

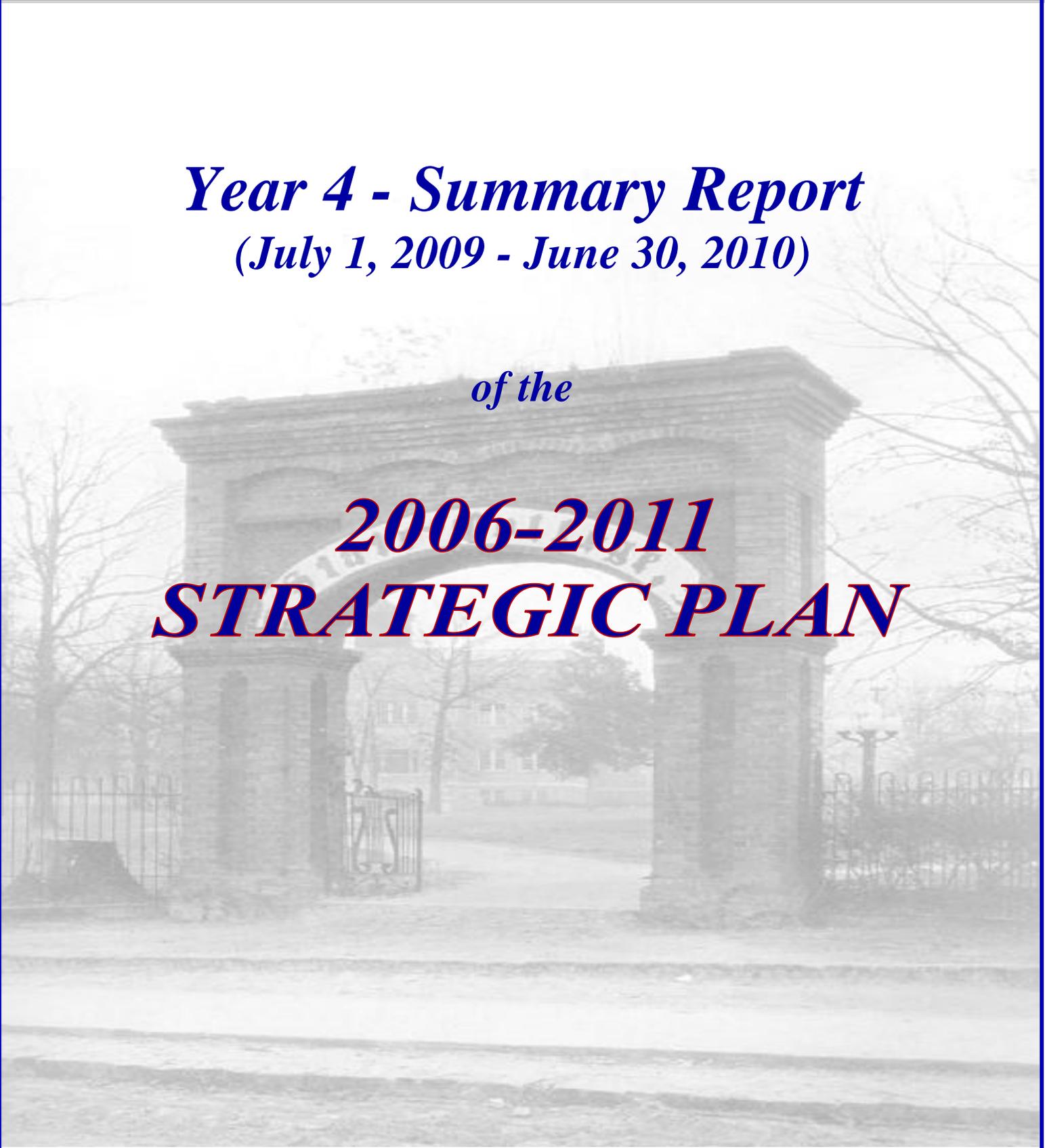
South Carolina State University

Orangeburg, South Carolina

Year 4 - Summary Report
(July 1, 2009 - June 30, 2010)

of the

2006-2011
STRATEGIC PLAN

The background of the lower two-thirds of the cover is a faded, grayscale photograph of the main entrance to South Carolina State University. It features a large, classical-style stone archway with two prominent pillars on either side. The archway is set against a backdrop of trees and a building in the distance. The overall tone is light and slightly hazy, providing a subtle context for the text overlaid on it.

CONTENTS

Introduction	1
Planning, Management and Evaluation	2
Academic Infrastructure	4
Administrative and Physical Infrastructure	8
Human Resources	11
Research Development and Community Involvement	13
Institutional Advancement	17
Student Life	19
Strategic Plan Team Leaders	23
Appendix	
A 2009-2010 Academic Assessment Practices	24
B Evaluation Initiatives by Department	31
C Strategies to Enhance Global Awareness	35
D Academic Technology Plans	38

INTRODUCTION

The South Carolina State University Year 4 Summary Report represents progress achieved between July 1, 2009 and June 30, 2010 in meeting the goals and objectives of the 2006-2011 Strategic Plan. Objectives that were completed during earlier years of the Strategic Plan are so noted.

Information in this report was provided by department chairs, deans, and directors through their team leaders and compiled by the Office of Planning and Assessment for distribution. The names and titles of team leaders are found on page 32.

The 2009-2010 fiscal period followed the same financial pattern as the previous year with additional budget cuts. President George E. Cooper ended his second year at SC State with total cuts exceeding 30% in state appropriations since the 2007/08 fiscal period. These cuts resulted in delays for completing several action items until funds are available. However, as noted in the achievements by the University, much was accomplished in meeting strategic goals and objectives.

Rita Jackson Teal, EdD
Executive Director
Institutional Effectiveness

PLANNING, MANAGEMENT AND EVALUATION

KEY ISSUE: *Accountability for implementation of strategic plan and resources to implement*

GOAL 1: *Establish a systematic process to maintain accountability for implementation of the strategic plan.*

- 1. Develop and implement a plan for monitoring and reporting on strategic issues to include responsible person, timelines and a method for evaluation.**

This objective was completed during the first year and regular reports continued to be distributed campus-wide and to the SC State University Board of Trustees. Copies of the annual reports are included on the Planning and Assessment website at <http://www.scsu.edu/aboutscstate/institutionaleffectiveness/planningandassessment.aspx>.

GOAL 2: *Establish a Data Warehouse to support evaluation of performance and management decision-making.*

- 1. Establish and charter a special task force to update procedures for reporting data to organizations that rank and utilize data from SCSU.**

This objective was completed during the first year with the Director of Institutional Research identified as the data manager for institutional data. The task force initially established continued to meet as needed to ensure that data sources and descriptions were consistently utilized.

- 2. Establish a data warehouse.**

- ♦ Met with the Director of UCITS and other appropriate persons to determine specifications of hardware/software and associated cost of SCT ODS/EDW Data Warehouse;
- ♦ Developed a list of specifications, pricing as well as requisition for procurement;
- ♦ Purchased Server;
- ♦ Delivered Server to UCITS for appropriate services;
- ♦ Met with the Director of UCITS to discuss Data Warehouse implementation to ensure integration into the Banner 8.0 Conversion process;
- ♦ Assigned IR Staff to the Banner 8.0 Conversion Team by Director of UCITS;
- ♦ Attended Banner 8.0 Conversion Meeting; (Fall 2009, Spring 2010)
- ♦ Reviewed data integrity/data standards at Banner 8.0 Conversion meeting and began discussion of what will be needed for Data Warehouse Implementation. (October 2009, March, 2010, July 2010)
- ♦ Submitted 2010 Title III Budget June 2010, with Data Warehouse funding as a key activity.
- ♦ Identified Core Data Warehouse Planning Team, March 2010

- ♦ Developing a List of Data Metrics for Data Warehouse, which is on-going

3. Provide data analyses to enhance performance and management decision-making

Data was shared throughout the year to the various divisions and departments from the offices of Planning, Institutional Research and Human Resources to enhance performance and management decision-making.

GOAL 3: Ensure effective communication of the University's mission, vision, and values.

1. Develop a comprehensive communication plan that disseminates strategic plan information to internal stakeholders.

The strategic plan is located on the university's website at <http://www.scsu.edu/aboutscstate/institutionaleffectiveness/reports.aspx>. The mission statement was revised and approved by the SC Commission on Higher Education and the SC State University Board of Trustees. It has been placed on the university website at <http://www.scsu.edu/about/mission.aspx>. As stated above regular reports were distributed to all departments and to the Board of Trustees.

2. Establish a communications vehicle to ensure that external stakeholders are kept abreast of the status of the strategic plan.

The Strategic Plan and regular reports are included on the university website for review by external stakeholders. A mid-year report was developed and distributed throughout the campus and to the Board of Trustees. In addition, other reports, such as the Accountability and Institutional Effectiveness reports are included on the university website, which illustrate progress of the university.

GOAL 4: Improve the level of accountability of employees.

1. Provide regular reports on progress of the Strategic Plan.

Strategic plan action items and objectives have been incorporated into administrators' evaluations and the budgeting process.

ACADEMIC INFRASTRUCTURE

KEY ISSUE: *Alignment of academic programs with market (new, improved, deleted)*

GOAL 5: *Evaluate academic programs and course offerings with respect to program viability and career potential of graduates and market needs.*

1. Conduct an academic program review to determine academic effectiveness, program viability, and career potential of graduates for degree offerings at SCSU.

The Division of Academic Affairs will conduct an Academic Review of all of its academic programs during the 2010-2011 academic year. The last Review was conducted in 2004. As we position ourselves for the future, program reviews will be conducted to determine if they are still relevant and/or align with the University's mission and strategic plan.

Additionally, all academic departments and applicable programs have assessed, and continue to assess, their respective programs to determine academic effectiveness, viability, and career potential for graduates. While these assessments continue to be in response to the Southern Association for Colleges and Schools' requirements, chairs and deans will continue the process on an ongoing basis to ensure that the academic programs are meeting the needs of graduates. Beginning fall 2010, all departments will be engaged in annual assessment of their programs and student learning outcomes.

A listing of specific program assessment practices is included in Appendix A.

2. Develop a process for continuous improvement and evaluation of academic programs and course offerings with respect to program viability and career potential of graduates and market need.

All academic programs are assessed on a regular basis. We will also assess student learning appropriate to a particular major. Beginning fall 2010, all academic programs will be assessed annually. The General Education Curriculum is being reviewed by the General Education Committee. Furthermore, department chairs continue to evaluate their effectiveness to determine curriculum changes. They use a variety of instruments to evaluate their respective programs. Some of the evaluation initiatives used are listed in Appendix B.

GOAL 6: *Prepare students to function effectively in a global society.*

1. Increase emphasis on international activities and globalization.

- ♦ The Study Abroad Office, housed in the Honors Program, has made a special effort to offer study abroad opportunities to students and faculty. Dr. Harriet Roland, Director,

Honors Program, has worked with Dr. Leonard McIntyre, Special Assistant to the President for International Affairs, to provide opportunities for SC State students to travel to China and Latin America. Dr. Roland also spearheaded an initiative to bring a Ghanaian delegation to campus to meet with the President, the VPAA and others to determine how both groups could best partner on some projects.

- ♦ Other strategies to enhance global awareness are listed in Appendix C by departments.

GOAL 7: Increase the utilization of technology for academics.

1. Develop and implement an academic technology plan.

Academic departments have developed a variety of technology plans that are specific to their individual programs. Descriptions of several of those plans are included in Appendix D.

2. Create and implement a class master schedule that meets the program needs of all students.

The Astra Scheduler and Platinum software products have been purchased and delivered to campus. They will be implemented with Banner software during spring 2010.

GOAL 8: Increase access to academic programs through distance learning.

1. Develop an infrastructure to support different modes of instructional delivery.

- ♦ In the Department of Teacher Education the faculty has sought to increase the use of technology for academics. They have prepared a number of hybrid courses. The goal of the faculty in the Department of Education is to have the M.Ed. Special Education Program fully on line by Fall 2010. It is then the intent to put the M.Ed. in Early Childhood Education and Elementary Education on line as well.
- ♦ At various times, more than 90% of the courses in the EdS degree program have been taught online. Plans are to make this an online program. The chair also has secured a Title III grant to develop an online master's degree program in leadership studies. Additionally, the Department has entered into an agreement with an outside online training company to sponsor certificate renewal courses for teachers and administrators in the state. At present, six courses are available.
- ♦ The Business Administration department currently offers online Web-based courses and had the expertise to increase distance education in the future. Current courses offered are the two core courses MGT 216 Management Information Systems, and SB400

Internship/Experiential Learning, as well as some advanced Information System electives in the Management and Marketing Majors.

- ♦ The Department of Family and Consumer Sciences offers the master's level certificate in Family Financial Planning in concert with eight universities. This program is offered completely online. Family and Consumer Sciences also offers distance education courses in the distance education classroom located on third floor of Belcher Hall. Courses are broadcast in the Greenville Center and other locations throughout the state.
- ♦ In the near future, it is our hope of the faculty in the Department of Family and Consumer Sciences to offer a degree program completely on line.
- ♦ Faculty has been asked to develop and teach more online courses at the undergraduate and graduate levels in the Department of Family & Consumer Sciences.
- ♦ The Office of Extended Services (OES) is working to bolster the support and development environment. The OES Director has worked to re-structure OES staff responsibilities to enable the delivery of a formal training program while at the same time providing instructional materials development and instructional design services. This program of “aggressive support and development” is underway now and will continue from this point forward.
- ♦ OES is working to establish a desktop videoconferencing solution. This will enable faculty to conduct live desktop videoconferences from within a Blackboard course. This more flexible learning environment will encourage faculty to utilize a blended model where distance learning technologies are employed to accomplish
- ♦ OES is working to acquire a number of software applications that will enable the development of high-end instructional materials and online assessments. This includes applications such as Raptivity, Respondus, and Toolbook. Additionally, by restructuring OES staff duties and responsibilities, OES hopes to be able to offer instructional materials development services along with a formal Blackboard training program in the Spring 2010 semester.
- ♦ At the individual course level, the Office of Extended Studies is working with academic departments to identify both courses and programs to be developed for future online (including hybrid) delivery mechanisms. Further, OES is currently consulting with academic departments to develop an “Alternative Pathways” program. This program exists to serve non-traditional student populations and includes fully online, hybrid, and weekend courses.

GOAL 9: Improve academic quality through enhanced faculty development and scholarly achievements.

1. Create an infrastructure that promotes faculty development.

Faculty have been involved in scholarly pursuits throughout the year. Publication of the PLENUM journal, research through grants, a special Title III grant focusing on faculty development, Title III funding for faculty to receive advanced degrees, and funding for travel to attend professional meetings, conferences and workshops provide numerous opportunities for faculty to engage in professional development.

2. Demonstrate measurable evidence of faculty participation in governance.

- ♦ Faculty serve on all university-wide committees and serve as chair on several of those committees.
- ♦ The President of the Faculty Senate serves as an ex-officio member of the Board of Trustees.
- ♦ Each SACS-COC committee included faculty representation.
- ♦ Deans compose the Deans' Council.
- ♦ Chairs are members of the Chairs' Forum

Several Adhoc committees have been formed to address different academic-related issues and faculty have been appointed to these committees.

ADMINISTRATIVE & PHYSICAL INFRASTRUCTURE

KEY ISSUE: *Institutional processes and resource allocation*

GOAL 10: *Review and improve institutional processes, procedures and resource allocation.*

1. Examine current institutional processes related to allocation of resources.

The University prepares quarterly budget verses actual venues and expenditures reports compare whether or not the resources are received and expended in a manner as planned. This quarterly report allows the University to make appropriate adjustments in the events anything is out of line. During the year various adjustments were made to both projected revenues and expenditures due to state appropriations reductions. As a result of the close monitoring the University was able to conclude the year with a balanced budget.

2. Align resource allocations to the strategic plan.

The budget process requires that all requests for funds are linked to the strategic plan. Each department must review its section of the strategic plan and determine what's necessary to carry out the functions as outlined in the plan.

GOAL 11: *Enhance the use of technology for administrative purposes.*

1. Review the current status of technology in supporting the academic infrastructure.

The University engaged the service of outside consultants to access the needs and requirements for technology enhancement. Staff is awaiting the results of the report to move forward.

2. Develop on-line learning opportunities for faculty and staff.

Discussions are underway.

KEY ISSUE: *Facilities/Infrastructure to accommodate current and future university needs*

GOAL 12: *Meet the current and future facilities/infrastructure needs of the University.*

1. Maximize use of current university facilities.

A space coordinator was named to ensure that all space requirements were made and assigned in a fair and equitable manner. During the year the University completed the renovation of Lowman Hall. This new space will allowed many of the space need to be met. Additional space was also provided for Athletics in Nix Hall. A one stop shop for many of the student services needed as: Admissions, Cashier's Office, Financial Aid, University Bookstore, Registrar's Office, Treasurer's Office, etc. are housed in Crawford-Zimmerman and Moss Hall. This will help students to access most of the needed services in these two locations. Additionally, since many of the administrative services were moved to Lowman Hall (President's Office, Board of Trustees Conference Room, Finance, Payroll, Accounts Payable, Institutional Effectiveness, and Legal), Donma Administration Bldg. houses Graduate Studies, Facilities, Academic Affairs, and Student Services Administration, Institutional Development and Alumni Affairs. Grants Accounting was moved to the building currently occupied by Human Resources and the Y-Hut which is currently occupied by Grants Accounting was made available for faculty offices. These moves took place during Christmas break 2009 and early 2010.

2. Develop a space utilization plan that incorporates input from all divisions.

This is in development.

3. Remodel, expand and renovate current academic and non-academic buildings.

The auditoriums in both Crawford Engineering and Nance Halls were completed with new seats and floor covering.

4. Construct new facilities.

Construction began August 2008 to construct a 70,000 square foot, four-story science complex. The facility is 100% complete. Move in is scheduled for spring 2011. Architecture and engineering is under way to construct engineering and computer science building. Construction is expected to begin winter 2010.

5. Enhance campus land infrastructure.

The University has a realtor who tracts available land within the Board of Trustees approved footprint for the campus.

6. Provide organized transportation for off-campus students to and from campus.

Plans are still being developed.

GOAL 13: Provide sufficient on and off-campus housing and facilities to meet enrollment growth.

1. Provide adequate campus housing for an additional 2,000 students (approximately 100% increase).

The Board of Trustees has approved the renovation of three existing on campus which are currently closed. The dorms are Miller, Manning and Bradham Halls. Once renovated, there will be an additional 300 beds available to students.

2. Provide adequate facilities for student life, recreation, sports and leadership activities commensurate with projected enrollment growth.

The University has plans underway to build a wellness center that will accommodate these functions. Although the plans are in the early stages it is expected that by next fiscal year all approvals will be in place to move forward.

HUMAN RESOURCES

KEY ISSUE: *Selection, Employment and Retention of Appropriate Personnel*

GOAL 14: *Improve the University's ability to attract, recruit, and retain personnel appropriate to the positions and responsibilities needed by the University.*

1. Develop and implement advertising practices to attract/recruit desired faculty and staff.

The practice of using the publications *Chronicle of Higher Education* and *Inside Higher Ed* and the website HigherEdJobs.com for advertising positions led to the successful recruitment of the University's vacant executive management positions: the Vice President for Academic Affairs - July 1, 2009; the Vice President for Student Affairs - September 16, 2009; the Vice President for Research, Economic Development and Public Service - October 1, 2009; and the Vice President for Institutional Advancement - January 16, 2010. Another key position filled as a result of strategic advertising practices is the Director of Residential Life - February 1, 2010.

2. Establish competitive salary and benefits policies and practices that promote South Carolina State University as an institutional employer of choice for faculty and staff.

Effective January 1, 2010, a new optional Vision Plan was added to the benefit options for employees.

3. Provide faculty and staff to compensate for increasing student enrollment.

Due to the severe budgetary constraints experienced in fiscal year 2009 – 2010, faculty and staff positions could only be replaced where a vacancy occurred. All of the Vice President positions and necessary faculty positions required to meet accreditation standards were filled.

GOAL 15: *Improve the productivity and quality of employees.*

1. Examine roles and responsibilities of staff.

Since the performance evaluation and position description is a combined document for staff employees, position descriptions were updated and submitted in conjunction with the University's annual universal performance review in December 2009.

2. Demonstrate measurable evidence of opportunity for staff participation in governance.

The President of the Staff Senate, as an ex-officio member of the Board of Trustees, participated in each Board meeting held between July 1, 2009 and June 30, 2010, to include

its annual planning retreat in June 2010. Staff members are represented on all university-wide committees.

3. Promote and utilize a flexible work schedule to meet university needs more efficiently.

Employees continued to utilize alternative work schedules as approved by their supervisors in accordance with the University's Flexible Work Schedule Policy. Work schedules of applicable personnel performing student services functions were adjusted as necessary to meet student delivery needs at key junctures (e.g., during registration personnel in financial aid, the Registrar's office, finance and admission had flexible work schedules).

4. Enhance the general orientation program for new employees.

Facilitated 16 new employee centric orientation sessions (44 new employees) that assisted them in transitioning to SC State University; disseminated University policies and mandatory training information; developed and published an online New Employee/Employer Orientation Checklist accessible through our webpage with significant tasks requiring completion within the first thirty days of employment (i.e. process for obtaining parking decals, etc.).

5. Establish a viable employee development program that can address the University's dynamic staffing needs.

Coordinated and assessed 136 professional development seminars/activities with a total of 1,719 participants during the fiscal year; engaged facilitators to conduct mandatory seminars: sexual harassment, violence in the workplace, bloodborne pathogens, customer service and diversity in the workplace. Maintained current training records on all employees through our ACEware Learning Management System and provided certificates of completion to all participants.

GOAL 16: Improve customer satisfaction as a result of periodic assessments.

1. Increase campus wide communication for customer week.

Due to budget constraints, no specific activities were targeted for customer service week. However, information was distributed regarding good customer service practices during the year.

2. Increase staff development opportunities in customer service.

The Office of Professional Development and Training conducted a Customer Service Seminar on March 19, 2010. Other seminars/ activities will be scheduled on an annual basis.

RESEARCH DEVELOPMENT AND COMMUNITY INVOLVEMENT

KEY ISSUE: *Enhance the role of research in supporting SCSU's internal and external goals.*

GOAL 17: *Build an infrastructure for the University to compete as an HBCU and 1890 land-grant institution with mainstream programs in basic and applied research and extension.*

1. Become more competitive in research.

- ♦ A revised research process is being formatted for implementation of all new research projects.
- ♦ Supported the conducting of research projects utilizing either applied or basic research methods, which focuses on agricultural, food sciences, environmental conservation, and human and rural economic development efforts. These research areas are mission driven and established based on research initiatives as mandated from USDA and outlined in the Farm Bill. This will enable us to position ourselves for increased awarded projects and dollars.
- ♦ Target increased extramural research funding opportunities from specific Federal research funding agencies. These agencies include, but not limited to, National Science Foundation (NSF), National Institutes of Health (NIH), United States Department of Agriculture (USDA), Department of Defense (DoD), Department of Energy (DoE) and Department of Education (DoEd).
- ♦ Established research partnerships and collaborations with other educational institutions within and outside South Carolina.

KEY ISSUE: *Significantly enhance and improve the university's image through increased community involvement.*

GOAL 18: *Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.*

1. Enhance the University's partnerships with local industries and businesses.

- ♦ Develop and maintain partnerships within the city of Orangeburg to play a major role in its economic development. These include the Orangeburg Chamber of Commerce and Orangeburg City council.
- ♦ Leverage current 1890 Research and Extension partnerships with local industries within the counties throughout the State of South Carolina. The 1890 Research and Extension Program has established and maintains over 70 partnerships with local industries, businesses, faith-based organizations, farmer coops, etc.

- ♦ Leverage the resources of 1890 Extension program with the SC State Small Business Development Center.

GOAL 19: Improve the social, economic and physical well-being of citizens in South Carolina.

1. Increase the level of inter-disciplinary, community-based participatory research.

- ♦ Use 1890 Extension funds for community based programs throughout the State of South Carolina.
- ♦ Use the current HBCU/HUD based CDC to conduct workshops and other community based programs for the local community of Orangeburg.
- ♦ Pursue opportunities within the City of Orangeburg to increase the visual presence of SC State University.

GOAL 20: Improve the effectiveness of the 1890 Research and Extension Program's integration and support of teaching, research, extension, and public service.

1. Increase efforts to raise the awareness of 1890 Research and Extension Program Resources.

- ♦ Require that all 1890 Research Projects to incorporate an 1890 Extension component.
- ♦ Continue to use the 1890 Communications Office to published media releases for newspapers publicizing the research activities of SC State University and 1890 Research and Extension services.
- ♦ Continue to publish Research Calendar and distribute to all funding agencies and SC State supporters.
- ♦ Continue to feature SC State University researchers in local and State media sources.

GOAL 21: Improve the utilization of the James E. Clyburn University Transportation Center's resources and leadership capabilities to advance transportation systems and services in rural and small communities.

1. Use JECUTC's funds to conduct research and provide technical assistance to rural and small communities in South Carolina.

The James E. Clyburn University Transportation Center (JECUTC) funded two cycles of research projects during the fiscal year that will help in providing technical assistance and research to rural and small communities in South Carolina. The JECUTC funded six research projects total \$307,038.00. The JECUTC also participated in technical Assistance Workshops and Community Leaders Institutes in South Carolina rural communities including

Bamberg, Hampton, Allendale, Aiken, City of Seneca, and Hemingway. Technical assistance for transportation traffic studies were provided in Orangeburg/Calhoun and Greenwood

2. Seek additional funding to continue transportation services.

- ♦ Continue to seek additional funding from the U. S. Department of Transportation/ Research Innovative Technology Administration, U. S. Department of Labor, and the U. S. Department of Energy to continue transportation services.

3. Establish collaborative community partnerships throughout the state to promote and support the development of rural transportation services.

- ♦ Established community partnerships with the state and national transportation agencies. These potential partnerships may include: South Carolina State Ports Authority, Orangeburg County Government, Calhoun County Government, Clemson University, Greenwood County, Williamsburg County, South Carolina State Department of Transportation, and the South Carolina Department of Transportation Mass Transportation Training Program.

GOAL 22: Improve the quality of life of citizens and the economic development of the region.

1. Enhance faculty and staff involvement in the community – quality of life.

- ♦ Continue to support faculty and staff continued to conduct research project within the local community.
- ♦ Use 1890 Extension staff continued to implement outreach services throughout the state to enhance the quality of life of the underserved.

2. Assess the needs of the local community and adjust our program activities accordingly.

- ♦ Continue to serve the community with workshops and training seminars.

GOAL 23: Improve the effectiveness of the Office of Sponsored Programs in leadership, facilitation and oversight of the University's research program.

1. Maintain a comprehensive information management system that incorporates the research needs and interests of the University, the training and expertise of faculty and staff, and the unique academic (educational) framework of the University.

- ♦ Completing the training for full implementation of the Info Ed Tracking system.
- ♦ Full Implementation to take place mid spring 2010 to early summer 2010.

- ♦ Provided technical assistance to more than 50 faculty members.
- ♦ Have updated the appropriate technological resources in the OSP to meet needs of researchers, administrators and student in research.

2. Broaden the research funding base of the University to include a broad spectrum of federal agencies, corporate and private foundations, and state and municipal funding sources.

- ♦ Assisted various faculty members with proposal development and budget preparation.
- ♦ Total funded to date: (July 1, 2009 to February 22, 2010) is \$18.7M.
- ♦ Total Pending to date: (February 22, 2010) is \$16.0M.
- ♦ Have submitted to a broad base of funding entities.
- ♦ Have provided technical workshop to faculty members on grants writing and grant management.
- ♦ Completed the Research Incentive Plan, which has been approved by the BOT.

3. Establish mutually beneficial (long-term) research partnerships and collaborations with major corporations and other educational institutions.

- ♦ Monitored the funding opportunities and emerging research needs of federal and state governmental agencies.
- ♦ Worked with the Federal, state agencies and private businesses to identify research opportunities, convey information regarding the SC state's capabilities, and create collaborative arrangements.
- ♦ Assisted researchers in making effective arguments to agencies, foundations, businesses, and other organizations that are potential sources of external funding.
- ♦ Established a numbers of MOU and team agreements with Federal, state agencies and private businesses.

4. Restructure the OSP to be more responsive to the external research environment.

- ♦ Hire a compliance officer.
- ♦ Due to budget constraints, very little has been done to complete this objective.

INSTITUTIONAL ADVANCEMENT

KEY ISSUE: *Increase revenues through enhanced fundraising initiatives*

GOAL 24: *Increase fundraising goals to advance the mission of South Carolina State University.*

1. Strengthen Annual Giving Campaigns.

- ♦ Plans are underway to develop an effective stewardship program, which creates advocates and leaders who will ask others to give and enlist them for the cause.
- ♦ Maintaining and strengthening life-long relationships between donors and SC State University to broaden the donors' horizons to potential opportunities.
- ♦ Maintaining contact with prospects as they move from level to level.
- ♦ Developing plans to increase the number of repeat donors as well as moving donors to major gift levels.

2. Develop Planned Giving Program.

- ♦ Formalizing plans to conduct wills and estate seminars at alumni gatherings and creating materials for a planned giving web-site while utilizing industry professionals to help donors take advantage of their assets.
- ♦ Identification of individuals that have included the university in their wills and solicitation of prospective donors.
- ♦ Plans are underway to Kickoff the Planned Giving Society in conjunction with the 115th Founder's Day event. This will provide recognition for individuals who include the University in their wills or estate plans.

3. Raise \$30 million in five years.

- ♦ Strengthening the major gifts program by implementing the "moves management" system for centralized control of prospect cultivation and the solicitation process
- ♦ Making planned giving a major focus of the major gifts program, which will provide additional tools for the donors to make larger gifts using the resources presently available.
- ♦ Developing an effective stewardship program, which creates advocates and leaders who will ask others to give and enlist them for the cause.

KEY ISSUE: *Identify and promote the University's competitive advantages (niche(s) in academic and non-academic areas of excellence).*

GOAL 25: *Identify and promote SCSU's competitive advantages for marketing and improve SCSU's image to attract more contributions and build donors' confidence.*

1. Continue to utilize appropriate marketing strategies to promote SCSU.

- ♦ Created an e-newsletter to disseminate information in a timely manner to alumni and supporters of SC State University.
- ♦ Increasing the University's visibility which allows for greater resource development and sustained relationships with donors.

2. Identify academic areas that will serve as leads in promoting the University's academic programs.

- ♦ Working with the deans to utilize the strengths in their respective areas to build an interdisciplinary approach to telling our story.
- ♦ Nuclear Engineering will serve as the lead as it is a one-of-a-kind program in South Carolina and the only one at an HBCU.

3. Identify non-academic areas of the University that help to promote SCSU.

- ♦ The SC State Business and Industry Cluster consists of companies that hire our graduates and provide internships for our students.
- ♦ Grow the career fair and increase the use of the Placement Office on campus.

4. Improve SCSU image to attract more contributions and build donors' confidence.

- ♦ Increase the University's visibility which allows for greater resource development and sustained relationships with donors.
- ♦ Market the University's programs and services to the broader community
- ♦ Meet the goals of the students as well as our corporate partners who provide financial support to the University.

STUDENT LIFE

KEY ISSUE: Enrollment Management

GOAL 26: Annually increase and retain enrollment at a level that will produce 8,000 students by 2014.

1. Develop and implement a comprehensive enrollment management plan to reach the 5000 headcount goal by 2015.

- ♦ The University' Goal is to reach 5,000 FTE (5420 Headcount) students by 2015. Over the next five years the goal is to enroll: FY 2010 (4100 FTE and 4620 headcount); FY 2011 (4400 FTE and 4790 headcount); FY 2012 (4550 FTE and 4950 headcount); FY 2013 (4700 FTE and 5110 headcount); FY 2014 (4850 FTE and 5270 headcount). These enrollment targets will include: undergraduate, graduate, non-traditional, transfer, on-line courses and weekend college students.
- ♦ The University will continue on the recruitment, enrollment and graduation of the top quartile of academically high performers in the state of South Carolina, our nation and the world. Our goal of 300 to 400 core scholar students annually that represents the very best students academically to enroll here at the University. Students who are Palmetto Fellows, Presidential Scholars National Hispanic Scholars and Teaching Fellows. By focusing of these groups of students would enhance our Honors Program (College), Nursing Program, College of Education, Humanities and Social Sciences and College of Science, Mathematics and Engineering Technology. In order to stay true to the Land Grant Mission, the University will continue to provide opportunities for at least 10% of students who may need some additional academic enhance to achieve their goal of earning a college degree.

GOAL 27: Improve the diversity of the student body.

1. Contribute to closing the gap in educational attainment across ethnic group, gender, income levels, and geographical regions of the state.

The University is moving ahead to hire a more diverse recruitment staff, as well as expanding the areas for recruiting. The Office of Admissions and Recruitment has purchased data from ACT which provides a list of students who have indicated an interest in South Carolina State University, coupled with their scores and disciplines of interest. In addition, the process of communicating with potential students is being enhanced and an online admission process has been completed. Efforts are being completed to make Bulldog Connection more user friendly and the University's Website more attractive and inviting. New admission and departmental brochures are being designed and produced, along with new radio and television ads.

2. Enhance the participation and involvement of international students.

The Hispanic and Afro-Hispanic Initiatives are being continued with the support of the Department of English and Modern Languages and the University Honors Program participants. These initiatives include Hispanic group recruitment sessions and Hispanic college fairs in Charlotte, NC and Atlanta, GA. Coordination with Hispanic students to support these recruitment activities is underway. Efforts will also include recruiting international students from countries that have demonstrated a commitment to assist their students to attend colleges and universities in the United States.

KEY ISSUE: *Living and learning environment for students that enhances student productivity*

GOAL 28: *Provide a holistic living and learning environment for students.*

1. Provide global activities for the student body.

The Division of Student Affairs and Residence Life and Housing will continue to developed initiatives assist with the total development of the students in to better or more productive students. These efforts will include workshops and seminars that provide students with an opportunity to learn and study new trends and techniques in developing relationships, understanding business and community cultural dynamics.

2. Ensure graduate exit interview addresses student centered concerns.

Each Student Affairs Office has conducted surveys and focus groups to deliver satisfaction levels and additional needs. Student Life and Leadership has also developed a comprehensive schedule of activities and programs for the year.

GOAL 29: *Sponsor a broad-based athletic program that continues to provide opportunities for student-athletes to develop academically and athletically.*

1. Maintain full compliance with University, MEAC and NCAA regulations.

The coaches met regularly with the compliance coordinator throughout the year to review the existing and new developments in NCAA, MEAC and institutional rules and regulations. In addition, a part of the agenda of these meetings was the analysis and review of squad lists, practice logs, and travel lists. Further, the newsletter published by the Athletic Compliance Office proved to be most successful. Coaches and staff were kept apprised of the ongoing

developments in athletics and how those developments interfaced with the day-to-day performance as athletics employees.

2. Provide support in all areas of student-athlete welfare.

- ♦ Though deep budget cuts presented some serious challenges, the University was able to provide needed restroom facilities across from the tennis courts to accommodate home and visiting teams and fan needs. Renovations were completed in the football conference room, the weight room and in the football locker room, to include new flooring that addressed the safety of student-athletes and others who visit these areas. Physical training equipment and new lockers for the football team were installed.
- ♦ There were remodeling/upgrades made to the sports medicine area that included redesigning student-athletes treatment areas, painting and redesigning the medical consultation spaces for the physicians and trainers. Work was also done on the windows in the area.
- ♦ As a part of its commitment to their growth and development, the Department of Athletics provided support and encouragement for student-athletes to participate in community service activities, i.e., football game hawking, National Kidney Foundation's Orangeburg Kidney Walk," Youth Day volunteers, Safe Kids Super Saturday, SCEA Week of the Young Child, American Cancer Society's "Relay for Life," Think Pink, Dig Pink, Ghouls and Goblins (Halloween Reading Day), and Read Across America Day (Dr. Seuss' Birthday).

3. Continue to recruit student-athletes who possess reasonable expectations of academic and athletic success.

Coaches continued to recruit the best and brightest student-athletes for the University's athletics' programs. Coaches recruited only those students that had a reasonable chance of being admitted to the University as well as having the best chance to graduate. More than 35 student-athletes received academic honors during this year's Honors and Award Convocation. Further, a number of teams were able to achieve conference championship honors and other teams improved their performance over last year's results. These are tangible indicators of the kind of student-athletes the coaches recruited.

4. Maintain a sound financial base through adequate funding and appropriate management of funds.

It is always the goal of the Department of Athletics to prudently manage the funds allocated to it and to maintain a sound financial base. This charge is delegated to the department's business manager who has monthly budget meetings with coaches and staff of the department. These meetings have provided the coaches and staff with the necessary information they need to manage the funds allocated to their individual programs. The Director of Athletics was apprised of the results of these meetings.

To bridge the gap between the allocated funds and the needs of the particular sports, the Director of Academic Marketing and Fundraising sought to bring in additional funds to cover the difference and to address some of the unbudgeted needs in the department. The marketing director identified tapped and untapped resources that would continue to support the athletics programs during these tight budgeting times.

5. Continue to employ coaches and staff who are consistent with University and Athletics Department philosophy and standards of integrity and moral conduct.

During the 2009-2010 year, the Department of Athletics experienced a few resignations from among its staff members. However, the vacancies created were filled with strong, well qualified individuals who expressed and are proving their commitment to the established philosophy and standards of integrity and moral conduct. The vacancies were an assistant football coach, a strength and conditioning coach, a marketing director, and a director of student-athletes support services. Also, the assistant soccer coach was given additional duties as the head coach of the women's golf team.

6. Continue to support the educational opportunities offered student-athletes with the ultimate objective of graduating every student-athlete.

The department's commitment to academic excellence remains top priority. The new full-time director of student-athlete support services has assumed the responsibility of overseeing the department's goal to graduate its student-athletes. In so doing, the new director has begun to put in place a plan, with the department's vision, to make sure student-athletes enroll in those courses that are consistent with their academic curriculum, that all student-athletes attend all classes, and when necessary they participate in those out-of-class activities, i.e., tutoring, study hall, counseling, labs, etc., that will reasonably ensure their academic success.

2009-2010 STRATEGIC PLAN TEAM LEADERS

Planning, Management and Evaluation

Dr. Rita Jackson Teal, Executive Director of Institutional Effectiveness

Academic Infrastructure

Dr. Joyce Blackwell, Vice President for Academic Affairs

Administrative & Physical Infrastructure

Mr. John Smalls, Vice President for Finance, Facilities & Management Information Services

Human Resources

Ms. Anna Haigler, Director of Human Resource Management

Research Development and Community Involvement

Dr. Dale Wesson, Vice President for Research & Economic Development

Institutional Advancement

Mr. Anthony Holloman, Vice President for Institutional Advancement

Student Life

Dr. Charles Smith, Vice President for Student Affairs

APPENDIX A

2009-2010 ACADEMIC ASSESSMENT PRACTICES

This past academic year, the following assessment practices have occurred:

- The English Exit Examination was given to ten seniors in December 2009. Three students had previously taken the essay portion, and so only needed to take the M/C section. The examination tests English majors on literary criticism, original analysis, and grammar/linguistics. Because of the quirks of transforming six 1-5 scores into a 1-100 grade score, there is a slight upward bias at the lower scores, and a slight downward bias of the top scores. Though 9/9 students passed the essay exam with a 70 or better, only 3 achieved an 80 or better. The good news is that of the 10 students who completed the exam in the fall of 2009, 80 percent completed it with a “C” (70%) or better. The bad news is that only 2 students completed the M/C portion with a C or better. While a marked improvement from fall 2008—after which the test was revised for clarity—it is consistent with spring 2009. There were lower highs and higher lows. The Median score from each semester is 63 and 64, respectively. Many variables might account for the disappointing results on the essay portion, not the least of which is that it was the third essay. In previous years, it was the lowest scored essay, but not as dramatically.

In the past, a 60-minute meeting was held to introduce students to the Exit Exam. That did not happen this December, which also might account for the relative drop-off in the scores.

- The Department of Teacher Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The unit, which includes Elementary, Early Childhood, English, Math, General Science/Biology-Chemistry, Social Studies, Special Education, Business, Music, Art, Industrial Technology, Drama, Speech Pathology and Audiology, Physical Education, Family and Consumer Science, has an assessment system in place. The unit’s assessment system provides the articulation of: (1) the unit’s three conceptual framework standards along with their performance indicators which delineate candidates’ knowledge, skills and dispositions; and (2) alignment of the unit’s conceptual framework with each program’s professional standards (ACEI, NAEYC, NCATE, NCSS, NATA, CEC, NCTM, ASHA, MENC), NBPTS, ADEPT, CACREP, ELCC, EEDA, and other professional standards pertinent to the unit’s initial and advanced programs. The unit’s assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance, manage and improve operations of the academic programs. The assessment system provides a complete list of assessments used at each of the four stages for transitioning through the undergraduate program: (1) Admission to the Teacher Education Program; (2) Admission to Advanced Standing; (3) Admission to Clinical Experiences; and (4) Admission to Candidacy for Graduation. The sequences are designed to provide continuous assessment of candidate progress using a combination of program-based performance assessments and traditional indicators such as standardized test scores (Praxis I, Praxis II), Course Grades and Grade Point Averages. At the various stages, these traditional indicators, along with a number of assessments completed by those who evaluate field-based and clinical practice assignments and portfolios, provide performance-based assessment data.

A comprehensive listing of internal and external candidate assessment includes: GPA, Admission test data (GRE, MAT), Praxis Exam data, Disposition Surveys, Portfolios (Course-specific, and Developmental, and End of Program Showcase) English Proficiency Exams, Technology Proficiency Surveys, Interviews, Field Experiences (or Pre-STEP) assessments, clinical practice assessment (including ADEPT), candidate self-assessments, unit work samples (documenting a candidate's effect on P-12 student learning). Other measures of assessment include: program specific content rubrics, checklists, and scoring guides are used to assess candidates' performance.

Assessment and evaluations used to manage and improve the operations of the unit's programs have been well conceived, conceptualized, and collaboratively developed. Sources of evidence include data obtained from program exit surveys; university and program-specific graduate surveys, along with surveys of the employers of the unit's candidates; and course and faculty evaluations completed by candidates and faculty peers. The unit's assessment system also calls for faculty to annually submit information to, and be reviewed by, department chairs/dean about their productivity and plans for professional development.

In the Summer and Fall of 2009, a number of accomplishments have been made by the faculty:

- a. Using trend data, all programs of studies were assessed. Curricula changes were presented and approved by the VPAA, Teacher Education Council, The Education Policies Council and the Faculty Senate for Elementary Education, Business Education, Social Studies Education and Early Childhood Education. Program changes to Special Education are in the process.
 - b. All initial and advanced programs have aligned syllabi with the appropriate standards (state and national).
 - c. Faculty has aligned syllabi with the new state of South Carolina Education and Economic Development Act (EEDA) standards.
- In the Graduate Rehabilitation Counseling Program, program assessment results are based on student responses during fall 2009. SPSS statistical software was used by the Office of Institutional Research to analyze the data provided by the Rehabilitation Counseling Program Chair. A general summary of each question is presented below along with a table that illustrates the findings and comments made by respondents. Responses from student program evaluation surveys for fall 2009 ($N=17$) indicate that forty-seven percent (47%) of the students surveyed felt that the resources of the Rehabilitation Counseling Program were high/excellent and/or good respectively, while none of the respondents indicated that they were poor/low and/or below average. Sixty-nine percent (69%) of the students surveyed felt that the adequacy of academic advisement provided by Rehabilitation Counseling Faculty was good, while none of the respondents indicated that it was poor/low and/or below average. Forty-seven percent (47%) of the students surveyed responded indicating that the availability of the Rehabilitation Counseling Faculty was excellent/high, while none of the respondents felt that it was poor/low and/or below average. Students that completed the program scored the teaching quality of the Rehabilitation Counseling faculty the highest. Seventy-one percent (71%) felt that the overall quality of teaching by the Rehabilitation

Counseling Faculty was excellent/high, while none of the respondents indicated that it was poor/low and/or below average. Sixty-five percent (65%) of the students surveyed felt that the relevance of the courses was excellent/high while none of the respondents indicated that it was poor/low and/or below average. Fifty-three percent (53%) of the students surveyed indicated that their overall satisfaction with the Rehabilitation Counseling Program was excellent/high, while none of the respondents indicated that it was poor/low and/or below average. See Table 1 for more detailed information. The comment section (Table 2) is illustrated in statements as presented by each respondent.

Responses from student program evaluation surveys for fall 2009 ($N=17$) indicate that forty-seven percent (47%) of the students surveyed felt that the resources of the Rehabilitation Counseling Program were high/excellent and/or good respectively, while none of the respondents indicated that they were poor/low and/or below average. Sixty-nine percent (69%) of the students surveyed felt that the adequacy of academic advisement provided by Rehabilitation Counseling faculty was good, while none of the respondents indicated that it was poor/low and/or below average. Forty-seven percent (47%) of the students surveyed responded indicating that the availability of the Rehabilitation Counseling Faculty was excellent/high, while none of the respondents felt that it was poor/low and/or below average. Students that completed the program scored the teaching quality of the Rehabilitation Counseling faculty the highest. Seventy-one percent (71%) felt that the overall quality of teaching by the Rehabilitation Counseling Faculty was excellent/high, while none of the respondents indicated that it was poor/low and/or below average. Sixty-five percent (65%) of the students surveyed felt that the relevance of the courses was excellent/high while none of the respondents indicated that it was poor/low and/or below average. Fifty-three percent (53%) of the students surveyed indicated that their overall satisfaction with the Rehabilitation Counseling Program was excellent/high, while none of the respondents indicated that it was poor/low and/or below average. See Table 1 for more detailed information.

- The Counselor Education program is reviewing assessment data related to their program objectives. The program reviews student's satisfaction with the program. The Counselor Education program continues to be a viable program here at SC State University. The program submitted a mid-cycle accreditation report to the Council for the Accreditation of Counseling and Related Educational Program (CACREP) on September 15, 2009. They received a favorable response from CACREP on January 17, 2010 continuing accreditation through July 2013. The program completers complete a survey each semester at the end of their Subject Matter examination. This survey is conducted through oral and written responses. Moreover, our graduates are surveyed through a stratified random sample oral survey each semester. More than ninety percent report that they had the requisite skills to secure a school counseling position and knowledge, skill, and ability to receive a continuing employment contract after two years full time employment as a school counselor. More than eighty percent of students report that they feel that they are receiving instruction and experiences that will equip to secure employment in a global society while matriculating in the program. The career potential for graduates is excellent. Job opportunities for *counselors* are projected to increase *20 percent or more* between 2008 and 2018 according to the Occupational Outlook Handbook, 2008.

Each program maintains information as the accrediting bodies require that we demonstrate and show how the results are fed back into the program. Therefore, accrediting objectives are identified and those instruments that are used.

- The faculty of the Social Work Program did not conduct a formal review of course offerings during this time period; however, a professional assessment was made regarding the need to update major textbooks for the following courses SW 304, Social Policy; SW 424, Women's Issues and added a supplemental/optional text to SW 306 Research I. The content areas were modified in SW 417, Child Welfare and SW 418, Substance Abuse to integrate current policies used by social services agencies (HIPPA, etc.). These updates became necessary in order to remain current with agency practices where students complete the Field Experiences and the world of work they will be entering upon graduation. Program offerings are consistent with the requirements of the Council on Social Work Education for all accredited social work programs. A more formal assessment will be initiated as we approach the upcoming accreditation in 2013.
- The Criminal Justice program utilizes the following assessment tools: The Pilot Exit Exam (currently evaluating results from 2005-present); Agency evaluations(mid-term and final) of students placed on the field in our capstone course, Field Experience in Criminal Justice (CJ 401); and, the evaluation of the Seminar paper written by graduating students.
- The History program is committed to the pursuit of academic excellence and intellectual growth and development as it strives to prepare students to meet the challenges of the workplace by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society. This includes developing students who are well rounded, enlightened and socially responsible. More specifically, the History program seeks to provide students with a quality and relevant educational experience through a resourceful program of instruction, research and advisement. This includes significantly increasing students' understanding of the historical forces at work in the world in an effort to prepare them for a wide variety of options for advanced training and careers. Consistent with this intent, the discipline conducts an annual evaluation of its academic program thusly:
- Administers the ACAT exams and have the results analyzed with the assistance of the office of Institutional Research. These findings are used to recommend possible changes to curriculum and programs. This process takes place during the spring semester.
- The History program conducted one majors-only workshop in October, 2009 in which students were given career focused information regarding graduate schools, employments opportunities as well as undergraduate program requirements.

The department's initial findings suggest that the some of the following changes should be implemented:

- All courses need stronger writing components
- Major courses (especially 300s and some 400s levels) should be more content oriented

- Some courses presently in the curriculum need to be offered on a more frequent basis (e.g. Russian and Asian history, History of technology)
- New courses in gender history should be developed and offered

In addition to the continued use the ACAT as an external measurement, the program will gauge graduate school approval rates of its majors as a way to evaluate itself. Internally, the program has required all faculty to develop learning outcomes objectives for its courses.

- In the Political Science program, professors study origin, development and operation of political systems and public policy in an always changing environment. Therefore, in the course of pursuing a Political Science degree, students develop certain analytical and reasoning skills and administrative competence in addition to a well developed ability to communicate through the written and spoken word. This is the mission of the Political Science program at South Carolina State University. Since we aspire to excellence, which is a permanent quest, the program is evaluated internally and externally by various stakeholders on an on-going basis for its rigor and effectiveness.
- The Department of Visual and Performing Arts conducted an academic program review for the 2008-09 academic year, using the Senior Exit Survey as its primary assessment tool. Ten out of twenty graduating seniors completed the survey. The results indicated that 70% of the respondents rated the quality of our academic and instructions as good. 80% expressed satisfaction with their perceived level of growth and development in the areas of writing, speaking, critical thinking, problem-solving, self-confidence, leadership ability, and appreciation of cultural heritage. With reference to plans to attend graduate school, 60% of the graduates indicated a desire to attend graduate school; 10% of which have applied and 10% have already secured admissions to various schools around the country. Additionally, 10% of the graduates plan to enter the military, and 70% intend to seek full-time employment, while 50% of them indicated that they have already applied for employment. Regarding the issue of financial support while in school, 50% reported to have secured financial support through family and friends. However, an overwhelming majority of 80% remarked that personal commitment is the single most important factor that contributed to their overall academic success. Regarding their opinions about attending South Carolina State University if they had to begin again, 20% indicated that they would probably attend the university, while 10% said they would definitely attend. On the other hand, to the question of whether they would recommend South Carolina State University to others, responses were equally divided with 40% indicating that they would probably recommend the university and 40% indicating that they would definitely recommend the institution. About job offers and location, 60% indicated that they already had job offers in the state of South Carolina, and 40% in other states. In response to graduates' use of the services at the Career Planning and Placement Center, 20% indicated that they often used the Center, while 70% indicated that they seldom used the Center and 10% never used it.

In summary, the majority of the graduates were quite pleased with the character of our academic program and the quality of our instructional strategies. Many of them remarked that their experience at the university has enhanced their perceived level of intellectual growth and personal development through the provision of various academic and

professional opportunities, which include but not limited to internship, cooperative learning, recital, performance, workshops, symposia, exhibitions, and community-based activities. In general, the department is pleased that a good majority of the graduates rated the university characteristics and quality as satisfactory and thus, would attend the university again or recommend it to others.

- In Felton Laboratory School, academic effectiveness for students has been evaluated through MAP (Measure of Academic Progress), STAR, and PASS (Palmetto Assessment of State Standards). Instruction and instructional effectiveness have been assessed through regular classroom observations and evaluations (ADEPT) to ensure teachers have planned and carried out developmentally appropriate standards-based lessons. In addition, university students have been active participants at Felton Laboratory School as student teachers for professional clinical experience and Pre-step students. Felton continues to utilize MAP (Measure of Academic Progress), STAR and PASS (Palmetto Assessment of State Standards) to evaluate academic programs.
- The Student Success and Retention Program (SSRP), a support area established to foster student retention, was not in full operation during the entire course of the report period, July 1-September 30, 2009. SSRP was reinstated as a unit on October 1, 2009 and began to reconnect with faculty and students primarily via University 101. However, because of the established expertise of the then former staff of SSRP, the university's president, Dr. George E. Cooper, requested that the Fall Convocation Program held in September be planned, organized and implemented by the former SSRP staff. Over 2,000 students, faculty, staff and members of the community attended Fall Convocation and anecdotally, it was evaluated as highly successful. Students in University 101 completed the *Student Satisfaction Inventory* (SSI) in November 2009. The results indicate some concern about their perceptions of the quality of the following: student centeredness; instructional effectiveness; recruitment and financial aid; safety and security; and campus climate. With the reinstatement of SSRP, follow-up will be conducted to determine avenues to best address these concerns.
- The Accounting Program was evaluated in fall 2009. The process included a review of the accounting curriculum of other programs in the state as well as other selected institutions outside of the state, and a review of the content of CPA exam, and skill sets for new entrance to jobs in the accounting profession as indicated by professional bodies such as the Institute of Management Accountants, the AICPA, the Institute of Internal Auditors, and the Association of Fraud Examiners. As a result of this review, proposals were made to change the structure of the Intermediate level accounting courses, require a course in ethics and legal issues in accounting, and develop elective courses in fraud examination and special topics in accounting. Course proposals for the electives were approved by the Educational Policies Council in November 2009. Course proposals for the change in the structure of the Intermediate and Legal and Ethical Issues courses will be presented this semester.
- Based on assessment of student writing in the Business Program. The Writing Across the Curriculum in Business (WACB) Program was implemented in selected courses in fall 2009. As a result of this assessment, all accounting courses must include a writing component to emphasize written and oral communication skills.

- In Family and Consumer Sciences (FCS), all undergraduate academic programs recently underwent reviews that were performed for the purpose of obtaining accreditation by the Commission on Accreditation of Dietetic Education (2007) and the American Association of Family and Consumer Sciences in 2008. These program reviews determined the proven effectiveness of existing assessment instruments as successful tools for measurement of viability and career potential of graduates and market needs and as a result curriculums and catalogue information were revised
- In FCS graduate programs, faculty members in the Department of Family and Consumer Sciences conducted an informal needs assessment of the Individual and Family Development program based on feedback received from the students and the Advisory Board Committee. As a result, it was determined that the students need to be more marketable. Thus, a curriculum change occurred to allow the students to obtain a provisional certification as a Family Life Educator. The curriculum change has passed educational policies and faculty senate. Curriculum changes for Nutritional Sciences are currently being reviewed.

APPENDIX B

EVALUATION INITIATIVES BY DEPARTMENT

- **Political Science:** Taking into cognizance the dynamic nature of the discipline, its faculty members have assessed the program's relevance on a continuous basis. Each year graduating seniors take the Senior Exit examination from administered by ACAT. It tests them in four content areas: American Studies (U.S. Government), International/Comparative Government, Public Administration and Normative and Empirical Theory. Basically, this examination is used to determine the program's academic effectiveness. Student internships are an integral part of the training, especially in Public Administration. Supervisors in offices where our students have interned have been impressed with the quality of their output as attested by a randomly selected sample of reports. In the case of Ms. Angela Terry-Otey who interned with the Northeastern Corridor of Orangeburg Community Development Corporation, for example, her Supervisor noted that she "is very knowledgeable of agency programs. Ms. Terry possesses a strong oral and written communication skills and is proficient in several computer software programs. Additionally, Ms. Terry is compassionate and displays a high level of professionalism and work ethics" (sic). Students also play an active role in assessing the program. Every year the office of Institutional Research carries out a Senior Exit Survey asking them how SC State has contributed to their overall growth and development in the realms of writing and speaking effectively, critical thinking, problem solving etc. As indicated these are the skills that the program seeks to inculcate in its graduates.

The Political Science program conducts an ongoing evaluation as well to determine its effectiveness. Most students aspire to enter Law School. Because of this, the Pre-Law program has been reinforced, offering courses that although in the catalog, had never been offered before. And to increase the probability of its graduates going on to Law Schools, they have organized several workshops to prepare the students for the LSAT. Dr. Humphries, a former President of Florida A & M University also talked to the students about Law School, specifically at FAMU on October 30, 2009. Presently faculty are developing new options such as Public Administration with a transportation or environment and an option in International Studies. This would contribute to the career potential of graduates and respond to emerging market need. To a large extent, these programs, interdisciplinary in nature, would be cost neutral to the University as faculty are basically repackaging course already taught on campus.

- The Department of Education has established procedures through which all programs use data to judge the quality of each program's components, instruction, experiences, and activities. For example, minutes of meetings of the Teacher Education Committee, Assessment Committee, and the Core Content Teams provide evidence of routine review of data from surveys of graduates and employers verifying the extent to which each program is effectively addressing programmatic elements, institutional, state standards and professional content standards. Another example is the work of the Core Content Team faculty members from arts and sciences who work with the professional education faculty to review candidate performance on field experiences, portfolios, and unit work samples pertaining to candidates' work with, and effects upon, student learning. The use of multiple measures and multiple

assessors of candidate performance coming from a variety of internal and external sources insures that assessments are fair, accurate, and consistent for all candidates. Procedures are in place for the unit's continuous testing for validity, reliability, and fairness. Working collaborative with P-12 school personnel and university faculty groups drawn from both professional education and arts and sciences faculty, assessment measures have been analyzed to insure that they are meaningful and measuring the knowledge, skills, and dispositions intended. Multiple raters score most candidate assessment measures, and the unit expects inter-rater reliability to be .80 or higher. If not, consensus must be reached so that candidates are scored fairly.

Data are being collected on an on-going basis (i.e., receipt of Praxis scores) or at regular and systematic intervals, depending on the exact nature of the data (i.e., performance on comprehensive exams, course grades, GPA, course evaluations, and faculty evaluations). Data are used to initiate changes in courses, programs, and clinical experiences when appropriate. The unit's Annual reports and minutes of meetings of the unit's Teacher Education Committee, Assessment Committee, the Core Content Teams, departmental meetings, departmental program area meetings, and the graduate council, provide evidence of routine reviews of candidates' performance data obtained from each of the various Stages of the unit's assessment system and from external surveys of graduates, graduate exit surveys' surveys of employers of the unit's candidates verifying the extent to which each program is effectively addressing programmatic elements, institutional and state standards, and professional content standards.

Section 207 of Title II of Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use the data in submitting an annual report on the quality of teacher preparation to the Congress. In keeping with this Title II Higher Education Act, South Carolina State University submits its Title II report annually. For the past ten years South Carolina State University Annual Title II report has shown a hundred percent pass rate on the licensure exams for its program completers.

Additionally, the Department of Teacher Education has a number of specialized disciplines. Each discipline has a Program Coordinator. All Program Coordinators are members of the Department's Curriculum Committee. The Curriculum Committee meets, at a minimum, twice a semester to evaluate academic programs, program viability and course offerings. The Curriculum Committee Chair reports to the full faculty. In addition, The Teacher Education Council, which includes our P-12 partners, meet once a semester to provide feedback on best practices, curriculum and course offerings.

- The Department of Visual and Performing Arts ensures the viability of its programs through constant review of each curriculum in order to remain in compliance with their various accrediting agencies. Faculty are constantly encouraged to engage in different collaborative community-based art and performance activities such as exhibitions, recital and drama performances. Professional quest clinicians are invited periodically to perform seminars and workshops for students. Not only are these initiatives very informative to both faculty and

students, they keep faculty members professionally active and students abreast of current trends in the various art disciplines. Relationship with professional alumni is an outstanding tool to achieve quality learning. Thus, students are routinely placed within studios and companies of such accomplished alumni for clinical experience, which lead to permanent job placements.

- The Rehabilitation Counseling program has an annual student evaluation. Counselor Education, Criminal Justice, and social work hold focus groups with graduating students and get feedback about changes and recommended changes to the curriculum. A view of the measurement of faculty availability outside of the class (on course evaluation) is a gauge, also.
- The Psychology program has employed several tools to assess student outcomes as indicator of program viability. Beginning in the academic year 2004-2005, they administered the ACT psychology test twice annually. The examination covers eight of twelve sub disciplines in psychology; the sub-disciplines chosen reflect required courses in the psychology curriculum. Students who have applied for graduation complete this exam as a senior exit exam. Also, they have made use of the results compiled in the university's senior survey. This survey includes items pertaining to student satisfaction with university services and programs. The survey also provides data regarding students' post-graduation employment, admission to graduate and professional programs, and aspirations to seek advance degrees. Most recently we began an effort to contact recent graduates. This effort has resulted in numerous replies from students who have attained a variety of professional positions and admission to graduate programs. Last, they have begun in-house student evaluations of instructors to supplement the university online evaluations.
- Student Success and Retention Program (SSRP) evaluates programs and services for the purpose of identifying strengths and weaknesses and determining ways to enact corrective measures as warranted. Accordingly, activities such as New Student Orientation as well as University 101 are evaluated. Committee meetings, focus groups, and training sessions are conducted to address findings and to recommend and/or implement changes. This is a continuous process as SSRP is committed to quality assurance that is undergirded by a data-driven enterprise. Documentation is maintained as evidence of delivery and evaluation of programs and services. Therefore, a concerted effort is generated to assure a process of continuous improvement.
- The Department of Educational Leadership has developed a faculty committee structure to address continuous program improvement. The Program Assessment Committee analyzes student performance on the school administration portion of the PRAXIS exam and responses on the Exit Survey each semester and submits its findings to the Program Quality Committee for review. Based on its review, this committee makes recommendations to the Department regarding course offerings, curriculum alignment and instructional policy. In fact, the Committee recently completed a study of the alignment of the curriculum to the ISLLC and EEDA standards and is preparing to make recommendations regarding curriculum articulation and course sequencing.

- College of Business and Applied Professional Sciences programs are accredited by the top accrediting agencies in their respective fields. Each program has established an evaluation and reporting process based on accreditation standards. Each program in the College has undergone a review. This process will take place every five years or sooner if there are indications of changes in the profession that are not addressed by the curriculum to ensure our students remain marketable. In Business, AACSB standards center on three areas: Strategic Planning; Assurance of Learning; and Faculty Qualifications. Being guided by these standards not only helps us maintain accreditation, but ensures that we focus on quality management education.
- In Family and Consumer Sciences (FCS), the process used to improve and evaluate programs and course offerings include regular involvement with the professional organizations to ascertain the most current and best practices. Feedback from business and industry is collected in the form of an evaluation and measured to determine employers' needs. Students also assess their internship experiences and make recommendations based on their experiences which are compiled and kept updated on a continuous basis. The units' advisory council also provides feedback about programmatic changes which are used to improve academic programs and course offerings. Grade distributions and course assignments are used to make improvements in course offering by adding additional and/or different activities to reinforcement concepts covered in courses. Different methods are used to evaluate students based on different learning styles.

The Food and Nutrition program curricula follow the CADE accreditation guidelines of the American Dietetic Association in order to maintain the standard of education recognized professionally in USA and globally. Current text books and online resources are included in the course syllabi, both for the bachelors and masters degree programs. Career potentials are researched and the information is made available to students to make them aware of the market needs so that they can make informed choices in their degree options.

APPENDIX C

STRATEGIES TO ENHANCE GLOBAL AWARENESS

- The Department of Education has designed curriculum experiences and assessment procedures to ensure candidates acquire and demonstrate the content, pedagogical and professional knowledge, skills and disposition to function in a global society. Expectations of initial, advanced and other professional role candidates are clearly articulated in university, unit and program brochures and publication. These include the SC State Graduate and Undergraduate catalogs (2009-2010) Guidelines for Professional Clinical Experiences (Spring 2010), Department of Educational Leadership and Counselor Education Internship and Practicum Handbooks; MAT student handbook and The Teacher Education Handbook. The unit's diversity proficiencies, has been infused within the curriculum and aligned with courses within the program to ensure that candidates have the opportunity to gain knowledge and develop skills and dispositions related to diversity. Experiences for candidates are provided through internships known as Pre-Step. Additionally, Elementary Education and Early Childhood Education have added Spanish as a foreign language within their programs of study.
- The Department of Visual and Performing Arts encourages faculty to engage and participate in exhibitions, original compositions, public performances, recitals, concerts, theatrical productions, publications, symposia, conferences, workshops, and so forth. Since communication with the audience is the basic goal of these art forms, faculty believe that students need to see their professors engaged in these activities. As educators, faculty recognize that while it is imperative for students to learn how to make art, it is also critical to their overall learning experience that they are exposed to methods of presenting such works. More specifically, the Visual Arts program is extremely active in the digital/global community. Instructors use Blackboard, events, professional development opportunities and community activities. Their contributions are broad and diverse in expression and scope.

Faculty in the Department of Visual and Performing Arts have also written two grant proposals to the US Department of State, totaling \$500,000, for SCSU to be a professional development host site for foreign educators. The second proposal is still under consideration.

- The Department of Educational Leadership prepares students to function effectively in a global society by providing opportunities for interaction with foreign educators and government officials. During the past two years, the School of Graduate Studies and the Department of Educational Leadership, in partnership with the Palmetto Council for International Visitors in Columbia, hosted three groups of international visitors who were participating in the US Department of State's International Visitor Leadership Program.
- The School of Graduate Studies and the Department of Educational Leadership also worked with the Penn Center on St. Helena Island to sponsor the Gullah Studies Institute. Through Dr. Thompson's efforts, 7 teachers from Felton Laboratory School and 10 SCSU museum student interns attended the Institute at the Penn Center on St Helena Island this past summer.

The theme for the institute was, *Teaching African American History: The Gullah People of the Sea Islands – from Slavery to Reconstruction*. During the weeklong institute, participants listened to presentations on slavery, the Civil War, Reconstruction and the history of the Penn School; received lectures on the cultural and lingual similarities and connections between West Africa, the Caribbean and South Carolina; sampled Gullah food and examined Gullah art forms. Participants also took field trips to Beaufort and Charleston to visit various historic Gullah sites.

- The Business Program has one Learning Goal specifically dedicated to preparing students to function and flourish in a global society: Business majors will be cognizant of the global community in which we live and work. Based on results of assessing that goal, the Business Program established the International Business minor. The introduction of this program was supported by a US Department of Education grant that funds faculty development, student and faculty travel, and other initiatives that enhance our international presence. Further, most Business courses and texts enable students to study the impact of globalization on firms, and their employees, customers, suppliers, business partners and other stakeholders. Classes might require students to analyze case studies and participate in individual or team projects involving multinational firms. The study of global strategies includes an understanding of intercultural relations, operations management in foreign subsidiaries and the host country business practices.
- The Leadership and Professional Development Program, required of all business majors, exposes students to global issues, current topics in business, team building and leadership qualities, and ethical issues, among other topics. Economics, Management, and Marketing majors are required to take at least one international course. Accounting and Agribusiness majors are exposed to international issues in many courses and are encouraged to take an international course as an elective.
- Students in Family and Consumer Sciences (FCS) are mentored on an individual basis in order to reinforce the responsibilities they will have as a future educator. Students are encouraged to join and participate in professional organizations, which will enhance their professional commitment as an educator. In regards to pre-clinical experiences that must be completed in various courses, students of this major are encouraged to complete hours at various schools in the surrounding communities. This gives students the opportunity to teach a variety of concepts to a diverse population of students.

In FCS, communication skills are critical for success in today's world. Writing skill sets are honed for greater audience appeal. Our students are encouraged to: 1) use technology for full access to the global society both for reference and presence; 2) polish their personal appearance and presentation style for professional effectiveness on a wide scale including exposure to public events; and 3) explore the links between all fashion communities worldwide. It is our goal to prepare them to embrace diversity and appreciate the continuity of historical and future influence in the discipline.

In FCS, although technology usage is encouraged, international issues related to the topics are discussed. Students are asked to apply what they know and think about how other cultures and environment may be the same or different.

- Courses in nutrition are so designed so that there are international insights added to each topic discussed, wherever relevant. Human Nutrition, Community Nutrition, Maternal and Child Nutrition and Food Science courses in particular offer a global perspective of communication and market potential so that students develop an understanding for the interdependence and interconnectedness of the sciences in the global society.

APPENDIX D

ACADEMIC TECHNOLOGY PLANS

- Standards from the International Society for Technology Education (ISTE), in collaboration with the National Council for the Accreditation of Teacher Education (NCATE), serve to guide the evolution of technology use in the Department of Education for candidates, faculty and staff. A strategic technology plan includes upgrading and expanding the infrastructure and expanding the use of technology in all university areas. In the summer of 2009, Dr. Evelyn Fields, wrote a Title III grant that provided funding for four state of the art interactive whiteboards. These whiteboards will not only enhance teaching and learning but they will also serve as a training resource for teacher education candidates. Students are able to use their individual laptops in Turner Hall, which is equipped with wireless local area networking. Also, laptop computers are on reserve for pre-service candidates doing their clinical experiences.
- The Sociology program has acquired lap top computers, LCD projectors and other technology for classroom usage. The University has wireless internet campus-wide. Students are encouraged to conduct on-line research. Several courses are now taught entirely online. All faculty are encouraged to utilize the Blackboard Learning system.
- The Department of Visual & Performing Arts continues to educate the students in both traditional and new techniques and technologies. New art forms have emerged from new technologies and new technologies can also aid in the production of traditional artworks in our department's areas of Studio Art, Drama, and Music. The department encourages the use of Blackboard, an e-Education Platform that has been specialized to serve the educational needs of the art program. Studio Art, Drama, and Music Faculty use Blackboard to deliver course information, tutorials, supplemental materials and online testing. Visual Arts faculty use Blackboard to also deliver specialized image collections and videos. In addition the Fine Arts Building houses a wireless intranet system that allows faculty to access web learning resources during lectures and power point presentations. Many courses offered in our Department require textbooks coupled with CDs or DVDs for accessing additional learning materials.

The Drama Program utilizes Digital Video Disc (DVD), Video Cassette, and audio tape recordings as instructional support material for acting, history, and criticism courses. Drama is preparing to upgrade its technology. When this is done, the technology in several key areas of production and instruction will also be improved. Stage Rigging, Stage Lighting and Control will receive primary upgrades of equipment and software. Drama will install a new Audio System, which will include Production Intercom Communication, a Recording System, and Large Screen Projection among other technical upgrades. The installation of a large screen projection system will enhance and improve classroom instruction and support non-traditional production styles. The Drama student will benefit greatly from the exposure, education and use of these new tools.

The Music Program offers a web based on-line music appreciation class to students and blackboard is used as an ancillary instructional component to support the online instruction. Music faculty use LCD Projectors and laptop computers frequently to provide students with global musical examples and opportunities to observe, analyze and evaluate music performances and educational trends (www.youtube.com and www.teachertube.com).

Students create electronic professional portfolios as part of their music education curriculum. Student performances and presentations are recorded on a DVD recorder and presented at a later time for students to observe the effectiveness of their performance and the performance of others, contributing to their ability to become reflective decision makers. Music listening equipment and audio-visual equipment is used as a part of classroom instruction. A computer based music entrance diagnostic exam was developed to help standardize music program entrance requirements. A music library and listening lab is located in the Visual and Performing Arts building for the students use. Software utilized by the Music program include: Garageband, Logic Pro, Fruity Loops, Finale and Sibelius for notation writing and Pyware for Drill Writing.

Visual Arts Program maintains a computer lab within the department for teaching digitally based courses as well as offering monitored hours for students to work outside of class times. The lab offers 15 computers with software: Adobe Photoshop, Illustrator, After Effects, Final Cut Pro, Dreamweaver, Fireworks, Flash, Freehand and Director. Interactive CD-ROMs and DVDs are utilized in this area. The Visual Arts faculty is equipped with laptops and LCD projectors for production and presentation of PowerPoint in all the classrooms. The department utilizes ARTSTOR: an online database of images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes. Students also have access for research, presentations and papers.

- In the Department of Educational Leadership, all courses use Blackboard for instructional support. In addition, a third of the courses in the EdS degree program are offered online. Faculty who teach on campus have access to classrooms equipped with smart-boards and wireless internet connections. Students in the program also make power-point presentations and the EdD degree students must complete a technology course and conduct their research proposal and dissertation defenses with technology. Earlier this year, Dr. Jesulon Gibbs was awarded a grant to provide Blackboard certification training for graduate faculty. In March, all faculty in the department will participate in approximately 45 hours of training to learn to effectively use all aspects of Blackboard to support instruction in their classes.
- The Business Program is working with UCITS to upgrade Computer Lab and Classroom Technology in Belcher Hall. Eight classrooms have LCD projectors with accompanying computers used for faculty lectures and student presentations. The Business Program Computer Lab has 14 work stations available for student use in its Belcher Hall lab.
- Dr. Barbara Adams, Chair of the Department of Accounting, Agribusiness, and Economics, received a Title III grant to support our efforts to improve student writing (identified by our Assurance of Learning program as an area needing particular attention). The computer

programs Waypoint Outcomes and Writing Roadmap were purchased to help faculty teach writing and students improve their skills. The grant also supported the establishment of a Writing Lab for students to build writing skills. The lab will be operational in Spring 2010.

- All of the accounting classrooms are equipped to teach using technology. All or most of the major courses require students to use some aspects of technology through assignments using internet searches, Excel , WORD and PowerPoint, as well as other software such as general ledger software and auditing software. Students must also use the Writing Lab established in the fall 2009 to complete writing assignments.
- In Family and Consumer Sciences (FCS), the use of technology has increased by requiring students to limit sources of citation to within five years. This means that the student must use an electronic data base to identify reference materials. In addition, much emphasis has been placed on reaching students through social networking (i.e. Face book & Bulldog Round-Up). Through these means, students have been able to contact future and past Family and Consumer Sciences Educators.

Each course syllabus in FCS places strong emphasis on the need for Web-based research and reference to meet rubric requirements. The creation of PowerPoint presentations are assigned throughout the courses. Students are encouraged to submit their assignments and papers via e-mail.

In FCS, all students must create a formal presentation for the class and/or the community using PowerPoint. Some lectures are administered using PowerPoint along with assignments and lecture notes being placed on Blackboard. Discussion Board exchanges allow students to discuss topics and have an opportunity to agree/disagree and look at other viewpoints and research on the topics presented. Students can also incorporated interactive visuals in their presentation and use the library database to complete assignments. Classrooms are equipped as smart classes so that audiovisual technology could be used for instruction. Up-to-date software programs are installed in computer lab of the department for students to do nutritional assessments, diet designs and menu planning. Students regularly do presentations in class using power point.

- The Nursing Program continues to use simulation “dolls” to teach nursing techniques. These highly sophisticated pieces of equipment (SimMan and SimBaby) allow students to experience life-like situations before actually carrying out the procedures on patients.
- The Office of Extended Studies (OES) works collaboratively across academic units to provide support services to faculty teaching online. Traditionally, this support was delivered by request on an “as-needed” basis. Beginning in December, 2009, a more aggressive and proactive model was adopted. Under this model, an active program of engagement will include as-needed support as well as a formal faculty training and development program. Further, OES will begin to offer faculty assistance in the development of high-end multimedia instructional materials.

In addition to faculty development and instructional materials development, OES staff worked to bring about a number of significant upgrades to the Blackboard course management system. The recent upgrade to version 8 affords enhanced assessment capabilities and a more stable software platform. Further, migration to a “dual-server” platform will result in significant improvements in system performance while increasing the capability of the system to handle an increased course load. The end result of these upgrades will be a more satisfactory online learning experience for both students and faculty.

During the period from July 1, 2009 through December 31, 2009, OES staff engaged in the following activities aimed at increasing the use of technology for academics:

- Ongoing Maintenance of the online course management system, Blackboard
- Upgrade of the Blackboard software to version 8
- Implementation of software to integrate Blackboard with student enrollment management systems
- Migration of the Blackboard software to a “dual-server” platform
- Held 40 individual or small group training sessions on a variety of topics related to online instruction and use of the Blackboard system
- Hosted 17 courses utilizing satellite or IP-based videoconferencing technologies
- Provided a proctored test environment for the delivery of 196 online assessments, serving a total of 5,565 SC State students.

OES is working to bolster the support and development environment. The OES Director has worked to re-structure OES staff responsibilities to enable the delivery of a formal training program while at the same time providing instructional materials development and instructional design services. This program of “aggressive support and development” is underway now and will continue from this point forward.

OES is working to establish a desktop videoconferencing solution. This will enable faculty to conduct live desktop videoconferences from within a Blackboard course. This more flexible learning environment will encourage faculty to utilize a blended model where distance learning technologies are employed to accomplish

OES is working to acquire a number of software applications that will enable the development of high-end instructional materials and online assessments. This includes applications such as Raptivity, Respondus, and Toolbook. Additionally, by restructuring OES staff duties and responsibilities, OES hopes to be able to offer instructional materials development services along with a formal Blackboard training program in the Spring 2010 semester.

At the individual course level, the Office of Extended Studies is working with academic departments to identify both courses and programs to be developed for future online (including hybrid) delivery mechanisms. Further, OES is currently consulting with academic departments to develop an “Alternative Pathways” program. This program exists to serve non-traditional student populations and includes fully online, hybrid, and weekend courses.

OES staff held 40 individual or small group training sessions for faculty from across academic disciplines. Topics included:

- Overall use of the blackboard system functions
 - Creation and administration of online assessments
 - Online course creation and/or migration
-
- SSRP operates the Multipurpose Academic Computer (MAC) Laboratory to assist students in their academic pursuits. Forty (40) Dell computers with the latest Microsoft Office document programs Word, Power Point, Publisher and Excel are housed in the laboratory. Assistance is given to students on personal computers utilizing math study questions in courses, M-150, M-151 and M-155. Additionally, computer-based support is given in preparation for the GRE, Praxis, LSAT and the online writing lab at Purdue University. Staff have worked directly with 293 students, and 907 students have signed-in on a log to use the computers without staff assistance. Forms are used to collect data to identify student usage by colleges or majors. Additionally, faculty can refer students to SSRP via an online referral system. Likewise, students can engage in self-referrals online. This use of technology provides convenience for faculty and students to interface with SSRP at a distance. Staff regularly research cutting edge software with the intention of securing the latest computer support programs available for use for SC State students. Technology will continue to be central to SSRP's effort to foster student success and retention.

**South Carolina State University
Office of Planning & Assessment
Department of Institutional Effectiveness**