



### **CS 3.3.1.1 | 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.*

#### **Compliance Finding: IN COMPLIANCE**

##### ***Narrative:***

The University of South Carolina Beaufort (USCB) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, including student learning outcomes.

##### **The Planning and Assessment Process**

USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. Planning, assessment, and improvement are a shared responsibility, and the process involves every unit and subunit reporting annually on goals, assessing those goals, and making improvements based on findings. Understanding the connections between USCB's Strategic Plan, Academic Program Review, and Institutional Effectiveness Outcomes Assessment (IE-OA) Plans and Reports is necessary to have a complete picture of this institutional effectiveness process. In 2003, USCB implemented an [Institutional Effectiveness and Strategic Planning Framework](#) that is foundational to the University's process for identifying and assessing student learning outcomes (SLOs) and ensuring continuous improvement. This framework, including a series of activities and a timeline, ensures a continuous planning process and a feedback loop relating to achievement of the desired outcomes of its educational programs and its academic and educational support services. The [Institutional Effectiveness Council](#) (IE Council), a University-wide committee whose purpose is to review, monitor, and revise the Institutional Effectiveness and Strategic Planning Framework, processes, and procedures of the University,

is the overall coordinating body for institutional effectiveness as an ongoing, comprehensive, broad-based and institutionally integrated system for assessment and evaluation.

### **Strategic Planning**

The strategic planning cycle is five years with annual updates. The process itself was evaluated when USCB was reaffirmed and accredited in 2009 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Annually, the results of an institutional SWOT analysis that identifies the University's strengths, weaknesses, opportunities and threats are discussed at a planning retreat of the Administrative Council, made up of the Chancellor and her executive leadership team. The results of that analysis form the basis for the development and revision of the strategic goals and objectives of the University, which underpins the institutional effectiveness process. Every activity in the Institutional Effectiveness process is guided by the [USCB Mission](#) and [Strategic Plan](#). Annually, the IE Council—consisting of faculty (all department chairs or their designee), staff (at least one from each unit), and a student government representative—reviews the Institution's mission and goals. In addition, the IE Council annually reviews assessment data related to defined outcomes to determine progress, identify changes that must be considered for the upcoming year, and make recommendations, including those with budget implications, to the Chancellor ([April 9, 2014 IE Council Minutes](#); [May 15, 2013 IE Council Minutes](#)).

### **Identifying Student Learning Outcomes**

As a vital part of its commitment to assessment and continuous improvement, USCB has identified expected outcomes for all its academic programs. Student learning outcomes (SLOs) for all academic programs are published in the USCB 2014-2015 Bulletin which is available on the USCB website. The SLOs for all programs can be found in Table 1. For example, the program goals and expected outcomes for the English program are:

#### **Program Goals for English**

*Through the study of language and literature, and through the instruction and practice in writing required for all of its courses, the English program seeks to accomplish the following objectives:*

- *Produce graduates who read, think, and write carefully, critically, and creatively.*
- *Produce graduates who know when, why, and how to conduct literary research.*
- *Produce graduates who understand and appreciate the historical and formal development of the English language and of English and American literature.*
- *Produce graduates who are well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.*
- *Provide a solid foundation for students who wish to pursue graduate studies in English.*
- *Establish a learning environment in the English discipline that contributes to cooperation and collaboration with the local community in the region and the state.*

## Student Learning Outcomes for English

USCB seeks to ensure that all students who complete the Bachelor of Arts in English...

- Are effective critical thinkers, analyzers and close readers of literature. Students should be sensitive to genre, historical period, tone, style, nuance and detail.
- Are strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence and render it in coherent, grammatical and properly punctuated written English.
- Have a broad historical understanding of the development of English and American literature.
- Understand the intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.
- Understand the fundamentals of linguistics and understand the historical development of the English language.
- Have an understanding of Western intellectual/philosophical history appropriate to their area of interest.
- Have a broad background in European or American history appropriate to their interests.
- Know how to conduct literary research.
- Understand the basic theoretical lenses often brought to bear upon literature.

**Table 1: Program Goals, Student Learning Outcomes, and Curriculum Maps**

Program	Goals & SLOs	Goals Curriculum Map	SLOs Curriculum Map
Biology	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Business Administration	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Communication Studies	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Computational Science	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Early Childhood Education	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Elementary Education	<a href="#">Goals &amp; SLOs</a>	N/A*	N/A*
English	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Health Promotion	<a href="#">Goals &amp; SLOs</a>	N/A*	N/A*
History	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Hospitality Management	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Human Services	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Liberal Studies	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Nursing	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Psychology	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Sociology	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Spanish	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
Studio Art	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>
AA/AS/Military Degree Programs	<a href="#">Goals &amp; SLOs</a>	<a href="#">Goals Map</a>	<a href="#">SLOs Map</a>

\*Because these programs begin Fall 2014, curriculum maps are being finalized.

All academic programs also use curriculum maps (also linked in Table 1) showing the relationship between the program goals, SLOs, and course content. This helps shape and focus assessment for the academic degree programs.

Similarly, every course identifies and publishes in the [course syllabus](#) student learning outcomes that support the program-level outcomes.

### **Assessing Achievement of Student Learning Outcomes**

Each program and unit annually assesses the extent to which it has achieved its SLOs, and each program and unit uses these results to initiate and justify program improvements. Ongoing and systematic assessment is vital to USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external accrediting agents. Academic Program Review and Institutional Effectiveness Outcomes Assessment (IE-OA) are the primary processes that organize and document these activities.

#### ***Academic Program Review***

USCB evaluates academic programs through the Academic Program Review process, an extensive self-study that was established by the Courses and Curricula Committee and approved by the Faculty Senate. The University acknowledges that Academic Program Review is an important aspect of our ability to communicate to our various constituencies that our academic programs are strong, relevant to the mission, and performing at a level worthy of institutional, state, and regional support. [USCB's Guidelines for Academic Program Review](#) were adapted from the South Carolina Commission on Higher Education (SCCHE) guidelines for program review in 2006 which noted that "the Commission on Higher Education sees the review of existing academic programs as a critical component in its statewide mission of ensuring the quality and integrity of degree programs..." At their [October 17, 2008 \(p1-2\)](#) meeting, the Courses and Curricula Committee recommended that the faculty adopt the SCCHE Academic Program Review Guidelines and use them as the template for the internal evaluation of academic programs. The guidelines were then approved by the USCB Faculty Senate on [October 31, 2008 \(p4\)](#).

In accordance with SCCHE guidelines, academic programs are reviewed eight years after their initial approval, then every five years. Because USCB's first four-year programs began in 2004, this meant the first Academic Program Reviews would be submitted in 2012. These reviews are the basis for continuous improvement in the quality and effectiveness of the University's academic programs. In cases where programs have specialized accrediting agencies which require cyclical reviews, the accreditation reports for these programs are to be submitted to the Academic Program Report Committee for review in lieu of the internal review. Early Childhood Education (NCATE, NAEYC) and Nursing (CCNE) are examples of programs with specialized accrediting agencies. As new academic programs are approved and added to the curriculum, they are also added to the academic program review timeline provided as Table 2.

The Program Review Report begins with the program purpose, goals and SLOs. Information regarding the relationship the program maintains with the rest of the institution, and a description of how the program makes budgetary, curricular and faculty selection decisions is included, along with an analysis of faculty, enrollments, facilities, and budgets. The final sections of the PRR summarize the assessment activities of the program, the assessments

conducted, the uses of assessment results, and the strengths and weaknesses of the program and projected changes or initiatives for improvements.

Program Coordinators and Department Chairs are notified in the fall if a program for which they are responsible is scheduled for an Academic Program Review. The notification includes a copy of the report template to be completed and submitted to the Academic Review Program Committee (APRC), the timeline, and the guidelines for completing the report. The Program Review Report is completed by the Department Chair and/or Program Coordinator along with program/department faculty, and is reviewed and approved by the Executive Vice Chancellor for Academic Affairs before submission to the APRC for review and analysis. To ensure the effectiveness of the University’s educational programs, the IE Council also reviews the Academic Program Reviews, and makes recommendations to the Chair of the APRC. The Chair of the APRC compiles all recommendations and provides summaries to the Chancellor and the Department Chair.

The results of the reviews are used to inform strategic planning, program development, and budgeting decisions at the institutional level. Changes made in response to assessment data, and improvements in outcomes that have been achieved as a result of those changes, are described. External factors also may be reviewed, including appropriate state licensing exam pass rates, placement in jobs, reports of auditors or program accrediting agencies, feedback from advisory and constituent groups, and community or employer surveys.

**Table 2: Academic Program Review Timeline, Reports, and Reviews**

<b>Program</b>	<b>Initial Approval</b>	<b>1<sup>st</sup> Report</b>	<b>Subsequent</b>	<b>Review Completed</b>
<b>2012</b>				
Business Administration	2004	<a href="#">July 31, 2012</a>	2017, 2022	<a href="#">May 12, 2013</a>
Early Childhood Education*	2004	<a href="#">July 31, 2012</a>	NCATE 2015	NA*
English	2004	<a href="#">July 31, 2012</a>	2017, 2022	<a href="#">May 12, 2013</a>
Liberal Studies	2004	<a href="#">July 31, 2012</a>	2017, 2022	<a href="#">May 12, 2013</a>
Hospitality Management	2004	<a href="#">July 31, 2012</a>	2017, 2022	<a href="#">May 12, 2013</a>
**Human Services	2004	July 31, 2012	2017, 2022	July 31, 2013**
<b>2013</b>				
Biology	2005	<a href="#">July 31, 2013</a>	2018, 2023	<a href="#">April 9, 2014</a>
History	2005	<a href="#">July 31, 2013</a>	2018, 2023	<a href="#">April 9, 2014</a>
**Human Services	2004	<a href="#">July 31, 2013</a>	CSHSE	<a href="#">April 9, 2014</a>
Psychology	2005	<a href="#">July 31, 2013</a>	2018, 2023	<a href="#">April 9, 2014</a>
Spanish	2005	<a href="#">July 31, 2013</a>	2018, 2023	<a href="#">April 9, 2014</a>
<b>2014</b>				
Nursing*	2006	<a href="#">July 31, 2014</a>	CCNE 2014	NA
<b>2015-2016</b>				
None				
<b>2017</b>				
Studio Art	2009	July 31, 2017	2022, 2027	
<b>2018</b>				
Sociology	2010	July 31, 2018	2023, 2028	
Computational Science	2010	July 31, 2018	2023, 2028	

**Table 2: (continued)**

<b>Program</b>	<b>Initial Approval</b>	<b>1<sup>st</sup> Report</b>	<b>Subsequent</b>	<b>Review Completed</b>
<b>2019</b>				
<b>Communication Studies</b>	2012	July 31, 2020	2025, 2030	
<b>2020</b>				
None				
<b>2021</b>				
<b>Elementary Education*</b>	2013	July 31, 2021	2026, 2031	NA*
<b>2022</b>				
<b>Health Promotion</b>	2014	July 31, 2022	2027, 2032	

*\*Early Childhood Education, Elementary Education and Nursing have specialized accreditation agencies which require cyclical review. The accreditation reports for these programs are to be submitted to the Academic Program Review Committee in lieu of the internal review.*

*\*\*The BS in Human Services program applied and was seeking accreditation from the Council on Standards in Human Services Education (CSHSE). A short time later, the CSHSE began the process of seeking recognition by the Council for Higher Education Accreditation (CHEA). During this process, it was learned that the CSHSE standards would change, which would impact the program accreditation process. In other words, the CSHSE standards that the Human Services program was addressing were going to change changing in mid-stream. Therefore, faculty determined that the program would not seek CSHSE accreditation until the CSHSE had been awarded accreditation by CHEA. Due to the timing of this event, the Human Services program review was deferred until 2013. Update: The Council for Standards in Human Services Education (CSHSE) was Recognized by the Council for Higher Education Accreditation, January 2014. The Council for Standards in Human Service Education (CSHSE) accredits human services educational programs in the United States at the associate, baccalaureate and master's degree levels. (2009). Therefore, the Human Services program will re-initiate the accreditation process with this agency in 2014-2015.*

### ***Institutional Effectiveness-Outcomes Assessment Reports***

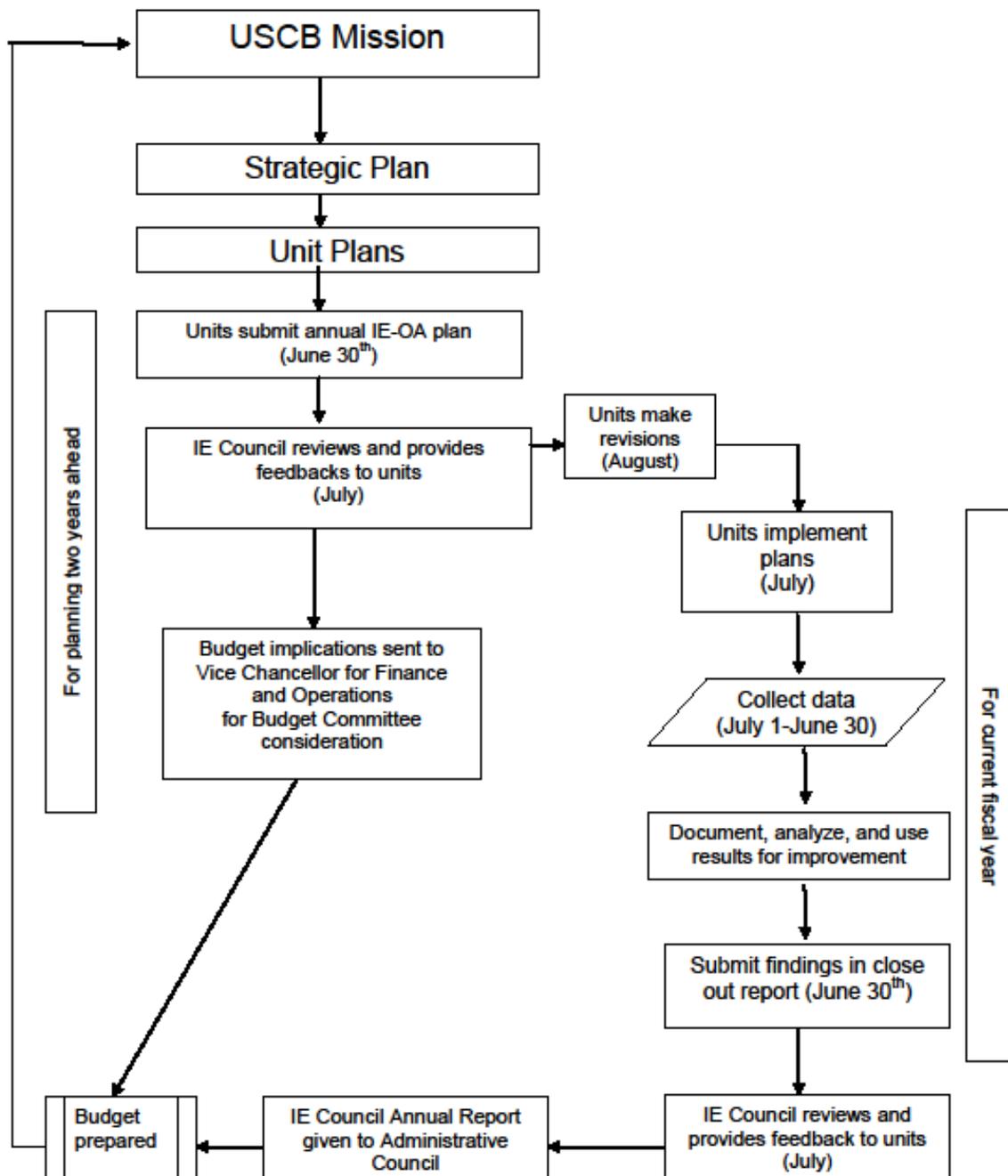
As part of the IE process, each unit and subunit submits annual [Institutional Effectiveness Outcomes Assessment \(IE-OA\) plans and closeout reports](#) to the IE Council. USCB utilizes a two-year cycle. On June 30<sup>th</sup>, the planning document for two years ahead is due, as well as the close out report for the academic year just ended. Figure 1 reflects the IE-OA planning and reporting process.

IE-OA Plans include the name of the unit or subunit, the name of the person submitting the report, and the purpose statement for the unit. All units' purpose statements must be in support of the University Mission. The document then lists each of the five [University Goals](#) supported by the unit, related strategic plan objective(s), strategies and tactics that illustrate a path toward meeting the objective(s), expected results, and assessment methods. While there are five University Goals, a unit is not required to develop objectives related to each. The academic units all have objectives related to *Goal 1: Teaching and Learning*, and it is here that SLO assessment is documented. Most SLOs are assessed annually, although some departments, including Hospitality Management and the AA/AS program, are on a multi-year cycle where they report on different goals each year. In the IE-OA plan, anticipated budget implications are also submitted.

At the end of the academic year, the IE-OA Closeout Report is completed based on the IE-OA Plan for that year. The Closeout Report records the actual results obtained and an explanation

of the use of results for improvement. (All 2011-12, 2012-13, and 2013-14 IE-OA Closeout Reports for academic programs are linked in Table 3.) Findings based on assessment activities may also lend support to budgetary requests. With input from all units, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry through continuous improvement of academic programs and support services.

**Figure 1: Institutional Effectiveness-Outcomes Assessment Process**



**Table 3: 2012-2014 IE-OA Reports**

	gray = Program did not exist		
	2011-12	2012-13	2013-14
<b>English and Theatre</b>			
English	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Humanities and Fine Arts</b>			
History	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Liberal Studies	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Spanish^	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Studio Art	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Social Sciences</b>			
Communication Studies		<a href="#">Report</a>	<a href="#">Report</a>
Human Services	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Psychology	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Sociology	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Natural Science</b>			
Biology	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Mathematics</b>			
Computational Sciences	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Business</b>			
Business	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Hospitality Management</b>			
Hospitality	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Education</b>			
Early Childhood Education	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
Elementary Education	Began Fall 2014		
<b>Nursing</b>			
Health Promotion	Began Fall 2014		
Nursing	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>
<b>Associate Degree Programs</b>			
AA/AS	<a href="#">Report</a>	<a href="#">Report</a>	<a href="#">Report</a>

^There are two Spanish certificates in which students may enroll 1) Certificate in Professional/Business Spanish and 2) Certificate in Hispanic Studies/Culture. They are assessed within the Spanish program and included in the Spanish IE-OA.

### Assessment Methods

Program specific assessment measures are implemented and reported on in both the Academic Program Reviews and the IE-OA Reports. These assessment methods vary by program and include nationally normed assessments, internally developed knowledge and skills assessments, and surveys. Several majors such as Psychology, Business, and Biology use the Major Field Tests (MFT) from Educational Testing Service (ETS) as one way of evaluating the knowledge of students in their programs. The History program uses the Area Concentration Achievement Test (ACAT) which allows them to select relevant historical areas for testing and compare USCB senior History majors with other test takers nationally. Internally developed assessments include portfolio and project evaluations, course embedded questions and assignments, and capstone courses and projects. To help inform the academic and administrative units, the university participates in national surveys (e.g., the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Noel-Levitz Student Satisfaction Inventory) and University-developed surveys (e.g., course

evaluations, advisement survey, survey of rising juniors, graduating student survey, and unit-specific surveys). Academic program goals, objectives, and results are expected to be shared at departmental meetings. The multiple assessment measures used by the programs are listed in Table 4. Measures may or may not be used for assessment every year.

**Table 4: USCB Academic Program Assessment Methods**

Assessment Method	Biology	Business	Communication Studies	Computational Science	Early Childhood Education	English	History	Hospitality	Human Services	Liberal Studies	Nursing	Psychology	Sociology	Spanish	Studio Art	AA/AS
<b>Curriculum / Course-Related</b>																
Capstone Course		X	X		X		X	X	X						X	
Capstone Project or Performance Evaluation			X		X		X	X	X	X				X		
Case study		X						X								
Classroom Assessment	X	X		X	X	X	X	X	X					X	X	
Content Analysis		X			X					X						
Course-embedded Question and/or Assignment		X		X	X	X			X					X		X
Evaluation of Portfolio		X	X		X				X						X	
Rating Scale		X			X				X					X		X
Scoring rubric		X			X	X		X								
Other performance-based assessment method(s)		X		X								X	X		X	
<b>Other</b>																
Curriculum and Syllabus Analysis	X	X	X	X	X	X		X	X	X	X	X	X		X	
Observation (focused on specific program outcomes)					X											
Student Activity and Study Log/Paper					X			X	X					X		
Scoring of Essay		X			X	X	X		X							
Other method(s)											X					

**Table 4: (continued)**

Assessment Method	Biology	Business	Communication Studies	Computational Science	Early Childhood Education	English	History	Hospitality	Human Services	Liberal Studies	Nursing	Psychology	Sociology	Spanish	Studio Art	AA/AS
Evaluation of Application Program of Study										X						
<b>EXAMS</b>																
Pre-test/Post-test					X									X		X
Major Field Test	X	X		X	X		X				X	X	X			
National Test					X	X			X		X					X
State Test					X			X								
<b>SURVEYS</b>																
Satisfaction Survey				X			X			X	X					
Senior Exit Survey	X		X	X		X	X				X	X	X			
Graduating Student Survey					X			X						X		
NSSE Survey			X													
Employer			X		X						X					
Alumni			X		X						X					
Rising Junior Survey			X													X
<b>MISC.</b>																
Advisory Board		X	X		X	X		X	X		X				X	
Focus Group		X				X			X							X
Institutional Data					X					X						
Transcript Analysis		X								X						
Retention Rate			X	X							X					
Completion Rate			X	X	X						X					
Course grades	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

*The Elementary Education and Health Promotion programs are not included because they being Fall 2014.*

**Improvement Based on Results (from IE-OA Reports and Academic Program Reviews)**

The extent to which the students in the programs have been successful at achieving the program’s SLOs is documented in both the Academic Program Reviews and the IE-OA Reports. Although these reports and reviews are provided, below is a sample of findings, recommendations, and examples of improvements based on assessment results, as documented in the Academic Program Reviews and the 2011-2014 IE-OA Reports

## **Biology**

- Examination of student performance on the Biology Major Field Test (MFT) indicated weakness in the areas of Cell and Molecular Biology. The hiring of a new tenure-track faculty member who is a protein crystallographer will help with the teaching of advanced Biochemistry and Cell and Molecular Biology.

## **Business**

*Note: The four Business Certificates have been terminated due to no/low enrollment.*

- Overall the 2012 results of the Business MFT were encouraging for USCB when compared to the national mean, especially for the Management discipline. However, USCB students still perform lower than their national counterparts in Accounting, Economics and Finance. The department has taken multiple steps to address the deficiencies in the quantitative fields:
  1. The Department reviewed the Accounting curriculum and created a new concentration in Accounting in Fall 2012.
  2. In Fall 2013 the Department also hired a new Finance professor (and department chair), and will aim to increase the number of fulltime teaching faculty in the future.
  3. Starting Spring 2013, the Business Math course (BADM 210) will be required for all Business majors, including transfer students who may have already completed Principles of Accounting, Economics, and/or Finance elsewhere.
- Relatively low scores by USCB Business majors on the MFT in the area of Quantitative Business Analysis led the department to develop a new required course for Business majors called Financial Reasoning to improve analysis skills.

## **Communication Studies**

*Note: The Communications Studies program began in Fall 2012 with five students. Due to the newness of the program and the small number of completers, the assessment data are not sufficiently robust for effective use in determining improvement measures. Data will continue to be gathered each year. However, the faculty is pleased with the data collected thus far:*

- 100% of all graduating seniors demonstrated oral communication competency by scoring in the 90<sup>th</sup> percentile on the Communication Competence Presentation Rubric utilized for the oral presentation in the capstone course.
- 80% of majors demonstrated communication competence in the majority of their communication courses by earning a C or better on a rubric utilized for oral presentations assignments.
- 100% of Communication Studies' graduating seniors strongly agreed with Communication Studies Major Exit Survey items relating to student recognition of critical thinking skills developed during their coursework in the Communication Studies program.
- Graduating seniors developed a portfolio of their coursework. A portfolio assessment rubric was implemented and 100% demonstrated satisfactory critical thinking skills.

### **Computational Sciences**

- The Computational Science program made good progress. Courses for the third and fourth years of the program were successfully offered, and the program graduated its first students in AY 2013-2014.
- Due to poor student performance on assessments, several course prerequisite issues were discovered and appropriately updated through the Courses and Curriculum Committee and Faculty Senate. For example, MATH 240 “Calculus III” was added as a prerequisite for STAT 340 “Intro to Probability and Statistics.”
- Because of less than satisfactory results on assessments, tutoring services were added for students in the Computational Science program.

### **Early Childhood Education**

- Data results from *Praxis II (0021)* indicated that 100% of candidates met the expected level of performance and demonstrated mastery of content knowledge in Early Childhood Education in 2010-2011. Disaggregated sub-score averages indicated that USCB met or was above the national average, respectively, in the following three categories: III. Creating a Developmentally Appropriate Learning Environment (81%/77%); VII. Relationship with Families and Professionalism (74%/73%); and VIII. Assessment, Curriculum and Instruction (73%/73%). However, candidates scored below the national average in the following two categories: IV. Teaching and Learning (71%/81%) and V. Professionalism, Family, and Community (63%/79%). In order to improve student learning, the Education Department selected a different textbook. In addition, more attention and oversight will be given to family, community, and professionalism.
- To address Student Learning Outcome 1 and accurately assess candidates’ knowledge as it relates to the “*Constructivist Educator as Nurturer* - modeling positive teacher-parent relationships, creating positive relationships with families, recognizes the developmental differences of children, and providing a safe environment for children to develop intellectually and socially,” the Teacher-Child and Parent-Child Interviews were replaced with the “Family Study” in Spring 2010. Aggregated data reveal that 100% of candidates in spring 2012 met or exceeded expectations. In spring 2013, 99% of candidates met or exceeded expectations.
- In reference to Student Learning Outcome 4 as it relates to the Constructivist Educator as Facilitator/Instructor, aggregated data from the 2011-2012 ADEPT 4-9 summary report indicated that candidates met or exceeded expectations on ADEPT 4-9 Standards. Two areas noted for program improvement were assessment and the use of extrinsic rewards/incentives. These will be addressed and reinforced in the course BEDE 342 Curriculum, Management, & Assessment and all methods courses.

### **English**

- Because only 75% of majors who responded to the English Major Exit Survey indicated they were comfortable conducting research, a research unit was added to the newly required ENGL 200: Introduction to English literary Studies.

- ACT CAAP Critical Thinking Test: Sub-scores for our first year of CAAP data for freshmen suggested that the evaluation of arguments was a particularly weak area for our students. Faculty were urged to focus on this, and there was a significant improvement in scores for these same students as rising juniors.
- BENG 101 Required Research Paper: 2009 data suggested that citing sources correctly was one of students' weakest areas of performance. This was addressed at length in a meeting with faculty and there was a 20% improvement the next year in the number of students demonstrating adequacy in this area.
- Survey of Rising Juniors: Data from this survey has helped us to know our students and measure the success of the QEP's common reading program. It has also helped to measure success in freshman English classes. In 2008, only 66% of freshmen agreed or strongly agreed with the following sentence: "My English 101 class emphasized critical thinking and helped me to improve as a critical thinker." This has improved steadily since then, and in 2012, in response to the same question, 81% agreed or strongly agreed with the statement.
- Course Embedded Assessments in BENG 287, BENG 288, BENG 289, and BENG 453: These targeted assessments have revealed areas of strength and weakness in the curriculum and have informed improvement measures. In 2006 students were weak in Victorian British literature; this led to hiring a Victorianist to replace one of the two retiring Renaissance scholars. Weakness understanding Transcendentalism on the BENG 287 assessment has led the instructor for that class to redouble efforts to explain this literary phenomenon as clearly as possible. Students' struggles to explain the ideas of Noam Chomsky and Ferdinand de Saussure on the BENG 453 assessment let the instructor for that course to double the amount of time devoted to each of those subjects.
- GRE Questions: This assessment was the impetus for requiring BENG 290 (Great Books of the West) for all majors. It also inspired us to require a glossary of literary terms for all majors in our 200-level classes, and to stress the instruction of poetic form in BENG 102. It has revealed that 18th century British literature is a weakness for students—something we plan to address through changes to our curriculum in the near future.
- Focus Group: This assessment inspired us to be more careful in the way we advise our students to take their history and philosophy requirements.
- Exit Survey: This survey has mostly been gratifying—but it has also led to speeding up development of an internship program (inaugurated, thanks to Dr. Kilgore, in the summer of 2011). It also inspired improvements in the area of career services.
- Retention and Time to Degree Completion: This assessment led to trying freshman learning communities in English, which greatly improved retention within the major during the 2011-2012 academic year.

## History

- History 300 papers demonstrated that students were deficient in the bibliographical and philological skills. We identified the issue and incorporated bibliographic work throughout our upper-division courses. Writing portfolios similarly demonstrated an absence of editing and proofreading, skills required for effective writing. The program

introduced submission by drafts, with grades assigned at each step. This has resulted in poorer drafts, improved finished products and better writers. Despite our unwillingness to "teach to the test" the MFT has also spurred program improvement. The MFT divides the discipline into specific areas of emphasis and further divides those areas by period. To more comprehensively cover the exams' divisions, program faculty were required to develop several courses outside their areas of expertise. Our scores have improved, based in part on our students' wider knowledge.

### **Hospitality Management**

- Because it was found that students needed experience with hotel front office software, USCB partnered with Marriott Vacation Club's Harbor Pointe and Sunset Pointe on Hilton Head Island to provide students with a real world shadowing experience. This experience was incorporated into the BHRM 260 course in the spring of 2013 and was a required component of the course. Feedback will be used to make any necessary adjustments.

### **Human Services**

- The USCB Human Services Internship Manual was completely revised and updated during the Spring and Summer of 2013. Many of the changes were the result of feedback from students and host organizations, as well as faculty input.
- Ongoing program assessment indicated that a weakness of the program was the fact that we only had one interventions course and our students and faculty found it difficult to cover all the interventions material in just one course. To remedy this we renamed our BHSV 280 course from Human Services Interventions to Human Services Intervention I. The revised course, which was offered for the first time in the Fall 2012 semester, has a focus on micro and mezzo level interventions. We also introduced a new course BHSV 300: Interventions II. This new course will be offered for the first time in the Spring 2013 semester and will focus on macro level interventions.

### **Liberal Studies**

- Tutorial discussions continue to have the greatest impact on student reflective writing, and will be continued.
- Programs of study in LSTD 297 need to be anchored as best as possible in available courses, making the notion of a program of study euphemistic. This can only be countered by developing greater theoretical and methodological control over content, which will be done by building LSTD 397 into a program requirement.
- The tutorial format was used consistently throughout all courses. The critical exchanges were generally helpful, but often lacked the intensity that a collective discussion of a common reading might generate. Redirect 297 tutorials on the interdisciplinary text required of all students, and require written papers distributed beforehand in 397 and 497 tutorials.

## **Nursing**

- Due to student attrition and students not passing the NCLEX-RN licensing exam, a decision was made to statistically analyze how Kaplan admission test scores and science and overall GPA's of 2012 and 2013 entrants correlated with performance in first-semester courses. Correlational analyses were conducted between numerous metrics of student aptitude and performance (e.g., Kaplan subtests scores, science GPA, overall GPA) and final scores in BNUR 202 (Fundamentals of Nursing), BNUR 321 (Biophysical Pathology), and BNUR 312 (Health Assessment). Based on these correlations, the minimum benchmark for each metric necessary for passage of first semester courses was extrapolated. These results, based on empirical data, were subsequently used to reform and/or validate the programs' entrance criteria in an effort to reduce student attrition and increase NCLEX-RN success. As a result, current entrance criteria are as follows:
  - Overall GPA increased from 2.75 to 3.0,
  - Science GPA 2.75,
  - Overall Kaplan increased from 50 to 65%,
  - Mathematics Kaplan 75%, reading Kaplan 60%, writing Kaplan 57%, science Kaplan 50%, and critical thinking Kaplan 65%. Individual Kaplan scores were not considered previously except for science which did not change.

## **Psychology**

- Student performance on the learning outcomes have generally met expectations, but improvements have been implemented to allow interested students to acquire more discipline-related field experience (via the newly adopted PSYC B495 and B496 Internship in Psychology I & II courses) as well as exposure to an emerging sub-discipline of psychology (via the newly adopted PSYC B409 Positive Psychology).

## **Sociology**

*Note: The Sociology program began in Fall 2010. Due to the newness of the program and the small number of completers, the assessment data are not sufficiently robust for effective use in determining improvement measures. Data will continue to be gathered each year.*

- In AY 2012-2013, the MFT in Sociology subtest score for Critical Thinking and the Sociology Major Exit Survey were administered. The number of examinees was too small to draw any conclusions. Due to the sociology program was recently introduced only four students have graduated.
- Results on two other components of the MFT were below the targets. However, because the program is so new with such a small number of students, many of whom are transfer students, the use of the MFT is problematic. The Sociology faculty will evaluate the scores obtained on the MFT and results of the Sociology Major Exit Survey and consider how to improve relevant aspects of the Sociology program.
- 63% of the eight graduating seniors in the combined 2012-2013 and 2013-2014 academic years showed an understanding of critical thinking skills by obtaining scores at

the 30th percentile or higher on the Critical Thinking subtest of the Major Field Test in Sociology.

### **Spanish**

- The faculty members in the Spanish program use the American Council on the Teaching of Foreign Languages (ACTFL) proficiency ratings for assessing student learning outcomes in the program. Since ACTFL is an indirect evaluation tool concerning a student's ability to communicate verbally, more individual student presentations were added to SPAN 309 to have students improve on the ACTFL scale by having more opportunities to communicate to the instructor and peers. For some of the 300- and 400-level courses, a faculty member has prepared more detailed rubrics to evaluate student presentations, and has also prepared more detailed handouts, with more detailed explanations about the essays/research papers students have to write.
- Although the members of the Spanish faculty are familiar with ACTFL's proficiency standards, none of them has yet received any formal training in using ACTFL's ratings to evaluate student learning in our classes. Therefore, USCB sent three full-time Spanish faculty members to the national ACTFL conference in November 2013 to attend workshops on the ACTFL proficiency ratings and the ACTFL Oral Proficiency Interview (OPI). At these workshops, faculty members received training on how to use the ACTFL rating system to evaluate students' proficiency in Spanish, and will learn how to administer the ACTFL OPI.

### ***Spanish Certificates***

USCB's two Spanish Certificates (Certificate in Professional/Business Spanish and Certificate in Hispanic Studies/Culture) are available only to students who are concurrently enrolled in a baccalaureate degree program. The certificate and baccalaureate degree are earned simultaneously; the certificate is awarded along with the baccalaureate degree upon graduation. The certificates are not stand alone certificates. All the courses taught in these certificate programs are taken from the Spanish major and so the report and data tracking for these two certificates is incorporated into the IE-OA Reports and the Academic Program Review.

- Because of the decline in graduation rate, the department will work to improve recruitment of students to the major, the certificate and the minor programs. The discipline faculty will meet in AY 2014-2015 to discuss how to counter this decline. Along with the Advancement Office, the faculty (and USCB) will be hosting a campus day in Fall 2013 for interested high school students, especially Hispanic and Hispanic-heritage students.
- USCB Advancement Office in consultation with the foreign language faculty will be hosting its own Latin festival in Fall 2014 to attract local businesses and interested members of the community.

### **Studio Art**

- 2012/2013: 100% studio majors finished their final portfolio projects with a grade C or higher on the rubric.

- 2013/2014: 100% studio majors finished their final portfolio projects with a grade C or higher on the rubric.
- Stronger curriculum in prerequisite foundational courses has improved competency on final projects such as in ARTS/BATS 112, Basic Drawing II.

**Associate of Arts/Associate of Science**

- Through solicitation by the Natural Science Faculty, two cognate courses have been accepted by science faculty and the Faculty Senate as three-hour non-lab courses that satisfy the AA/AS natural science requirement: ANTH 101 (Primates, People and Prehistory), and PSYC 361 (Biological Psychology).
- Non-Western Studies will heretofore be renamed Global Citizenship and Multicultural Understanding. This proposal sought to align courses with learning outcomes instead of learning outcomes with core components.

**Specialized Program Accreditation**

To further demonstrate the University’s commitment to excellence in identifying, assessing, and continuously endeavoring to improve performance on SLOs, two programs have sought and earned external accreditation. The Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE) with the next visit scheduled for Spring 2015. The Early Childhood Education program is nationally recognized by the National Association for the Education for Young Children (NAEYC). The Bachelor of Science in Nursing (BSN) is accredited by the Commission on Collegiate Nursing Education (CCNE) and was reaffirmed to June 30, 2024.

**Table 5: Specialized Program Accreditations  
Academic Program Accrediting Agencies**

<b>Commission on Collegiate Nursing Education (CCNE)</b>				
<b>Program</b>	<b>Last Review</b>	<b>Status</b>	<b>Accreditation Letter</b>	<b>Documentation</b>
<b>Bachelor of Science in Nursing</b>	Fall 2013	Continued Accreditation to 06-30-2024	<a href="#">CCNE Letter</a>	<a href="#">CCNE Nursing Self-Study</a>
<b>National Council for the Accreditation of Teacher Education (NCATE) Council for the Accreditation of Educator Preparation (CAEP) National Association for the Accreditation of the Young Child (NAEYC)</b>				
<b>Program</b>	<b>Last Review</b>	<b>Status</b>	<b>Accreditation Letter</b>	<b>Documentation</b>
<b>B.A. in Early Childhood Education</b>	Spring 2010	Continuing Accreditation to Spring 2015	<a href="#">NCATE Action</a> <a href="#">NCATE Letter</a> <a href="#">NAEYC (SPA)</a>	<a href="#">2010 NCATE Institutional Report</a> 2015 NCATE Report can be viewed at: <a href="http://www.uscb.edu/ncate/NAEYC Program Report">http://www.uscb.edu/ncate/NAEYC Program Report</a>

**Assessing Distance Learning Courses and Programs**

USCB does not offer any academic programs exclusively via distance learning. Some programs offer select courses online via distance education technology, but no degrees are offered totally online. Instruction provided in traditional (face-to-face), hybrid, and online formats is developed

and evaluated by the faculty and the appropriate academic department. Regardless of the format in which instruction is delivered, the course syllabus requirements are the same and expected learning outcomes for the course are identical.

### **Supporting Documentation**

1. [Institutional Effectiveness and Strategic Planning Framework](#)
2. [IE Council Purpose Responsibilities Membership-rev 10-11-2013](#)
3. [USCB Mission Statement](#)
4. [2010-2015 Strategic Plan](#)
5. [April 9, 2014 IE Council Minutes](#)
6. [May 15, 2013 IE Council Meeting Minutes](#)
7. [Program Goals and Student Learning Outcomes-Combined](#)
8. [Curriculum Maps-Combined](#)
9. [Sample Syllabi](#)
10. [USCB Guidelines for Academic Program Review](#)
11. [Courses & Curricula Motions for Faculty Senate-October 31, 2008](#)
12. [Faculty Senate Minutes- October 31, 2008](#)
13. [Academic Program Review Reports and Reviews-Combined](#)
14. [Sample IE-OA Form 2014-2015](#)
15. [University Goals](#)
16. [2011-12 IE-OA Reports-Combined](#)
17. [2012-13 IE-OA Reports-Combined](#)
18. [2013-14 IE-OA Reports-Combined](#)
19. [CCNE Approval Letter and Certificate-05-19-2014](#)
20. [CCNE Nursing Self Study-08-26-2013](#)
21. [NCATE Accreditation Action Report-11-05-2010](#)
22. [NCATE Letter-11-05-2010](#)
23. [NAEYC SPA-08-01-2013](#)
24. [NCATE Institutional Report-Submitted 02-19-2010](#)
25. [NAEYC Program Report-02-27-2013](#)