

## 2003 Institutional Effectiveness Report

The 2003 Institutional Summary report for the University of South Carolina Beaufort includes a summary of USCB's:

1. Procedures for student development
2. Majors/Concentrations
3. Interim Report
4. Alumni/Placement Surveys
5. Technologically Skilled Workforce

As an administrative office of the University of South Carolina Beaufort, the division of Student Development supports the overall mission of the university by providing services and programs for students, faculty and staff. USCB's search for a new chief student affairs officer began in June, 2002. The new Vice Chancellor for Student Development was named in November, and assumed responsibilities in January.

Under the direction of the Vice-Chancellor, the Division of Student Development commenced a comprehensive review of the unit's mission statement, programs and services in support of USCB's migration to Baccalaureate status. The mission was subsequently revised to reflect the expanded scope of services offered by the unit.

*USCB's division of Student Development provides both administrative and co-curricular services and programs for students. Students are guided through the university's administrative process and served by providing co-curricular activities designed to capitalize on the wealth of traditions and opportunities of the Lowcountry. Students are assisted in addressing the challenges of academic life and gain the leadership skills they will apply upon graduation. Student Development offers services and programs designed to complement and enrich the classroom experience, to meet the developmental needs of a diverse student population and to prepare students to take an active role in achieving their intellectual and interpersonal potential.*

### **Procedures and Assessment of Student Development:**

A variety of measures are used to assess both student development and the programs and services that support student development at USCB. These include formal assessment surveys including internally developed instruments designed to determine overall satisfaction with services; open-ended response questions designed to gauge overall impact on student development; focus groups and meetings with student leaders to ascertain overall student development; and regular meetings of the staff within the Division of Student Development in order to monitor, revise and expand the level of services offered that positively impact overall student development.

### **Examination and Redefining Roles and Responsibilities**

In reviewing the reporting relationship of non-academic units, several changes were made to facilitate the delivery of effective student services. The Opportunity Scholars Program, Hilton Head campus operations, and Military Programs office were moved under the direction of the Vice Chancellor for

Student Development and these areas have been fully integrated into the Student Development mission. In addition, each staff position within the division was reviewed, updated, and revised position descriptions were submitted to the Human Resources office.

The services provided by the Academic Success Center's were revised to delete the provision of inappropriate services in order to expand and improve services as requested by students as indicated by assessment findings. The Academic Success Center will now be charged with the expansion and development of career advising services and delivery of services to students with special needs.

A USCB staff member was identified to serve as the designated school official for all services for international students at USCB (previously handled by USC's Office of International Programs). Appropriate revisions were made to the position description and arrangements were made for appropriate training by both the international services office in Columbia and attendance at the annual conference of National Association of Foreign Student Advisors.

### **Enhanced Services**

A review of exit survey assessment results and consultation with student leaders yielded a recommendation for funding a professional staff position to direct the student activities program in support of enhancing student development and life at USCB. Subsequently, a Director of Student Life position was created, a funding mechanism approved, and a search is will be completed by fall 2003.

To ensure accurate and timely communication to students regarding critical policies and procedures, the Office of Student Development assumed responsibility for printing of the USCB Student Handbook (previously provided by the Regional Campus office in Columbia.) The process for developing the handbook began in early spring, and will be completed and distributed to incoming students in the fall. The handbook will include all policies guiding student conduct, their rights and responsibilities, identification of campus resources, and a daily planner. A student activities resource manual was completed to provide guidance for clubs on the appropriate use of student activity fees. In addition, the transition to a stand-alone financial aid office has begun with consultations with the staff in Columbia.

### **Enrollment Management**

To effectively plan strategies for increasing USCB's enrollment an Enrollment Management Team was formed in 2003. The EMT consists of four committees: enrollment plan; marketing; recruitment; and retention. The team and committees are composed of faculty, students, and staff and were charged with completing a plan by the end of the fall 2003 semester.

### **Sampling of Assessment Findings**

Of particular interest is an analysis of graduating student responses to when asked to share one way in which their experience at USCB made a difference for them. Of the 70 respondents, an overwhelming majority (over 90%) indicated a difference in an affective domain (Astin 1973a) rather than in a cognitive domain when evaluated against this taxonomy of outcomes.

Responses included: a positive difference in their appreciation of diverse relationships and experiences; increased appreciation and value of social relationships including the caring relationships cultivated among students and faculty through small classes; overall confidence in the ability to communicate; and an overall appreciation of the intrinsic value of education.

Over 80% of graduating students felt that the faculty and staff advisors were interested in their personal and academic development. The student-advisor relationship is critical in establishing a successful

foundation for the student's personal and academic development. Over 70% graduating students agreed or strongly agreed that the advising services met their needs while a student at USCB. While nearly 75% of students worked more than ten hours a week in addition to attending school, one-fifth of the student population participated in student organizations and activities while an equal number were involved in various capacities in volunteer and community work.

#### Interested in my development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.4	1.4	1.4
	disagree	2	2.9	2.9	4.3
	neutral	9	12.9	13.0	17.4
	agree	21	30.0	30.4	47.8
	strongly agree	35	50.0	50.7	98.6
	N/A	1	1.4	1.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

#### Overall Advising Rating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.9	2.9	2.9
	disagree	2	2.9	2.9	5.8
	neutral	16	22.9	23.2	29.0
	agree	18	25.7	26.1	55.1
	strongly agree	31	44.3	44.9	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

#### Community Svc/Volunteer Work >5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	20.0	100.0	100.0
Missing	System	56	80.0		
Total		70	100.0		

#### Student Organizations >5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	20.0	100.0	100.0
Missing	System	56	80.0		
Total		70	100.0		

#### Officer/Leader Student Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Yes	15	21.4	100.0	100.0
Missing	System	55	78.6		
Total		70	100.0		

Finally, a survey of USCB alumni indicate that their college experiences influenced their later participation in continuing education and civic and community involvement. Over 36% of respondents indicated that they had voted in all or most all of the last presidential elections, while an additional 37% reported having voted in at least some of the elections. The following table includes a summary of other findings related to participation in continuing education and professional development and civic and volunteer service by USCB alumni:

	<b>How college experience influence their participation in the following activities</b>	<b>How frequently involved in each of the following activities (on or off the job):</b>
2.1 participation in career related advanced education or training	Over 70% indicated moderately-strongly influences	45% report participation at least annually
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	Nearly 64% strongly-moderately influenced	36% report participation on a daily/weekly basis
2.3 Professional or service organizations	Nearly 90% indicated that they were at least somewhat influences	64% report participation on at least annual basis
2.4 Volunteer, public or community service-over	90% indicated that their college experience at least somewhat influenced their participation	Over 40%of respondents report participation at least annually
2.6 Support or participation in the arts	72% % indicated that their college experience at least somewhat influenced their participation	25% report participation at least annually



Outcomes Assessment  
**ANNUAL REPORT**  
 2002-2003

Functional Area: **Student Development**

Submitted by: **Joan Apple Lemoine**

Date: **06/13/03**

Strategic Plan Goal II: Expand and Strengthen Student Support Services

Strategic Plan Goal III: Expand and Diversify the Student Population

<b>Identified Outcomes/Objectives</b>	<b>Assessment Strategies/Measures/ Criteria</b>	<b>Realized Outcomes</b>	<b>Schedule for Reporting Outcomes/Plans for Future Use</b>	<b>How Results are to be Used for Program Improvement</b>	<b>Actual Use Made of Results</b>
Develop and implement an enrollment management system.	<ul style="list-style-type: none"> <li>• Develop a comprehensive recruitment plan.</li> <li>• Explore nontraditional calendars, course times and locations.</li> <li>• Develop and implement an application management process</li> <li>• Improve access and opportunity for student financial support</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment Management Team created with four committees: retention, recruitment, marketing, and enrollment plan.</li> <li>• Outside vendors researched for assistance in increase applicant pool.</li> <li>• International Student Services Coordinator position established to provide full services to international students and staff.</li> </ul>	<i>Annual</i>		

	<ul style="list-style-type: none"><li>• Increase retention and Graduation rates.</li></ul>	<ul style="list-style-type: none"><li>• Hilton Head staff and faculty responded to local high school request for on-site course offerings.</li><li>• Concurrent enrollment of high school seniors promoted.</li><li>• Graduating Class survey designed and implemented to assess student satisfaction with academic and co-curricular programs and support services.</li></ul>			
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**Majors/Concentrations:** Each of the AA/AS and Baccalaureate degree programs that USCB is approved to offer underwent a complete review and assessment in 2003. Specific programmatic outcomes are in place for each degree offered at USCB including appropriate assessment measures. Each degree program will report annually on progress in achieving their defined outcomes.

**Interim Reports: Teacher Education Programs**

A complete proposal for a new teacher education unit was submitted to the State Department of Education on April 15, 2003. After a complete review of the report USCB received an on-site accreditation visit from the SDE in mid May. The team conducted a thorough review of the unit's conceptual framework, assessment framework and institutional effectiveness initiatives. USCB was awarded provisional accreditation by the SDE and will commence the annual reporting cycle as requested by the SDE for all teacher education programs during the next academic year.

**Alumni/Placement Surveys:**

Alumni survey results were reported under separate cover.

**Technologically Skilled Workforce:**

The University of South Carolina Beaufort is committed to preparing all graduates for the technological workplace of the 21<sup>st</sup> century. A key component of USCB's mission is to "... *prepare graduates to participate successfully in communities here and around the globe...*" Each academic degree program offered at USCB includes a general education component that is required of all students. This common curricular foundation has defined outcomes in addition to those delineated for the individual degree programs. To ensure appropriate technological competence of graduates two complimentary general education outcomes address this area. Specifically these include that:

- *Graduates will be able to effectively use common computer hardware and software.*
- *Graduates will be able to find, evaluate, and appropriately use information.*

The first outcome specifically relates to technology in the traditional sense of computer hardware and software programs. The second outcome deals with information literacy, although not included formally under technology, the role of technology and technological skills underpins one's ability to be a productive member in a society where a significant amount of information and access to knowledge is technology-based.

In addition to the aforementioned general education outcomes, technology and technological literacy is further enhanced in a variety of ways. Certain degree programs specify particular required courses in technology (Computer Information and management Information Systems) and some define further programmatic outcomes in this area. For example, those who graduate with a degree in Business will "*possess the necessary conceptual and technical skills required to work in a technology driven business environment.*" Because technology and technological skills and fluency are interdisciplinary in nature, a variety of courses and instructors include discussions of the influence of technology and its cultural, social, economic, and political impacts.

Beyond the curriculum component, USCB is equally concerned with the issue of access to technology for all students. USCB serves a diverse population including a large number of first generation college students many of whom historically have lacked home access to computers. USCB maintains readily accessible computer labs to ensure that all students have access to the latest computer technology and current software programs. In addition, all incoming students are provided with a complimentary student e-mail account in order to ensure familiarity with electronic methods of communication. Many of our internal processes

require that students familiarize themselves with web-based technologies including web-based registration and payment methods and on-line grade access.

In order to better assess the technological abilities of incoming students, new freshman in fall 2003 will complete a survey designed to better gauge technological skills and expertise. The questions are designed to ascertain students access to technology including home or work computers and other technological devices including cell phones and PDA's; along with internet and email usage. A comprehensive review of incoming student abilities will provide the requisite knowledge to revise the curriculum in order to expand this critical knowledge area across the curriculum.

Finally, nearly 80% of graduating students in May 2003 agreed or strongly agreed that when compared to their skills upon entering their academic degree their technological skills were enhanced upon completing their degree.

<b>Status Campus Technology Skills</b>			
<b>Technology Skills</b>		<b>Status</b>	<b>Campus</b>
disagree	Mean	1.7500	2.0000
	N	4	4
	Std. Deviation	.50000	.00000
	Median	2.0000	2.0000
neutral	Mean	1.9000	2.1000
	N	10	10
	Std. Deviation	.31623	.56765
	Median	2.0000	2.0000
agree	Mean	1.7000	2.2759
	N	30	29
	Std. Deviation	.46609	.59140
	Median	2.0000	2.0000
strongly agree	Mean	1.7391	2.1304
	N	23	23
	Std. Deviation	.44898	.34435
	Median	2.0000	2.0000
Total	Mean	1.7463	2.1818
	N	67	66
	Std. Deviation	.43843	.49331
	Median	2.0000	2.0000



## Office of Institutional Effectiveness

### Act 629 Summary Report on Institutional Effectiveness 2003

A summary of the 2003 Institutional Effectiveness initiatives at the University of South Carolina Beaufort is included below. The report includes specific information and results of assessments conducted in an attempt to further identify key strengths and conversely, identify areas that are in need of improvement. For 2003, USCB is reporting on critical initiatives within the area of *student development*. In addition, USCB's efforts to prepare a "*technologically skilled workforce*" are outlined in the Summary Report.

Finally, the report includes a brief summary of the *transfer success* of students migrating from USCB to 4 year institutions as outlined in the 2002 report. In support of our previous mission to prepare students for entrance into four year baccalaureate programs, USCB continues to make progress. For the most recent student cohort group (n = 105) a total of 35 students were identified as being enrolled in baccalaureate degree granting institutions for a total of 33 %. These students were identified by compiling CHE supplied CHEMIS data as supplied by the CHE and supplementing it with data provided by the National Clearinghouse which allowed for the tracking of any students who may be attending institutions outside of the state of South Carolina..

- **Procedures for student development** – Each public institution must have a plan to assess student development in a manner that is meaningful and applicable to the services and curriculum of the institution. All institutions will evaluate student services and are encouraged to conduct studies of the effect of non-academic experiences on student academic and career success. Per the revised common reporting schedule, all institutions will report on this area.
- **Majors/Concentrations** – Each institution will assess designated discipline-based programs leading to undergraduate degree majors or concentrations. This may include – but is not limited to – student command of the basic knowledge of the discipline. In 1995, this evaluation process was changed to coincide with the Commission on Higher Education's review of existing programs in order to avoid unnecessary duplication in the evaluation and review of the academic major. The hiatus in CHE performance reviews as a result of budget reductions does not eliminate the need for summary reports in these areas. In addition to those programs being reviewed as a part of the program evaluations cycle, institutions will prepare interim reports on selected other programs.
- **Alumni/Placement Surveys:** Institutions will report on the results of surveys completed by alumni. State law requires that every two years the institutions must survey the alumni of the class which graduated three years prior to the survey. Questions to be included in the 2003 surveys, survey instructions and reporting forms were distributed in the Fall of 2002.

**Efforts to ensure that USCB's academic programs support the economic development needs in the State by providing a technologically skilled workforce:**

As part of a comprehensive review of USCB's general education requirements

**LIBRARY & INFORMATION LITERACY COMPETENCIES<sup>1</sup>**

**1. All students who complete the general education program at USCB will be able to ...**

- determine the nature and extent of information needed.
- access the information effectively and efficiently.
- evaluate information and its sources critically.
- incorporate selected information into one's knowledge base.
- use information effectively to accomplish a specific purpose.
- understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

<sup>1</sup>Students will complete library tour, with instruction in information literacy, in English 101 or 102. (English faculty is still trying to decide which class will require the library tour.)

**2. All students who complete the general education program at USCB will be able to effectively use common computer hardware and software.**

Identified Outcomes USCB aims to ensure that all graduates are able to...	Assessment Measures/Criteria	Realized Outcomes	Schedule for Reporting	How Results Are to Be Used for Program Improvement
<ul style="list-style-type: none"> <li>• find, evaluate, and appropriately use information.</li> </ul>	80% of students will score a C or better on USCB Information Literacy Test.		USCB Information Literacy test to be given after the mandatory Library Tour in English 101.	Results sent to Assessment Committee and Curriculum Committee for monitoring of trends and suggestions for curricular improvement.  Library Staff will meet annually with English Faculty to ... <ul style="list-style-type: none"> <li>• discuss trends</li> <li>• discover areas of programmatic weakness</li> <li>• suggest improvements to ENGL 101 or the Library Tour where necessary or desirable</li> </ul>
<ul style="list-style-type: none"> <li>• effectively use common computer hardware and software.</li> </ul>	80% of students will score a 10 or better on web search component of the USCB Information Literacy Test.  Employers will express satisfaction with the basic computer skills of our graduates.		USCB Information Literacy test to be given after the mandatory Library Tour in English 101.  Survey of employers will be conducted by the Office of Institutional Effectiveness.	Library Staff will meet annually to ... <ul style="list-style-type: none"> <li>• discuss trends</li> <li>• discover areas of programmatic weakness</li> <li>• suggest improvements to Library Tour where necessary or desirable</li> </ul>

*DATA TABLES*

Elements to be reported by each institution in table form are included with this set of instructions and should be returned to the Commission on Higher Education by **August 1<sup>st</sup>**. Those tables include:

- Programs Eligible for Accreditation and Programs Accredited
- Courses Taught by Faculty  
*The Commission will use previously reported CHEMIS data for this table*
- Success of Students in Developmental Courses
- Student Involvement in Sponsored Research
- Results of Professional Examinations

**USCB Office of Student Development**

Student Development's relationship to USCB's institutional mission:

1. As an administrative office of the University of South Carolina Beaufort, the division of Student Development supports the overall mission of the university by providing services and programs for students, faculty and staff.
2. The division of Student Development provides both administrative and co-curricular services and programs for students.
3. Students are guided through the university's administrative process and served by providing co-curricular activities designed to capitalize on the wealth of traditions and opportunities of the Lowcountry.
4. Students are assisted in addressing the challenges of academic life and gain the leadership skills they will apply upon graduation.
5. Student Development offers services and programs designed to complement and enrich the classroom experience, to meet the developmental needs of a diverse student population and to prepare students to take an active role in achieving their intellectual and interpersonal potential.

**Review of the year**

1) Change in personnel

- A. The search for a new chief student affairs officer began in June, 2002. In the time period between the departure of the form CSAO and the new one, another member of the Chancellor's management team assumed responsibility for leading the division of student development. The new Assistant Dean for Student Development was named in November, assuming responsibilities in January. With the campus Dean's title change to Chancellor, the Assistant Dean's tile change to Vice Chancellor was completed in February.
- B. In late March the Director of the Academic Success Center announced her retirement effective April 1, 2003. An Acting Director was named immediately.
- C. In reviewing the reporting relationship of non-academic units, the Chancellor moved the Opportunity Scholars Program, the Hilton Head campus, and the Military Programs office to be under the direction of the Vice Chancellor for Student Development. Those offices have been fully integrated into the Student Development mission.

2) Redefining roles and responsibilities

- A. In response to the Chancellor's directive to review all position descriptions, every position description within the division was reviewed, updated, and submitted to the Human Resources office. As of this writing, one position description has completed the entire process including local review, review and recommendation by Human Resources in Columbia, and final review and approval by the appropriate state agency. That position was the Registrar's office, which was upgraded from a range 4 to 6 with a salary increase. A new position, Director of Student Life, has also completed all necessary steps for implementation. While it is not expected that all positions will warrant upgrades, all position descriptions, many of them decades old, will be current and accurately reflect the responsibilities of the positions. In the plan for the transition to baccalaureate status, funds were set aside for possible salary increases such as that required with the Registrar's upgrade.
  - B. In the process of updating all position descriptions, the opportunity was presented to redefine the role and scope of offices. The Academic Success Center's role was changed to delete direct provision of services such as the Director providing tutoring for portfolio preparation by Aiken students and teaching a linguistics course every semester. Added to the ASC were the development of a career advising center and services to students with special needs.
  - C. Members of the division assisted in writing the mission statement for the division.
  - D. The Vice Chancellor was asked to chair the Special Events Committee. Although the committee had existed in the past, the Vice Chancellor included additional appropriate staff and students. She led the committee in planning and implementing an outdoor commencement designed to increase attendance. The ceremony, with new features, was well received by the entire community.
- 3) Transition to baccalaureate status
- A. The office of international programs has served as the designated school official for all services for international students at USCB. The transition to identification of a USCB staff member as the primary designated school officer with a revised position description for a current staff member, training for that person by both the international services office in Columbia and attendance at the annual conference of National Association of Foreign Student Advisors, and equipping the office for printing of official documents was all completed by the end of the spring semester.
  - B. The student handbook as coordinated and supplied by the Regional Campus office in Columbia will be replaced by a USCB Student Handbook. The process for developing the handbook began in the spring, with anticipated completion during the summer. The handbook will include all policies guiding student conduct, their rights and responsibilities, identification of campus resources, and a daily planner.
  - C. The transition to a stand-alone financial aid office has begun with consultations with the staff in Columbia.
- 4) Enrollment Management
- A. In the spring semester the Vice Chancellor recommended a strategy for increasing USCB's enrollment: an Enrollment Management Team. The EMT consists of four committees: enrollment plan; marketing; recruitment; and retention. The team and committees are composed of faculty, students, and staff and were charged with completing a plan by the end of the fall semester.
  - B. In anticipation of the EMT report, an enrollment management plan for the fall 2004 has been submitted to the Chancellor.
- 5) Student Activities
- A. The campus business office completed a student activities resource manual in the fall to provide guidance for club use of student activity fees.
  - B. After consultation with student leaders and a recommendation for funding a professional staff position to direct the student activities program, a Director of Student Life position was created, funding mechanism approved, and the resultant fee increase approved. A Director of Student Life search will be conducted during the summer.

**Interest in my development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	1.4	1.4	1.4
	disagree	2	2.9	2.9	4.3
	neutral	9	12.9	13.0	17.4
	agree	21	30.0	30.4	47.8
	strongly agree	35	50.0	50.7	98.6
	N/A	1	1.4	1.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

**Staff Advisor Rating**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.9	2.9	2.9
	disagree	3	4.3	4.3	7.2
	neutral	12	17.1	17.4	24.6
	agree	18	25.7	26.1	50.7
	strongly agree	32	45.7	46.4	97.1
	N/A	2	2.9	2.9	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

**Career Guidance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.9	2.9	2.9
	disagree	3	4.3	4.3	7.2
	neutral	16	22.9	23.2	30.4
	agree	14	20.0	20.3	50.7
	strongly agree	33	47.1	47.8	98.6
	N/A	1	1.4	1.4	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

**Faculty Advisor Rating**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.9	2.9	2.9
	disagree	4	5.7	5.8	8.7
	neutral	13	18.6	18.8	27.5
	agree	21	30.0	30.4	58.0
	strongly agree	26	37.1	37.7	95.7
	N/A	3	4.3	4.3	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

**Overall Advising Rating**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	2.9	2.9	2.9
	disagree	2	2.9	2.9	5.8
	neutral	16	22.9	23.2	29.0
	agree	18	25.7	26.1	55.1
	strongly agree	31	44.3	44.9	100.0
	Total	69	98.6	100.0	
Missing	System	1	1.4		
Total		70	100.0		

**Frequency Table****Worked more than 10 hours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	74.3	100.0	100.0
Missing	System	18	25.7		
Total		70	100.0		

**Worked on Campus**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	17.1	100.0	100.0
Missing	System	58	82.9		
Total		70	100.0		

**Community Svc/Volunteer Work >5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	20.0	100.0	100.0
Missing	System	56	80.0		
Total		70	100.0		

**Student Organizations >5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	20.0	100.0	100.0
Missing	System	56	80.0		
Total		70	100.0		

**Officer/Leader Student Organization**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	21.4	100.0	100.0
Missing	System	55	78.6		
Total		70	100.0		

**Sought Assistance from Faculty/staff advisor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	51.4	100.0	100.0
Missing	System	34	48.6		
Total		70	100.0		

**Honor Society**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	32.9	100.0	100.0
Missing	System	47	67.1		
Total		70	100.0		

**Desire to Attend Grad School**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	75.7	100.0	100.0
Missing	System	17	24.3		
Total		70	100.0		

**Feel Close ties to USC**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	34.3	100.0	100.0
Missing	System	46	65.7		
Total		70	100.0		

**Freshman or Transfer at Intake**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	42.9	45.5	45.5
	2.00	36	51.4	54.5	100.0
	Total	66	94.3	100.0	
Missing	System	4	5.7		
Total		70	100.0		

**Alumni Participation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	47.1	52.4	52.4
	no	30	42.9	47.6	100.0
	Total	63	90.0	100.0	
Missing	System	7	10.0		
Total		70	100.0		

**Feel Close Ties to USCB**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	62.9	100.0	100.0
Missing	System	26	37.1		
Total		70	100.0		

**CIRP Freshman Survey: Program Overview**

The CIRP Freshman Survey is designed to be of immediate use to institutions. Participating institutions receive a detailed profile of their entering freshman class, as well as national normative data for students in similar types of institutions (e.g., public four-year colleges, moderately selective Protestant colleges, highly selective Catholic colleges, public two-year colleges). These campus profile reports, together with the national normative profile, provide important data that are useful in a variety of program and policy areas:

- admissions and recruitment;
- academic program development and review;
- institutional self-study and accreditation activities;

- public relations and development;
- institutional research and assessment;
- retention studies; and
- longitudinal research about the impacts of campus policies and programs.

Although the normative data provided with the institutional reports (and published annually in [The American Freshman](#)) are based on the population of first-time, full-time freshmen, participating institutions also receive separate reports for their part-time and transfer students. Additionally, participating campuses can obtain supplemental reports profiling students by various subgroups (for example, by intended major or career, by academic ability, by home state) as part of the basic participation costs.

The [Higher Education Research Institute](#) (HERI) at UCLA is pleased to announce that Your First College Year (YFCY) is entering its fourth year of national administration. YFCY is the newest survey offered by HERI, which also houses the [CIRP Freshman Survey](#) and the [College Student Survey](#). YFCY is the ONLY national survey designed specifically to assess the academic and personal development of students over the first year of college. Developed through a collaboration between HERI and the [Policy Center on the First Year of College](#) at Brevard College, YFCY enables institutions to identify features of the first year that encourage student learning, involvement, satisfaction, retention and success, thereby enhancing first-year programs and retention strategies at campuses across the country.

#### What is YFCY?

Your First College Year is a survey designed to provide higher education practitioners and researchers with comprehensive information on the academic and personal development of first-year college students. As such, YFCY collects information on a wide range of cognitive and affective measures, providing comprehensive data for single- or multiple-institution analyses of persistence, adjustment, and other first-year outcomes. Further, YFCY was designed as a follow-up survey to the annual [Cooperative Institutional Research Program \(CIRP\)](#) Freshman Survey and allows for longitudinal research on the first year of college. YFCY also may be used as a stand-alone instrument.

#### How YFCY Data Can be Used to Enhance Campus Assessment Efforts

##### *Comparative Analyses*

Because students' responses to the survey are compared to national and institutional peer group aggregates, participating institutions can determine where their first-year cohort "stands" relative to the experiences of first-year students at large. In addition, participating institutions are able to disaggregate responses to conduct comparisons between different groups of students at their campus. For example, it is possible to compare first-year outcomes such as adjustment or retention based on participation in a learning community, academic "cluster" program, or a first year seminar. It is also possible to analyze the data by gender, race/ethnicity, or place of residence. Space for institution-specific supplementary questions offers additional opportunities to conduct within-institution analyses.

##### *Descriptive Analyses*

YFCY collects information on a wide range of cognitive and affective measures providing comprehensive data for single- or multiple-institution analyses of persistence, adjustment, and other first-year outcomes. These analyses can answer questions about the first year of college including:

- What are students' academic experiences in the first year of college?
- How many first-year students return for a second year?
- How well do students adjust to their first year of college?
- How do first-year students spend their time?

- What are the values, attitudes, and goals of first-year students?

#### *Longitudinal Analyses*

Because YFCY is designed as a follow-up survey to the annual Cooperative Institutional Research Program (CIRP) Freshman Survey, it allows for longitudinal research on the first year of college. Therefore, institutions are able to use these data to evaluate the academic and personal development of students over the first year of college and to assess the impact of institutional programs, policies, and practices on the students' experiences and outcomes. Further, YFCY may be used in conjunction with local baseline data, registrar's data, or other campus-based assessment efforts to enhance your understanding of the first-year experience on your campus.

#### *Trends analyses*

The YFCY Survey repeats items from previous years. As such, institutions are able to start to assess trends in the characteristics, attitudes, values, classroom practices, personal behaviors, satisfaction, and adjustment of their entering freshmen.

#### *Future Analyses*

YFCY data benchmark student characteristics for the second year of college. Therefore, YFCY not only serves as a follow-up to data collected at college entry, but also serve as baseline data for future analyses of student development and institutional impact.

### Office of Institutional Planning and Assessment

University of South Carolina Beaufort  
Act 629 - Summary Reports on Institutional Effectiveness  
Fiscal Year 1998-1999

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In designing the survey, we considered the non-residential status of USC Beaufort, and sought to corroborate also that student development takes place primarily **inside** the classroom or through natural maturation. Indeed, the survey of some 70 USC Beaufort students helped confirm this notion (that this is taking place more so through coursework than through extra-curricular activities outside the classroom.) Even in such domains as "managing emotions," and "getting along with others," a high percentage of students attribute change to coursework instead of student (developmental) activity! (see attachment)

In sum, USCB students attributed growth along key student growth factors to USCB. Not surprisingly for a commuter campus, students attributed growth in almost all student development dimensions to **classroom** experiences.

Currently, a strategic planning endeavor is well underway at USCB and is being used as a prime mover for distilling student development goals for operationalizing later. This strategic planning approach has proven successful elsewhere, but is limited by two important features of higher education: First, many colleges and universities have limited success with defining shared purpose (due to diverse stakeholders, complex organization and multiple purposes.) Second, strategic planning is often a top-down approach, something we are trying to avoid.

In any case, at this reporting stage, we have asked the help of **professors** in **identifying** student development factors they feel, as one faculty member puts it, "that USCB can realistically be held accountable for." A list of factors was developed from factors research colleges can honestly claim to impact. In their book How College Affects Students, authors Ernest Pascarella and Patrick Terenzini identify the following developmental factors colleges can influence. ("Those effects which cannot be explained away by maturation or differences between those who attend and those who do not attend college in intelligence, academic ability, or other pre-college characteristics.") The effects fall under **Learning and Cognitive Change**, **Attitudes and Values**, and **Moral Development**.

Thus, at this reporting cycle, we review the results of Spring/Summer 1999 surveys, in which faculty were surveyed on two instruments. The first survey asked faculty which student development factors **USCB should be responsible** for and, in a follow-up, which student development factors **they** personally felt responsible for in their own classes. These faculty responses are analyzed in this report.

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As mentioned, faculty responded to two surveys, both listing all factors which Ernest Pascarella and Patrick Terenzini enumerated as "those effects which cannot be explained away by maturation or differences between those who attend and those who do not attend college in intelligence, academic ability, or other pre-college characteristics." In brief, the authors identify specific factors influenced by college in each of these broad categories...

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USCB began its development of goals with lists from this research for several reasons:

1. This research is extremely well regarded and the use of these factors in faculty surveys would also introduce faculty to this important literature;
2. The basis for any exercise in identifying such goals should be developmental factors colleges can truly claim to influence. Conversely, it would be futile to generate ideals which a university cannot claim a role in developing;
3. USCB needs to be reminded of the positive influences colleges can **and do** have on students' development and the obligation and opportunities that entails-- seeing that we in Academe CAN impact citizens in a way so beneficial to themselves and to society motivates us to ensure we really do make a difference on these areas where we CAN make a difference;
4. The list was authoritative and scholarly -- essential attributes if faculty are going to embrace these ideals as we move responsibility for these into the curriculum, as the previous surveys show we must.

### Assessment Results

As stated earlier, preliminary results from previous assessment activities indicate that USCB students attribute maturation to classroom activities (as opposed to out-of-class endeavors -- such as student clubs and intramurals -- most usually associated with student growth.) As we address these in the curriculum, as the surveys show we must, the role of faculty becomes more important. Thus, we are at a stage of implementing student development and assessment that we have begun involving faculty rigorously.

As might be predicted, some faculty reacted with concerns about their involvement in this area, as might be summarized in these justifiable questions:

- Can we **precisely** attribute student development gains to college? One faculty member stated: "To be held accountable in a fair and valid way, we would have to have a pre-test for all students on these outcome variable or we would have to have comparable students to those attending USCB, within the population of USCB students or who attend elsewhere. It doesn't seem feasible that we could establish this degree of proof." (USCB's Lynn Mulkey)
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- Can you really **measure student development**? "How would you, in an English, History, or Math class, assess whether a student is more or less ethnocentric ..."
- Added to these is the reservation of institutional research office - if, indeed, we can measure gains or lack of them - can we identify specific strategies that actually bring about gains in such things as **civic mindedness**? What good is assessing if we cannot act on assessment results?

These and other points of discussion generated by the exercise were part of the assessments, for the discussion helped pinpoint the strategies. For example, the short answer to the last question is: Research shows that we **can**, indeed, purposefully make a difference. Increasingly, research shows that general education and developmental growth boils down to the quality and quantity of interaction with faculty and peers. As Virginia Tech concluded in their Self-Study, the institution must strive to provide adequate opportunities for students to interact with each other and with faculty. This may be facilitated through new technologies -- e-mail, or chat-rooms for example.

A sophisticated nationwide study of the college experience has shown that "the student's peer group is the single most potent influence on growth and development during the undergraduate years" (Alexander Astin, 1993.) Second to the peer group, Astin's study identified faculty as the next most significant factor in student development during the undergraduate experience. Specifically, two aspects of student-faculty interaction stood out in explaining the effect of faculty:

- The degree to which faculty as a whole are perceived to be interested in students' academic and personal problems and accessible to students outside class.
- Actual personal interactions between students and faculty, including **hours per week students spend talking with faculty members, being a guest in a professor's home, having a class paper critiqued by an instructor, assisting faculty in teaching a course, and working on a professor's research project**

These two key components, Astin found, correlated significantly and positively to outcomes such as completion of the bachelor's degree, graduation with honors, critical thinking ability, analytical and problem-solving skills, public-speaking ability, scholarship, leadership, and overall satisfaction with the college experience.

This research is mentioned here because surveys were developed primarily to begin discussion on student development in the context of classes. In the interviews that followed the surveys, USCB faculty instinctively connected these student development factors with the interpersonal aspects of their teaching ("the students pick these things up from who we are..." "they see these things in us -- that's how we make a difference"... "We are models"...) )

The actual survey results -- reported below using a Delphi rank -- result from faculty rating each factor in terms of importance to USCB's purpose and the relative rank (using averages from faculty ratings) of coverage **in their own courses**:

<u>USCB</u>	<u>Degree to which faculty report covering these in classes</u>	<u>(Student Development Factors Influenced by College)</u>
1	5	Self-Concept: Academic
2	2	Autonomy, Independence and Locus of Control
3	3	Maturity and general personal development
4	4	Use of principled (moral) reasoning
5	6	Self-Concept: Self-esteem
6	11	Self-Concept: Social
7	12	Aesthetic, cultural and intellectual values
8	1	Value placed on liberal education
9	13	Interpersonal relations
10	7	Decline in Authoritarianism and Dogmatism
11	8	Declining ethnocentrism
12	14	Concern for Civil Rights and Liberties
13	15	Identity/ego-development
14	9	Altruism, social/civic conscience, Humanitarianism
15	10	Personal adjustment and psychological well-being
16	16	Assumption of Modern Gender Roles
17	17	Political and social liberalism

From the results seen above, we see that there is some degree of alignment between the faculty **ideal** for in-course coverage of these factors, on the one hand, and the degree this is already taking place in each class.

### **Use of Assessment Results**

The effect of the assessment results reported here is to further educate faculty on the opportunities for bringing about student development using various strategies. These data will further the discussion on USCB's role in inculcating these traits. Ultimately, when the campus establishes measurable student-development objectives and faculty incorporate objectives into classes, systematic feedback systems will provide results which pin-point areas needing to be strengthened.

As we focus all units on EFFECTIVENESS -- stating learning outcomes clearly and then measuring success -- units will begin to base all budget requests in terms of areas where data show weaknesses -- and thus justify funds in terms of improvement efforts.

Indeed, key to this process is coordination with the budget. Such strengthening of weak area may require faculty development sessions or materials which, in turn, will require significant resources. This illustrates the need to link the budget to assessment of strategic objectives. USCB is currently working to link strategic **objectives and all assessment** to its budget process. Beaufort is developing a comprehensive institutional improvement process to make all strategic plans measurable and develop improvement teams. Ultimately, all budget requests will be reviewed in terms of institutional objectives and **assessment results**: Indeed, ultimately all budget requests must be accompanied by assessment data showing weaknesses

While an emphasis on EFFECTIVENESS may seem basic, USCB currently needs this as a focusing slogan or reminder: In the case of academic support, for example, the USCB learning lab (Academic Success Center) may want to begin to focus on systematic collection of subjective -- or anecdotal -- accounts of student improvement -- and depend less on the collection data on headcount use of the lab (or process-oriented approaches) which are necessary but reveal little about ASC services needing improvement. Also, part of our coordinating effort will assess whether the ASC should appropriately include student development factors among its objectives.

In sum, USCB will use these findings here reported to help

- Determine student development objectives for which USCB should be accountable;
- Coordinate chosen competencies among appropriate core courses and activities;
- Determine Indicators to be used to measure attainment of goals;
- "Close the Loop" through changes made in our program by policy makers' who review of assessment findings; and
- Ensure closed loops with institutionalized linking of assessment with the budget.

### **Purpose and Methods**

Over the past three years, the Student Life and Services Division has engaged in a variety of activities to assess its programs and services. These activities have focused on (a) ascertaining if the variety and depth of support services provided to students is sufficient to meet their needs, (b) determining if students are satisfied with the services provided, (c) evaluating the extent to which students are aware of and utilize the services and programs provided, and (d) assessing the impact that programs and services have on students.

The assessment methods used included comprehensive program reviews conducted by each department annually, analysis of relevant data from campus-wide surveys, and development and/or utilization of department specific or program-specific assessment measures. In addition, during the past 3 years all departments at USCA, including Student Life and Services, have been involved in the SACS self-study process and re-affirmation visit. A great deal of assessment information was gathered and evaluated during this process.

### **Results**

## **Variety and Depth of Support Services**

The questions to be addressed in this area are: "Does USCA have programs/services available in all relevant areas and is the programming sufficient to meet the needs of the students?" The annual program reviews conducted by each department (which included an evaluation of USCA programs compared to the programs offered at similar institutions) and the review of USCA programs against SACS requirements were the two methods used for evaluation.

From the reviews conducted in this area, it appears that USCA provides programming in all of the areas deemed essential or important in this field. In the report submitted to CHE in 1998, four areas of weakness (or limited services) were noted. In the past three years, USCA has addressed all of these areas, as described below:

- Disability Services- A Coordinator of Disability Services (30 hrs. per week) has been hired to address the needs of students with learning, physical and psychological disabilities. The Coordinator facilitates appropriate accommodations for students, secures appropriate equipment to meet student needs, and evaluates other environmental factors that may affect the success of students with disabilities. The Coordinator recently conducted a voluntary campus-wide ADA/Section 504 Audit as recommended by the Office of Civil Rights and recommended changes as necessary.
- Alcohol & Drug Education- In fall 2000, a committee of faculty, staff and students was established to deal with a variety of health and wellness issues, including alcohol and drug education. The committee developed short and long-range plans to address this issue on campus. In addition, in the summer of 2000, the Student Life and Services Division received a grant from the South Carolina Department of Alcohol and Other Drug Abuse Services under their "Enforcing Underage Drinking Laws" program. With grant funding, a social norms marketing campaign was conducted to address the issue of irresponsible drinking. Programs were held throughout the year with specific emphasis on high-risk groups (i.e. fraternities and sororities, athletic teams).
- Sexual Assault Prevention- For the past 2 years, USCA has been in a collaborative relationship with a local social service agency, the Cumbee Center to Assist Abused Persons, whereby an Education and Prevention Specialist works at USCA for eight hours per week at no charge to the University. The representative provides programs on prevention and support to victims of sexual assault. She is involved in training USCA Public Safety Officers, Peer Educators, and Resident Assistants. She also speaks with new students during Freshman Orientation.
- Greek Life- In fall 2000, an Assistant Director of Student Activities was hired with responsibilities in the area of Greek Life. A variety of programs and educational sessions were implemented last year to strengthen the Greek system. In addition, two of the sororities became affiliated with national Greek houses, providing an additional option for students.

An area that has been a concern of students and administrators for a number of years (but was not specifically mentioned in the 1998 CHE report) is the area of housing for students. Prior to June of 1999, the only on-campus housing available to students was owned and operated by a private developer. Concerns about the lack of control of behavior, the lack of educational and social programming, and policies that were not deemed to be "student friendly" were frequently raised by students and parents. In June of 1999, USCA purchased the facility and hired professional and student staff (resident assistants) to run the facility. Since that time, a comprehensive residence life program has been established, the occupancy rates have been extremely high (with significant waiting lists for fall semesters), and the need for additional housing is being studied.

## **Satisfaction with Services**

The level of satisfaction that students have with the programs and services offered is assessed through evaluations conducted after individual events and through questions that are included in annual surveys conducted by the USCA Assessment Office. The evaluations administered by departments after individual events (study skills workshops, multicultural programs, leadership activities, etc.) consistently indicate that students are very satisfied with the programs and services offered. This satisfaction level is also reflected in the results of the annual student surveys. Several key points highlighted by the results of the 2000 Student Opinion Survey include:

- Satisfaction levels for the Student Services programs and services addressed by the survey (Student Activities, Counseling Center, New Student Orientation, Disability Services, Multicultural Affairs, Public Safety, Athletics, Housing, Health Services, and Intramural Sports) ranged from 95.9% (Disability Services) 68.9 (Housing), with all areas receiving satisfaction ratings of 80% or above, except for Health Services (68.8%) and Housing (69.3%). (See USES OF ASSESSMENT RESULTS section for responses to low ratings in Health Services and Housing.)
- The satisfaction rating for New Student Orientation in 2001 was 93.1% compared to a satisfaction rating of 84% in 1994. Since 1995, the program has undergone extensive review and revision to address student needs.

### **Impact of Programs and Services on Student Growth & Development**

Evaluation of student development includes incorporating questions which relate to student growth and development into the USCA Alumni Survey administered by the Institutional Research and Assessment Office and conducting periodic evaluations of programs and services offered to determine their potential contributions to student development at USCA. Highlights of the most recent Alumni Survey include:

- Of the 1996-98 and 1997-98 graduates surveyed, 67.9% felt that their ability to appreciate cross-cultural differences increased very much or a moderate amount as a result of their experience in general education courses at USCA. Cross-cultural appreciation reflects a strong USCA general education goal (see General Education).
- 77.6% of these graduates felt that their ability to explore values openly and critically increased very much or a moderate amount as a result of their experience in general education courses. The exploration of values reflects a strong USCA general education goal (see General Education).
- 74.4% (up from 51% from two years ago) felt that their educational experiences contributed very much or somewhat to their growth in the area of caring for their physical and mental health, 93.2% felt that these experiences contributed very much or somewhat to their growth in working cooperatively in a group, 89.5% felt that these experiences contributed to their ability to organize their time effectively, and 89.5% felt that these experiences contributed to their ability to lead or guide others.

### **Uses of Assessment Results**

During the past several years a variety of improvements have occurred as a result of the assessment of USCA student services. The following is a highlight of those changes.

- Programs have been initiated or strengthened in the areas of disability services, alcohol and drug education, sexual assault prevention, and Greek life (Detail provided in "Variety and Depth of Support Services" section of report.)
- Two years ago, the University purchased Pacer Downs, the on-campus housing complex for students, from the private development company that previously operated it. A great deal of change has resulted in this area (summarized in "Variety and Depth of Support Services" section of report) since that time. The Office of Housing and Residence Life conducts a comprehensive annual Quality of Life Survey of the residents of Pacer Downs. After the first year of operation under USCA's auspices, 89% of the residents stated that the services offered by the Office of Housing and Residence Life met or exceeded their expectations.
- The Student Health Services program, which currently consists of a contract with the local hospital to provide basic health care services to students, is being completely changed, based on student feedback. Beginning in fall 2001, students will have access to an on-campus Student Health Center. The Health Center will address minor health care situations and refer students to outside health services providers for more serious issues

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From the results seen above, we see that there is some degree of alignment between the faculty **ideal** for in-course coverage of these factors, on the one hand, and the degree this is already taking place in each class.

### Use of Assessment Results

The effect of the assessment results reported here is to further educate faculty on the opportunities for bringing about student development using various strategies. These data will further the discussion on USCB's role in inculcating these traits. Ultimately, when the campus establishes measurable student-development objectives and faculty incorporate objectives into classes, systematic feedback systems will provide results which pin-point areas needing to be strengthened.

As we focus all units on EFFECTIVENESS -- stating learning outcomes clearly and then measuring success -- units will begin to base all budget requests in terms of areas where data show weaknesses -- and thus justify funds in terms of improvement efforts.

Indeed, key to this process is coordination with the budget. Such strengthening of weak area may require faculty development sessions or materials which, in turn, will require significant resources. This illustrates the need to link the budget to assessment of strategic objectives. USCB is currently working to link strategic **objectives and all assessment** to its budget process. Beaufort is developing a comprehensive institutional improvement process to make all strategic plans measurable and develop improvement teams. Ultimately, all budget requests will be reviewed in terms of institutional objectives and **assessment results**: Indeed, ultimately all budget requests must be accompanied by assessment data showing weaknesses

While an emphasis on EFFECTIVENESS may seem basic, USCB currently needs this as a focusing slogan or reminder: In the case of academic support, for example, the USCB learning lab (Academic Success Center) may want to begin to focus on systematic collection of subjective -- or anecdotal -- accounts of student improvement -- and depend less on the collection data on headcount use of the lab (or process-oriented approaches) which are necessary but reveal little about ASC services needing improvement. Also, part of our coordinating effort will assess whether the ASC should appropriately include student development factors among its objectives.

In sum, USCB will use these findings here reported to help

- Determine student development objectives for which USCB should be accountable;
- Coordinate chosen competencies among appropriate core courses and activities;
- Determine Indicators to be used to measure attainment of goals;
- "Close the Loop" through changes made in our program by policy makers' who review of assessment findings; and
- Ensure closed loops with institutionalized linking of assessment with the budget.

## **Purpose and Methods**

Over the past three years, the Student Life and Services Division has engaged in a variety of activities to assess its programs and services. These activities have focused on (a) ascertaining if the variety and depth of support services provided to students is sufficient to meet their needs, (b) determining if students are satisfied with the services provided, (c) evaluating the extent to which students are aware of and utilize the services and programs provided, and (d) assessing the impact that programs and services have on students.

The assessment methods used included comprehensive program reviews conducted by each department annually, analysis of relevant data from campus-wide surveys, and development and/or utilization of department specific or program-specific assessment measures. In addition, during the past 3 years all departments at USCA, including Student Life and Services, have been involved in the SACS self-study process and re-affirmation visit. A great deal of assessment information was gathered and evaluated during this process.

## **Results**

### **Variety and Depth of Support Services**

The questions to be addressed in this area are: "Does USCA have programs/services available in all relevant areas and is the programming sufficient to meet the needs of the students?" The annual program reviews conducted by each department (which included an evaluation of USCA programs compared to the programs offered at similar institutions) and the review of USCA programs against SACS requirements were the two methods used for evaluation.

From the reviews conducted in this area, it appears that USCA provides programming in all of the areas deemed essential or important in this field. In the report submitted to CHE in 1998, four areas of weakness (or limited services) were noted. In the past three years, USCA has addressed all of these areas, as described below:

- Disability Services- A Coordinator of Disability Services (30 hrs. per week) has been hired to address the needs of students with learning, physical and psychological disabilities. The Coordinator facilitates appropriate accommodations for students, secures appropriate equipment to meet student needs, and evaluates other environmental factors that may affect the success of students with disabilities. The Coordinator recently conducted a voluntary campus-wide ADA/Section 504 Audit as recommended by the Office of Civil Rights and recommended changes as necessary.

- Alcohol & Drug Education- In fall 2000, a committee of faculty, staff and students was established to deal with a variety of health and wellness issues, including alcohol and drug education. The committee developed short and long-range plans to address this issue on campus. In addition, in the summer of 2000, the Student Life and Services Division received a grant from the South Carolina Department of Alcohol and Other Drug Abuse Services under their "Enforcing Underage Drinking Laws" program. With grant funding, a social norms marketing campaign was conducted to address the issue of irresponsible drinking. Programs were held throughout the year with specific emphasis on high-risk groups (i.e. fraternities and sororities, athletic teams).
- Sexual Assault Prevention- For the past 2 years, USCA has been in a collaborative relationship with a local social service agency, the Cumbee Center to Assist Abused Persons, whereby an Education and Prevention Specialist works at USCA for eight hours per week at no charge to the University. The representative provides programs on prevention and support to victims of sexual assault. She is involved in training USCA Public Safety Officers, Peer Educators, and Resident Assistants. She also speaks with new students during Freshman Orientation.
- Greek Life- In fall 2000, an Assistant Director of Student Activities was hired with responsibilities in the area of Greek Life. A variety of programs and educational sessions were implemented last year to strengthen the Greek system. In addition, two of the sororities became affiliated with national Greek houses, providing an additional option for students.

An area that has been a concern of students and administrators for a number of years (but was not specifically mentioned in the 1998 CHE report) is the area of housing for students. Prior to June of 1999, the only on-campus housing available to students was owned and operated by a private developer. Concerns about the lack of control of behavior, the lack of educational and social programming, and policies that were not deemed to be "student friendly" were frequently raised by students and parents. In June of 1999, USCA purchased the facility and hired professional and student staff (resident assistants) to run the facility. Since that time, a comprehensive residence life program has been established, the occupancy rates have been extremely high (with significant waiting lists for fall semesters), and the need for additional housing is being studied.

### **Satisfaction with Services**

The level of satisfaction that students have with the programs and services offered is assessed through evaluations conducted after individual events and through questions that are included in annual surveys conducted by the USCA Assessment Office. The evaluations administered by departments after individual events (study skills workshops, multicultural programs, leadership activities, etc.) consistently indicate that students are very satisfied with the programs and services offered. This satisfaction level is also reflected in the results of the annual student surveys. Several key points highlighted by the results of the 2000 Student Opinion Survey include:

- Satisfaction levels for the Student Services programs and services addressed by the survey (Student Activities, Counseling Center, New Student Orientation, Disability Services, Multicultural Affairs, Public Safety, Athletics, Housing, Health Services, and Intramural Sports) ranged from 95.9% (Disability Services) 68.9 (Housing), with all areas receiving satisfaction ratings of 80% or above, except for Health Services (68.8%) and Housing (69.3%). (See USES OF ASSESSMENT RESULTS section for responses to low ratings in Health Services and Housing.)
- The satisfaction rating for New Student Orientation in 2001 was 93.1% compared to a satisfaction rating of 84% in 1994. Since 1995, the program has undergone extensive review and revision to address student needs.

## Impact of Programs and Services on Student Growth & Development

Evaluation of student development includes incorporating questions which relate to student growth and development into the USCA Alumni Survey administered by the Institutional Research and Assessment Office and conducting periodic evaluations of programs and services offered to determine their potential contributions to student development at USCA. Highlights of the most recent Alumni Survey include:

- Of the 1996-98 and 1997-98 graduates surveyed, 67.9% felt that their ability to appreciate cross-cultural differences increased very much or a moderate amount as a result of their experience in general education courses at USCA. Cross-cultural appreciation reflects a strong USCA general education goal (see General Education).
- 77.6% of these graduates felt that their ability to explore values openly and critically increased very much or a moderate amount as a result of their experience in general education courses. The exploration of values reflects a strong USCA general education goal (see General Education).
- 74.4% (up from 51% from two years ago) felt that their educational experiences contributed very much or somewhat to their growth in the area of caring for their physical and mental health, 93.2% felt that these experiences contributed very much or somewhat to their growth in working cooperatively in a group, 89.5% felt that these experiences contributed to their ability to organize their time effectively, and 89.5% felt that these experiences contributed to their ability to lead or guide others.

## Uses of Assessment Results

During the past several years a variety of improvements have occurred as a result of the assessment of USCA student services. The following is a highlight of those changes.

- Programs have been initiated or strengthened in the areas of disability services, alcohol and drug education, sexual assault prevention, and Greek life (Detail provided in "Variety and Depth of Support Services" section of report.)
- Two years ago, the University purchased Pacer Downs, the on-campus housing complex for students, from the private development company that previously operated it. A great deal of change has resulted in this area (summarized in "Variety and Depth of Support Services" section of report) since that time. The Office of Housing and Residence Life conducts a comprehensive annual Quality of Life Survey of the residents of Pacer Downs. After the first year of operation under USCA's auspices, 89% of the residents stated that the services offered by the Office of Housing and Residence Life met or exceeded their expectations.
- The Student Health Services program, which currently consists of a contract with the local hospital to provide basic health care services to students, is being completely changed, based on student feedback. Beginning in fall 2001, students will have access to an on-campus Student Health Center. The Health Center will address minor health care situations and refer students to outside health services providers for more serious issues

**PLACEMENT DATA ON GRADUATES – Summary (August 1, 2003)**

<b>Name of Institution:</b>	University of South Carolina Beaufort		
<b>Academic Year Surveyed Students Graduated:</b>	1999 - 2000		
<p>Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)</p>			
<b>The hyperlink for this report is:</b>	<a href="http://">http://</a> _____		
<b>How many graduates did you survey?</b>	52	<b>What percent of the graduating cohort does this represent?</b>	57
<b>How many surveys were returned?</b>	11	<b>Survey response rate:</b>	21.2%
<b>Survey Based on (Place "X" in one):</b>	<input type="checkbox"/> Sample	<input checked="" type="checkbox"/> Total Group	

**1. How long did it take the students to obtain their first full-time job after graduation?**

	# of Responses	% of Total
a. Prior to leaving college	2	18.2%
b. Less than one month	1	9.1%
c. 1 to 3 months	1	9.1%
d. 4 to 6 months	2	18.2%
e. 7 to 12 months	2	18.2%
f. Over 12 months	-	-
g. Have not obtained a full-time job	-	-
h. Did not seek a full-time job	3	27.3%
<i>Total</i>	11	

**2. Indicate which single category best describes the student's current status.**

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	1	9.1%
b. Employed and continuing my education	1	9.1%
c. Employed full-time	6	54.5%
d. Employed part-time	-	-
e. Self-employed	1	9.1%
f. Serving in Armed Forces	1	9.1%
g. Caring for a home/family	-	-
h. Unemployed, seeking work	-	-
i. Unemployed, not seeking work	1	9.1%
j. Other	-	-
<i>Total</i>	11	

**3. Indicate the relationship between the student's college major their first full-time job after graduation.**

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	4	36.4%
b. Moderately related	1	9.1%
c. Slightly related	4	36.4%
d. Not related	2	18.2%
e. Not employed		-
<i>Total</i>	11	

**4. Indicate the relationship between the student's college major and their full-time job.**

<i>Currently</i>	# of Responses	% of Total
a. Highly related	4	36.4%
b. Moderately related	1	9.1%
c. Slightly related	4	36.4%
d. Not related		-
e. Not employed	2	18.2%
<i>Total</i>	11	

**5. Indicate the location of the student's first job after graduation.**

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	5	45.5%
b. Southeast, outside of South Carolina	1	9.1%
c. Outside the Southeast	3	27.3%
d. Not employed	2	18.2%
<i>Total</i>	11	