

South Carolina State University Institutional Effectiveness Summary

Introduction

South Carolina State University's 2003 institutional effectiveness summary includes two components this year. These components are: Student Development and Majors and Concentrations.

In addition to the two components, the institutional effectiveness summary report contains a statement concerning the institution's policies and procedures as it relates to its ability to provide a "technologically skilled workforce". This statement is delineated in the next two paragraphs.

The university has stated in its mission statement that through instruction, research, and service activities, SCSU prepares highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands that enable them to work and live productively in a dynamic, global society.

Also included in the 2001-2003 catalog, is a general education curriculum model which states that all graduate must be capable of participating in the dynamics of a rapidly evolving, highly technological, and global society.

To achieve this goal, all students are required to take nine (9) hours in quantitative reasoning and technological understanding. Three hours are in computer technology.

In addition, all major programs of the university have outcome statements that indicate their graduates must be technologically prepared for the workforce.

The Institutional Effectiveness Assessment Reporting Process at South Carolina State University is a comprehensive process, which is coordinated by the Office of Institutional Research and involves extensive input from academic and administrative departments across the entire campus.

The University has established an Assessment Committee. This committee establishes and monitors policies to assess academic and administrative programs, select assessment instruments, and make recommendations for the improvement of programs in conjunction with the appropriate department chair/program director.

The assessment process for South Carolina State University's academic and administrative programs and services focuses on the development of annual program plans. These plans include the following: 1) a description of the programs'

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relationship to the University's mission statement; 2) identification of program outcomes and assessment criteria; and, 3) identification of how the assessment results will be used to improve the program and service.

1. Student Development

The Division of Student Services supports the mission of South Carolina State University by providing a variety of programs and services for the total development of all students.

The goals and objectives of this Division are accomplished through its various departments; Admissions and Recruitment; Career Planning and Placement; Counseling, Health and Psychometric Services, Freshman Programs; Financial Aid; Student Life and Development and Residence Life.

The assessment of student development has focused primarily on the provision of effective programs and services. User surveys and satisfaction surveys were mainly used to obtain assessment data. The Noel Levitz Student Satisfaction Inventory was administered in Fall 2002 to 650 undergraduate students. Eighty six percent (559) were freshmen.

The results and the impact of these surveys are briefly presented below.

It is important to note that this report is incomplete. The change in administration at the University has affected the presentation of results and the implementation of strategies. The assessment of all academic and administrative programs will be conducted in Fall 2003 as part of the new president's, Dr. Andrew Hugine's, strategic plan for excellence.

ASSESSMENT RESULTS

Each department administered user surveys during the fall semester. Due to administrative changes, this report will discuss the results of the Residential Hall Survey and the Noel Levitz Inventory.

The Residential Hall survey was administered to 457 students. These students were a cross - section of academic classifications and represented ten (10) residential halls. The 18-item survey dealt with issues such as residential safety, cleanliness, staff professionalism, programming, access to technology, and maintenance. The results of the survey revealed that 85% of the respondents indicated that the staff was professional. However, 75% indicated that

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residential programming, the environment for studying in residence Halls, and facilities maintenance (primarily the heating /cooling system) was not satisfactory.

This data indicated that there was a need to examine with scrutiny each resident hall to determine if some are less conducive to living/learning than others. Quality residential programming was identified as a major area to be addressed.

USE OF RESULTS/ACTION TAKEN

1. During the summer 2003, funds were secured to address maintenance issues in the residential halls.
2. During the summer 2003, all residential halls were wired for technology.
3. During the academic year 2003-2004, residential programming will be addressed via a Student Retention committee.

The Noel-Levitz Inventory provided the University with the following student concerns.

1. The University needs a more student-centered environment.
2. The University needs to provide a safe and secure campus environment.
3. The University needs to review its customer relation process in the area of recruitment, financial aid, and registration effectiveness.

One strategy that will be implemented in Fall 2003 is to restructure the student support program in the Division of Student Services to create a student centered environment.

2. MAJORS OR CONCENTRATIONS

In this reporting cycle, the university is not reporting on any majors or concentrations.

A program review of all undergraduate and graduate majors and concentrations is on going and will be completed by Spring 2004.