctoral programs						
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree						
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION						
Audiology (AUD) - Graduate degree programs						
Speech-Language Pathology (SP) - Graduate degree programs						
AMERICAN VETERINARY MEDICAL ASSOCIATION						5/1998
Veterinary Medicine - Programs leading to a D.V.M. or D.M.V. degree						5/1998
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					

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)	
Business (BUAD) - Associate degree programs in business and business-related fields						
Business (BUBD) - Baccalaureate degree programs in business and business-related fields						
Business (BUMD) - Master degree programs in business and business-related fields						
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Cytotechnologist (CYTO)						
Diagnostic Medical Sonographer (DMS)						
Electroneurodiagnostic Technologist (ENDT)						
Emergency Medical Technician-Paramedic (EMTP)						
Histologic Technician/Technologist (HT)						
Joint Review Committee - Athletic Training (JRC-AT)						11/1999
Medical Assistant (MA)						
Medical Records Administrator (MRA)						
Ophthalmic Medical Assistant (OMA)						
Perfusionist (PERF)						
Physician Assistant (PA) - Assistant to the primary care physician						
Respiratory Therapist (REST)						
Respiratory Therapy Technician (RESTT)						
Specialist in Blood Bank Technology (SBBT)						
Surgeon's Assistant (SA)						
Surgical Technologist (ST)						
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)						11/1999
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998

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)	
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.						5/1998
COUNCIL ON EDUCATION FOR PUBLIC HEALTH						
Community Health Education (CHE) - Graduate programs offered outside schools of public health						
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health						
Public Health (PH) - Graduate schools of public health						
COUNCIL ON REHABILITATION EDUCATION (CORE)						9/1999
Rehabilitation Counseling						9/1999
COUNCIL ON SOCIAL WORK EDUCATION						
Social Work (SW) - Baccalaureate and master's degree programs						
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH						
Interior Design (FIDER) - 2-year pre-professional assistant level programs(certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)						
Radiologic Technology (RADTT) - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY						
Nuclear Medicine Technologist (NMT) - Programs for the nuclear medicine technologist						
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate						

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)	
program						
Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree						
Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)						
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences						
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.						
Architecture (ARCH) - first professional degree programs						
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY						
Industrial Technology (INDT) - Baccalaureate degree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools						
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE						
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs						
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC						
Music (MUS) - Baccalaureate and graduate degree programs						
Music (MUSA) - Community and junior college programs						
Music (MUSN) - Nondegree programs						
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION						
Masters of Public Administration (MPA)						7/2002
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER						
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or						

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)	
nondegree-granting programs						
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 (PNUR) - Practical nursing programs						
Nursing (ADNUR) - Associate degree programs	X	X				
Nursing (DNUR) - Diploma programs						
Nursing (NUR) - Baccalaureate and higher degree programs	X	X				
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree						

Total

4

4

THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D

Institution:

University of South Carolina Aiken

Courses Taught by Faculty

Applicable for Four- and Two-Year Institutions – Measured for Fall 2004

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 2006 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

Success of Students in Developmental Courses

Applicable to Four-Year Colleges and Universities

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

Number of first-time, full-time entering freshmen enrolled in Fall 2003 <small>(include first-time freshmen who enrolled either part-time or full-time in the Summer 2003 if they returned full-time in the Fall 2003)</small>	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2003	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2005
Item (1)	Item (2)	Item (3)
539	n/a	n/a

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2003 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2005.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course
[not applicable]			

Institution:

University of South Carolina Aiken

Student Involvement in Sponsored Research

Applicable to Four-Year Institutions – Measured for Fall 2004

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 2004 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	40
Graduate Students	6

Institution:

University of South Carolina Aiken

Results of Professional Examinations

Applicable to all sectors – Measured for April 1, 2004-March 31, 2005

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, 2004 through March 31, 2005**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

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

(NEXT PAGE)

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
RESEARCH SECTOR					
ACC National Certification Exam in Nurse Midwifery					
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE) and Part II (CAPE)					
Clinical Laboratory Scientist/Generalist, NCA					
Council on Certification of Nurse Anesthetists Exam.					
Medical Technology, ASCP					
Multi-State Pharmacy Jurisprudence Exam (MPJE)					
National Board Dental Exam, Part I					
National Board Dental Exam, Part II					
National Council Licensure Exam. - Registered Nurse					
National Physical Therapist Licensing Exam. (PT)					
National Certification Corporation for the Obstetric, Gynecological and Neonatal Nursing Specialties: Neonatal Nurse Practitioner Exam.					
North American Pharmacist Licensure Exam. (NAPLEX)					
Occupational Therapist, Registered (OTR)					
Physician Assistant National Certifying Exam. (PANCE)					
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)					
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)					
PRAXIS Series II: Specialty Area Tests					
South Carolina Bd. of Law Examination					
Specialist in Cytotechnology					
State Board Dental Exam-SRTA Exam.					
US Medical Licensing Exam. - Step I					
US Medical Licensing Exam. - Step II					
TEACHING SECTOR					
National Council Licensure Exam. (NCLEX) - Registered Nurse	April 1, 2004 – March 31, 2005	55	55	50	90.9%
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)	April 1, 2004 – March 31,	9	9	8	88.9%

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
	2005				
PRAXIS Series II: Principles of Learning & Teaching (5-9)					
PRAXIS Series II: Principles of Learning & Teaching (7-12)	April 1, 2004 – March 31, 2005	1	1	1	100%
PRAXIS Series II: Specialty Area Tests	April 1, 2004 – March 31, 2005	135	135	125	92.6%
USCA Total:		200	200	184	92%
REGIONAL SECTOR					
(USC-Lancaster only) Council Licensure Exam-Registered Nurse					
TECHNICAL SECTOR					
Accredited Record Technician (ART)	(Name Changed to Registered Health Information Technician)				
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)					
Certified Dental Assistant					
Certified Medical Assistant Exam.					
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician – NREMT					
Basic, Intermediate and Paramedic					
Medical Laboratory Technician, ASCP					
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse					
National Council Licensure Exam. (NCLEX) - Registered Nurse					
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)					
Radiography Exam., ARRT					
Registered Health Information Technician					
Registry Exam. for Advanced Respiratory					

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Therapy Practitioners (RRT) – Clinical Simulation and Written Registry					
SRTA Regional Exam. for Dental Hygienists					
State Board Exam. for Dental Hygiene-SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					