



Southeastern Association of Colleges & Schools

SACS reaffirmation of accreditation timeline

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

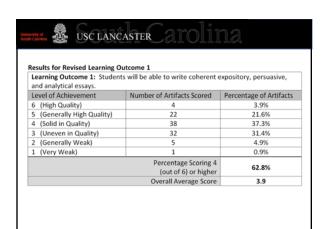


Learning Outcome 1, 2008-2009

Effective Written Communication

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

		6 High Quality	5 Generally High Quality	4 Solid in Quality	3 Uneven in Quality	2 Generally Week	1 Very Week
9 11	Subscore 1 Content	This essay is strong and other creative, with an expecially deep engagement specially deep engagement specially suppose, and with good, abundant details.		This essay has a sense of purpose, but may occasionally wander from that purpose, not pursuing it fully. Details are included in the essay, but may be semewhat vigue or	This essay also has some sense of purpose, but that purpose engages the topic in a minimal way, and is not fulfilled in the essay. Some details may be	This essay engages the topic in only a negligible way. The essay appears to have no clear and candidated purpose, and the centent is shallow, lacking detail.	This essay's focus is fractured, with ideas appearing unconnected and undevelope
reaming Outcom	Selector 2 Organisation	The exacy is self-developed and organized, with a unity of form and content.	organization are well considered, but not	Organization is adequate, but may be formulate or may fatter at times, particularly in transitional elements.	Organization may lack coherence, or faller significantly from a plan.	The paper's organization is unflowed.	The entray may be randomly structured or entirely lack paragraphing.
	Syle and Nechanics	Overal, writing is fivent, with the writer in command of sentence structure and mechanics.	The writer is generally in control of sentence structure and mechanics.	The writer has a clear sense of sentence structure and mechanics, but there may be some errors that obscure the writer's meaning.	Sentence level problems or mechanical difficulties tend to detract from the essay's content.	Sentence level and mechanical problems consistently impede the reader's understanding.	Sertience level problems or mechanical difficulties are significant and obtrusive.
Learning Outcome 2 Testical analysis		if the assignment requires analysing switten tests, the essay provides a clear and thorough discussion of the test(s) in question.	If the assignment requires analyzing written texts, the assay provides a good docusion of the text(s) in question.	If the assignment requires analyzing written texts, the essay provides a reasonable docusion of the text(s) in question, although such docusion may not be \$ulty developed.	If the assignment requires analyzing written texts, the essay discusses the text(s) in question, but without sufficient depth or detail.	If the assignment requires analyzing written texts, the essay may only briefly mention discuss the text, or may misinterpret it.	If the assignment requires analysing written texts, the essay may mixread the text or not refer to it at all.
r autrico history	Decamentation	If the assignment requires the use of secondary sources, such sources are well-thosen and well integrated into the essay and are correctly documented.	use of secondary sources, such sources are used successfully and are generally documented	sources are included in the	If the assignment requires the use of secondary sources, some sources are included in the paper, but they may not be well integrated, and errors in formatting may be present.	use of secondary sources, sources may be included, but	If the assignment requires the use of secondary sources, sources may not be included randomly or not at all, and citations are either incorrect of not present.



Subscores for Learning Outcom						
Written Communication on Lea 102 were scored within three s						
improvement.	ubcateg	ories belo	w to bet	teridentily	areas ne	eded for
	Subscore 1 Content		Subscore 2: Organization		Subscore 3: Style/Mechanics	
Level of Achievement						
	No.	%	No.	%	No.	%
6 (High Quality)	3	2.9%	2	2.0%	3	3.0%
5 (Generally High Quality)	27	26.5%	17	16.6%	19	18.6%
4 (Solid in Quality)	41	40.2%	42	41.2%	40	39.2%
3 (Uneven in Quality)	28	27.5%	28	27.4%	25	24.5%
2 (Generally Weak)	2	2.0%	11	10.8%	14	13.7%
1 (Very Weak)	1	0.9%	2	2.0%	1	1.0%
Percentage Scoring 4 (out of 6) or higher	69.6%		59.8%		60.8%	
Overall Average Score		4.0		3.7	- :	3.7



Learning Outcome 2, 2008-2009

Textual Analysis

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

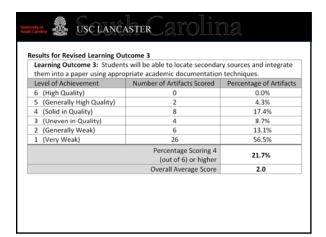
	s will be able to analyze written	texts, including literary
and non-literary texts. Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	0	0.0%
(Generally High Quality)	8	16.0%
4 (Solid in Quality)	12	24.0%
(Uneven in Quality)	23	46.0%
2 (Generally Weak)	5	10.0%
1 (Very Weak)	2	4.0%
	Percentage Scoring 4 (out of 6) or higher	40.0%
	Overall Average Score	3.4



Learning Outcome 3, 2008-2009

Documentation

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





Learning Outcome 1, 2009-2010

Effective Persuasive Communication

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



Learning Outcome 2, 2009-2010

Analytical Reasoning and Problem Solving

 Students will be able to apply the methods of mathematics, statistics, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.



Learning Outcome 3, 2009-2010

Scientific Literacy

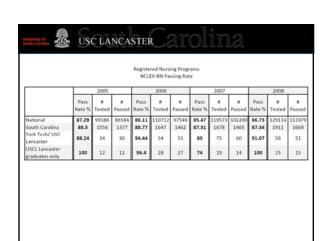
 Students will be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.



Learning Outcomes, 2010-2011

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

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





What does this mean for you?

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



On the larger scale?

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



Quality Enhancement Plan

A five-year project designed to improve student learning. See

http://kudzu.ipr.sc.edu/effectiveness/

for the Provost's call for white papers: \$2500 prize for the four best papers.



More Information

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

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