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SOUTH CAROLINA

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📄 Item CS - 3.3.1

CS - 3.3.1

Institutional Effectiveness: Educational programs
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: **(Comprehensive Standard 3.3.1)**

3.3.1.1 educational programs, to include student learning outcomes

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
The University of South Carolina continues to advance the culture of assessment in order to enhance student learning and the student experience. Talented faculty and staff campus-wide have worked together to develop student learning outcomes and expected outcomes for all educational programs and administrative and educational support services. All outcomes support and advance the broader goals and the mission of the University. Student learning outcomes are shared with stakeholders through quality enhancement plans called Blueprints for Academic Excellence (note: the reports of the four regional Palmetto College campuses have been combined under Palmetto College beginning in 2013 – distinct campus reports are extracted below), and through assessment documents, undergraduate and graduate bulletins (*select the graduate bulletin from the drop box*), and course syllabi. Each academic unit uses a variety of measures to determine the extent to which these outcomes are achieved. Results of such systematic assessment direct and guide decision making, strategic planning, program evaluation and improvement across the University.

The University expects faculty of all ranks to be involved in the process of assessing student learning. In the spring of 2009, The Office of Institutional Research, Assessment, and Analytics (OIRAA) launched a website, Assessment Toolbox, which provides another resource for all interested and involved in assessment. The goal of this website is to equip faculty for quality assessment by making training and assessment tools easily accessible. The website is updated as resources become available and relevant. In the Spring of 2014, OIRAA conducted Assessment Workshops that covered the best practices regarding development of academic program assessment plans. Based on feedback obtained after the Assessment Workshops, an advanced session with more examples was provided in Spring 2015 in addition to the basic-level best practices Assessment Workshop. The Director of Institutional Effectiveness frequently encourages faculty to schedule individual meetings with OIRAA staff members to receive guidance when developing assessment plans and reports.

The Director of Institutional Effectiveness in the Office of Institutional Research, Assessment, and Analytics coordinates assessment of academic programs and serves as chair of the University's Assessment Advisory Committee. The Assessment Advisory Committee functions as a learning community of educators and is comprised of representatives from each college and school, along with the Associate Vice President for Planning, Assessment and Innovation Council (PAIC) in Student Affairs/Academic Support. As expressed in the Assessment Advisory Committee's Charge, the committee serves as a channel of communication among faculty and the Office of Institutional Research, Assessment, and Analytics, and members make recommendations regarding assessment-related policies and assist faculty within their respective college in the development and implementation of meaningful assessment initiatives.

Regardless of the management approach, all academic programs on the Columbia and regional (Palmetto College) campuses engage in the University's annual assessment process. Every spring at the request of the Provost (Academic Program Assessment Executive Summary Provost Memo 2016), academic deans submit an executive summary (i.e., assessment plans and reports) from the degree-granting programs within their respective college to the Office of Institutional Research, Assessment, and Analytics. An executive summary highlights and describes the major results of program assessment, how assessment results have been used to improve student learning, and how assessment activities have budgetary effects. A sampling of Executive Summaries from 2015 and 2016 are provided as supporting documentation.

Sample Executive Summaries 2015 and 2016:

Executive summary Assessment 2015 Arnold School of Public Health

Executive summary Assessment 2015 College of Arts and Sciences

Executive summary Assessment 2015 College of Education

Executive summary Assessment 2015 College of Engineering and Computing

Executive summary Assessment 2015 College of HRSM

Executive summary Assessment 2015 College of Information and Communications

Executive summary Assessment 2015 College of Social Work

Executive summary Assessment 2015 Columbia School of Medicine

Executive summary Assessment 2015 Greenville School of Medicine

Executive summary Assessment 2015 School of Law

Executive summary Assessment 2015 School of Pharmacy

Executive summary Assessment 2015 University 101 Programs

Executive summary Assessment 2016 Arnold School of Public Health

Executive summary Assessment 2016 College of Arts and Sciences

Executive Summary Assessment 2016 College of Education

Executive summary Assessment 2016 College of Engineering and Computing

Executive Summary Assessment 2016 College of HRSM

Executive summary Assessment 2016 College of Information and Communications

Executive summary Assessment 2016 College of Nursing

Executive Summary Assessment 2016 College of Social Work

Executive summary Assessment 2016 Columbia School of Medicine

Executive summary Assessment 2016 Greenville School of Medicine

Executive summary Assessment 2016 South Carolina Honors College

Faculty within each degree-granting program are responsible for developing assessment plans and reports. An assessment plan describes how a program will assess students' performance during the upcoming academic year, and includes numerous components such as a program's mission statement and goals, learning outcomes, curriculum statements, measures and criteria, and methods. A program's mission statement and goals describe the general aims of the program, and hence dictate intended learning outcomes for students or graduates of the program. As a group, faculty within each degree-granting program are required to identify and articulate at least three measurable learning outcomes to examine during the upcoming academic year. If faculty develop more than three learning outcomes per academic program, they may decide to assess sets of outcomes in a rotating cycle or to assess all learning outcomes annually. Given that the University is a comprehensive research university with degree programs at the associate, baccalaureate, master, and doctoral levels, faculty take care in developing learning outcomes that are unique and more advanced for higher degree-level programs. Within the assessment plan, faculty must specify where in the curriculum students will be exposed to the necessary subject matter which allow them to meet the outcomes (e.g., specific courses or co-curricular activities such as internships). Faculty also must describe the relevant direct and indirect measures that will be used to collect data for the purpose of measuring achievement of the established outcomes. At least one direct measure of student performance is required for each program, and the use of multiple measures is strongly encouraged. Accompanying the description of each measure, the criteria statement defines an acceptable level of performance. Faculty are encouraged to select measures and set criteria so that the data collected will be helpful in pinpointing strengths and weaknesses in the program and for use in ongoing decisions about program improvement. To further ensure that each degree-granting program is assessing student learning at the program level, faculty are required to include the methods for each measure. The methods should describe how the assessment will be performed. More specifically, the methods specify who is responsible for conducting the assessment and who is responsible for collecting, aggregating, analyzing, and disseminating the results to faculty and staff as appropriate. Details also are required to explain how and when decision makers meet to discuss students' overall strengths and weaknesses, and to suggest and implement changes. When all the assessment procedures have been completed, faculty then write the assessment report. Each assessment report presents data pertaining to the program's strengths and weaknesses garnered from the previous year's assessment activities, and delineates how the findings will be used to improve the program, and ultimately, student learning. Faculty develop assessment plans and reports within the University's Assessment Plan Composer, an online assessment management system. Access to all academic program assessment plans and reports is provided using the username and password provided below.

SACSCOC Reviewer Login Access to Assessment Plan Composer

> **Username: sacsuser**
> **Password: s4c5u53r**

The University assesses student learning in traditional and distance education courses to ensure that it is equivalent across all methods of instruction. As previously mentioned, learning outcomes are established for all academic programs. If learning outcomes differ for distance education and traditional courses, such distinctions are noted within the program's assessment plan. Academic programs rely on comparisons of student work products, such as assignments, exams, and portfolios, to demonstrate that students enrolled in distance education courses perform at a level that equals or exceeds the level of performance of students enrolled in traditional courses. Faculty include these comparative data in their annual assessment reports.

The Director of Institutional Effectiveness and assessment staff in the Office of Institutional Research, Assessment, and Analytics review and evaluate the assessment documents from the colleges with an established rubric (save for those from the College of Arts and Sciences and College of Education, as they have established their own review committee, described below). Assessment involves continuous improvement, and so the feedback from the scored rubrics help in demonstrating how each program can improve upon their assessment activities and procedures. The scored rubrics and specific feedback are provided through the online Assessment Plan Composer system. The Director of Institutional Effectiveness is available to assist and advise faculty at any time during the assessment process. All programs in the College of Arts and Sciences are reviewed in the same manner described above. However, the review is completed by the Associate Dean of the College.

All programs in the Professional Education Unit, to include the entire College of Education, are reviewed by the Quality Assurance Committee (QCom) on an approximate three-year cycle. The review is intended to evaluate assessment activities and general practices within each program. Reviews are conducted in a manner mirroring an accreditation review. For the "off-site" review prior to the meeting, the committee reviews materials provided by the program, then submits questions to program representatives. During the "on-site" review at the meeting, the program presents additional information, addresses the committee's questions, and responds to any follow-up questions. At the conclusion of the meeting, the committee meets to determine a rating for the program: Exemplary, Meets Expectations, or Emerging. Furthermore, the operational goals of QCom are to assist programs in documenting successes, recognizing deficiencies, and creating data-driven strategic plans that address areas of weakness or recognized needs in order to further enhance the quality of programs and

assessment activities. Approximately one month after the meeting, the program will receive a letter detailing their rating, strengths, areas for improvement, and items for further consideration.

National surveys, such as the Cooperative Institutional Research Program (CIRP) and the National Survey of Student Engagement (NSSE), are additional measures that can provide educational programs with informative data. The Office of Institutional Research, Assessment, and Analytics (OIRAA) distributes customized NSSE reports to colleges, schools, and other offices, as requested. This allows colleges and schools to gain a better understanding of how well their own students are engaged in educationally purposeful activities. Results from national and local assessment surveys are available through OIRAA's Assessment Warehouse and on the OIRAA website.

The University completes comprehensive self-assessments as part of state-required accountability and reporting mandates. Both Columbia and the regional (Palmetto College) campuses provide an annual state Accountability Report to the South Carolina Budget and Control Board. This report outlines the institution's "mission", objectives to accomplish the mission, and performance measures that show the degree to which objectives are being "met" in accordance with the South Carolina provision 1-1-820. The Accountability reports the University's performance for review by the Governor and the General Assembly. The report provides for both a discussion of prior year expenditures and associates expenditures with prospective goals, strategies and objectives to move the University forward in future years. The discussion and analysis section of the report provides University leadership with the opportunity to comment on internal and external factors affecting the University's performance in the past year, the University's current efforts and the associated results, and any plans under development to introduce additional changes.

State Agency Accountability Report 2016

State Agency Accountability Report 2015

State Agency Accountability Report 2014

Additionally, the Columbia and regional (Palmetto College) campuses also submit an Institutional Effectiveness report to the South Carolina Commission on Higher Education, as mandated by Proviso 89.121. Each year this report summarizes the results of professional examinations.

Institutional Effectiveness Report 2016

Institutional Effectiveness Report 2015

Institutional Effectiveness Report 2014

Of the four regional Palmetto College campuses, only the Lancaster campus has an associate degree program (nursing) for which professional exam results are reported and these results are reported below. The other regional Palmetto College campuses submit an IE Report Transmittal Form only, with this form requesting only website URL and mission statement information.

General Education Assessment

The Carolina Core curriculum has 10 Core components, each with learning outcome and credit hour requirements. The Core begins with foundational courses early in the undergraduate experience, followed by an integrative course near the end in which selected Core learning outcomes are integrated into the chosen major. All faculty members teaching a Core course identify one or more assignment(s) that show mastery of the Core learning outcome. Faculty direct their students to upload the selected assignment(s) to Blackboard. Students upload the selected assignment(s) through Blackboard. Blackboard Outcomes randomly samples student work across all courses in the particular Core competency area (including AIU, ARP, CMW, CMS, GSS, GHS, GFL, INF, SCI, VSR) for review by a team of faculty members. The faculty review team looks at the assignments and determines whether the learning goals are being met using a rubric.

Sample General Education (Carolina Core) Assessment Results:

AIU Student Performance Highlights Fall 2015

ARP Student Performance Highlights Fall 2015

CMS Spring 2015 Results Summary

CMW Student Performance Highlights and longitudnal data 10NOV2015 CC Meeting

GFL Fall 2015 Carolina Core Highlights

GHS Fall 2015 Carolina Core Highlights

GSS Student Performance Highlights 12APR16 CC Meeting

INF & GFL Student Performance Highlights 24MAR15 CC Meeting

INF Pilot Report Fall 2013

SCI Student Performance Highlights Fall 2015

VSR Student Performance Highlights Fall 2015

The Carolina Core Committee receive the results from the review teams. The Committee determines whether and to what extent mastery of the learning goal is evident. The Committee discusses the results and then reports to the deans and faculty teaching in the Core area the results of the review (Carolina Core Assessment College of Arts and Sciences Academic Planning Council Review). The Committee recommends that faculty identify and implement any necessary changes to improve student learning.

Regional Palmetto College Campuses

The four regional campuses of USC (USC Lancaster, USC Union, USC Sumter, and USC Salkehatchie) fall under the authority of the Columbia campus and reside in a central administrative unit known as Palmetto College, headed by a Chancellor and Associate Provost/Dean. Resultantly, these campuses are referred to as regional Palmetto College campuses. The administrative unit also houses USC's Extended University, which offers undergraduate credit programs and courses at Ft. Jackson and provides guidance and support for the delivery of the University's undergraduate online degree completion programs.

As of the Fall 2014 semester, the regional Palmetto College campuses (including Ft. Jackson) have begun a unified assessment of the Associate of Arts and Associate of Science degree programs in conjunction with Carolina Core general education assessment. Carolina Core, and, thus, regional Palmetto College AA/AS degree programs are evaluated on a 3-semester rotating cycle in which 3 or 4 of the 10 Carolina Core areas are assessed each semester. Each Carolina Core area is assessed every year and a half. Instructors of Carolina Core courses that are offered online and on regional Palmetto College campuses identify an assignment in which students may demonstrate one or more Carolina Core learning outcomes. Students submit the relevant assignments to Blackboard and the Office of Institutional Research and Assessment extracts the assignment using Blackboard Outcomes and distributes it to trained reviewers for evaluation of mastery of the Carolina Core learning outcomes. Once all evaluations are complete, the Office of Institutional Research and Assessment extract aggregate data for the regional Palmetto College campus Carolina Core learning outcomes and submits the data to the Dean of Extended University and Associate Provost for use in Palmetto College's program assessment plans. Palmetto College is responsible for identifying benchmarks for these learning outcomes within the context of Palmetto College assessment plans for the AA and AS degrees. The Office of Institutional Research and Assessment provides feedback for Palmetto College assessment plans.

Palmetto College also collects and reports additional measures that can inform the campuses with program information. Specifically, the CHE Placement 301 Report captures academic and workplace information one year after graduation (described fully in Standard 4.1) and the Associate Degree Graduate Survey captures student self- report information concerning program efficacy. Finally, Palmetto College produces a comprehensive Blueprint for Academic Excellence that addresses the college's strategic initiatives.

Lancaster

USC Lancaster offers Associate in Arts and Associate in Science degrees in non-specific academic areas as well as specific area degrees in Business, Criminal Justice, and Nursing. As of the Fall 2014 semester, the Palmetto College campuses have begun assessing the Associate of Arts and Associate of Science degree programs in conjunction with Carolina Core general education assessment. Carolina Core, and, thus, Palmetto College AA/AS degree programs are evaluated on a rotating cycle in which each Carolina Core area is assessed at least once every two years. Instructors of Carolina Core courses that are offered online and on Palmetto College campuses identify an assignment in which students may demonstrate one or more Carolina Core learning outcomes. Students submit the relevant assignments to Blackboard and the Office of Institutional Research and Assessment extracts the assignment using Blackboard Outcomes and distributes it to trained reviewers for evaluation of mastery of the Carolina Core learning outcomes. Once all evaluations are complete, the Office of Institutional Research and Assessment extract aggregate data for the Palmetto College Carolina Core learning outcomes and submits the data to the Dean of Extended University and Associate Provost for use in Palmetto College's program assessment plans. Palmetto College is responsible for identifying benchmarks for these learning outcomes within the context of Palmetto College assessment plans for the AA and AS degrees. The Office of Institutional Research and Assessment provides feedback for Palmetto College assessment plans.

USC Lancaster also submits an Institutional Effectiveness report to the South Carolina Commission on Higher Education, as mandated by Proviso 89.121. Each year this report summarizes the results of professional examinations. Below are the last six years of results:

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	January – June 2011	40 TOTAL 32 YTC 08 USCL	40 TOTAL 32 YTC 08 USCL	38 TOTAL 30 YTC 08 USCL	95% TOTAL 93.75% YTC 100% USCL
Council Licensure Exam-Registered Nurse (ADN)	4/1/11 – 3/31/12	8 USCL 38 TOTAL	8 USCL 38 TOTAL	8 USCL 38 TOTAL	100%
Council Licensure Exam-Registered Nurse (ADN)	4/1/12 – 3/31/13	14 USCL 24 YTC	13 USCL 24 YTC	13 USCL 23 YTC	100% (USCL) 96% (YTC) 97% (overall)
Council Licensure Exam-Registered Nurse (ADN)	4/1/13 – 3/31/14	33 total 26 YTC 07 USCL	33 total 26 YTC 07 USCL	32 total 25 YTC 07 USCL	97% total 96% YTC 100% USCL
Council Licensure Exam-Registered Nurse (ADN)	04/01/14 – 03/31/15	27 Total 02 USCL 25 YTC	27 Total 02 USCL 25 YTC	27 Total 02 USCL 25 YTC	100% total 100% USCL 100% YTC
Council Licensure Exam-Registered Nurse (ADN)	04/01/15 – 03/31/16	38 Total 08 USCL 30 YTC	38 Total 08 USCL 30 YTC	37 Total 08 USCL 29 YTC	97.4% total 100% USCL 96.7% YTC

USC Lancaster's business degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Full information concerning past and current program assessment may be found at the following link: Two Year Business Degree Accredited by ACBSP. The campus awaits the latest Quality Assurance Report based on the Assessment Report submission

USC Lancaster also completes comprehensive self-assessments as part of state/university- required accountability and reporting mandates. USC Lancaster provides an annual state Accountability Report to the South Carolina Department of Administration. This report outlines the institution's "mission, objectives to accomplish the mission, and performance measures that show the degree to which objectives are being met" in accordance with the South Carolina provision 1-1-820. The campus also produces the annual Blueprint for Academic Excellence. Each of these reports reviews the previous year's contributions and provides strategic planning to better allow the campus to meet student needs in educational programs.

Salkehatchie

USC Salkehatchie only offers Associate in Arts and Associate in Science degrees in non-specific academic areas. As of the Fall 2014 semester, the regional Palmetto College campuses have begun assessing the Associate of Arts and Associate of Science degree programs in conjunction with Carolina Core general education assessment. Carolina Core, and, thus, Palmetto College AA/AS degree programs are evaluated on a 3-semester rotating cycle in which 3 or 4 of the 10 Carolina Core areas are assessed each semester. Each Carolina Core area is assessed every year and a half. Instructors of Carolina Core courses that are offered online and on regional Palmetto College campuses identify an assignment in which students may demonstrate one or more Carolina Core learning outcomes. Students submit the relevant assignments to Blackboard and the Office of Institutional Research and Assessment extracts the assignment using Blackboard Outcomes and distributes it to trained reviewers for evaluation of mastery of the Carolina Core learning outcomes. Once all evaluations are complete, the Office of Institutional Research and Assessment extract aggregate data for the Palmetto College Carolina Core learning outcomes and submits the data to the Dean of Extended University and Associate Provost for use in Palmetto College's program assessment plans. Palmetto College is responsible for identifying benchmarks for these learning outcomes within the context of Palmetto College assessment plans for the AA and AS degrees. The Office of Institutional Research and Assessment provides feedback for Palmetto College assessment plans.

USC Salkehatchie also completes comprehensive self-assessments as part of state/university-required accountability and reporting mandates. USC Salkehatchie provides an annual state Accountability Report to the South Carolina Department of Administration. This report outlines the institution's "mission, objectives to accomplish the mission, and performance measures that show the degree to which objectives are being met" in accordance with the South Carolina provision 1-1-820. The campus also produces the annual Blueprint for Academic Excellence. Each of these reports reviews the previous year's contributions and provides strategic planning to better allow the campus to meet student needs in educational programs

Sumter

USC Sumter only offers Associate in Arts and Associate in Science degrees in non-specific academic areas. As of the Fall 2014 semester, the regional Palmetto College campuses have begun assessing the Associate of Arts and Associate of Science degree programs in conjunction with Carolina Core general education assessment. Carolina Core, and, thus, Palmetto College AA/AS degree programs are evaluated on a 3-semester rotating cycle in which 3 or 4 of the 10 Carolina Core areas are assessed each semester. Each Carolina Core area is assessed every year and a half. Instructors of Carolina Core courses that are offered online and on Palmetto College campuses identify an assignment in which students may demonstrate one or more Carolina Core learning outcomes. Students submit the relevant assignments to Blackboard and the Office of Institutional Research and Assessment extracts the assignment using Blackboard Outcomes and distributes it to trained reviewers for evaluation of mastery of the Carolina Core learning outcomes. Once all evaluations are complete, the Office of Institutional Research and Assessment extract aggregate data for the Palmetto College Carolina Core learning outcomes and submits the data to the Dean of Extended University and Associate Provost for use in Palmetto College's program assessment plans. Palmetto College is responsible for identifying benchmarks for these learning outcomes within the context of Palmetto College assessment plans for the AA and AS degrees. The Office of Institutional Research and Assessment provides feedback for Palmetto College assessment plans.

USC Sumter also completes comprehensive self-assessments as part of state/university-required accountability and reporting mandates. USC Sumter provides an annual state Accountability Report to the South Carolina Department of Administration. This report outlines the institution's mission, objectives to accomplish the mission, and performance measures that show the degree to which objectives are being met" in accordance with the South Carolina provision 1-1-820. The campus also produces the annual Blueprint for Academic Excellence. Each of these reports reviews the previous year's contributions and provides strategic planning to better allow the campus to meet student needs in educational programs

Union

USC Union only offers Associate in Arts and Associate in Science degrees in non-specific academic areas. As of the Fall 2014 semester, the regional Palmetto College campuses have begun assessing the Associate of Arts and Associate of Science degree programs in conjunction with Carolina Core general education assessment. Carolina Core, and, thus, Palmetto College AA/AS degree programs are evaluated on a 3-semester rotating cycle in which 3 or 4 of the 10 Carolina Core areas are assessed each semester. Each Carolina Core area is assessed every year and a half. Instructors of Carolina Core courses that are offered online and on regional Palmetto College campuses identify an assignment in which students may demonstrate one or more Carolina Core learning outcomes. Students submit the relevant assignments to Blackboard and the Office of Institutional Research and Assessment extracts the assignment using Blackboard Outcomes and distributes it to trained reviewers for evaluation of mastery of the Carolina Core learning outcomes. Once all evaluations are complete, the Office of Institutional Research and Assessment extract aggregate data for the Palmetto College Carolina Core learning outcomes and submits the data to the Dean of Extended University and Associate Provost for use in Palmetto College's program assessment plans. Palmetto College is responsible for identifying benchmarks for these learning outcomes within the context of Palmetto College assessment plans for the AA and AS degrees. The Office of Institutional Research and Assessment provides feedback for Palmetto College assessment plans.

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Sources

- 2015-2016 Graduating Student Survey Results
- 2016 SC CHE 301 Report
- 2016-2017 Palmetto College Blueprint for Academic Excellence
- ACAF 1.04
- AIU Student Performance Highlights Fall 2015
- ARP Student Performance Highlights Fall 2015
- Academic Program Assessment Executive Summary Provost Memo 2016
- Accountability_Report_USC_Columbia_FY_2013-14
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- Carolina Core Assessment College of Arts and Sciences Academic Planning Council Review
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- USC-Columbia IE Report 2014
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- VSR Student Performance Highlights Fall 2015