



2007 INSTITUTIONAL EFFECTIVENESS REPORT

INTRODUCTION

This document is the University of South Carolina Beaufort's annual Report on Act 255 of 1992 and Act 629 of 1996. This report is required by the South Carolina Commission on Higher Education and the South Carolina Legislature. It covers the school year 2006 - 2007.

The Office of Institutional Effectiveness and Research at USC Beaufort is responsible for all institutional assessment activities. Through assessment, USC Beaufort improves its programs and services in order to offer the best educational experience possible. Student participation in assessment activities is a university priority. The Institutional Effectiveness Council is responsible for overseeing general education assessment as well as reviewing the academic units' assessment reports. These documents are maintained in the Office of Institutional Effectiveness and Research for future reference.

The 2007 Institutional Summary report for the University of South Carolina Beaufort addresses:

1. Student Development
2. Majors/Concentrations (Biology, Early Childhood Education, and Psychology)
3. Alumni/Placement Surveys

STUDENT DEVELOPMENT

I. Mission Statement

As an administrative unit of the University of South Carolina Beaufort, the office of Student Development supports the overall mission of the university by providing services and programs for students, faculty and staff. The office of Student Development provides both administrative and co-curricular services and programs for students at the University of South Carolina Beaufort. Its mission is two-fold: To guide students through the university's administrative process and to serve students by providing co-curricular activities designed to capitalize on the wealth of traditions and opportunities of the Lowcountry. Student Development staff strives to help students address the challenges of academic life and gain the leadership skills they will apply upon graduation. As partners in the educational process, the staff in the Student Development office 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.

II. Strategic Plan

The USCB 2003-2008 Strategic Plan identified goals and objectives for the Student Development Unit to accomplish over the five year period. This is a progress report on those key initiatives based on the assumption that growth in full-time equivalent enrollment will increase at a 5% to 10% rate over the next five years that will place the Student Development Unit in a position of being proactive in anticipating and meeting student and institutional needs.

III. Admissions Office 2005-07: Key Initiative is to develop and implement an enrollment management system.

- Hired highly qualified Director of Admissions with significant experience in higher education
- Hired Assistant Director, Admissions Counselor and Recruiter
- Implemented new Admissions standards for four year baccalaureate degree granting institution
- Established rolling admissions system guaranteeing response two weeks after application receipt
- Developed/implemented internal communication plan which coordinates publications and communications for all enrollment services offices
- Implemented enrollment management system and recruitment plan that increased application rate by 65% with 71% yield rate
- Implemented College Awareness Program (CAP) in partnership with Commission on Higher Education (CHE) and Beaufort County Middle School Counselors to increase public awareness regarding CHE college entrance requirements
- Future plans call for expanding CAP program to Colleton, Hampton and Jasper counties
- Increased recruitment activities and events such as Fall and Spring Campus days and campus tours
- Working with Office of Institutional Research implemented Enrollment Projection report which projects freshmen/transfer enrollment for use in institutional planning and decision- making
- Developed tracking system from inquiry to enrollment
- Formed Student Ambassador Program in coordination with Student Life Office, annual high school counselors' luncheon and USCB Future Scholars program. Assessment for these events and activities include the use of surveys to evaluate all recruitment events and activities. Revisions to these activities are based on surveys along with staff input. New Intel Response system will include on-line service evaluation component.

IV. Student Life: Key initiative in Strategic Plan for Student Development called for new position responsible for laying foundation for student life program.

- Hired highly qualified Director of Student Life
- Implemented Student Activities program
- Implemented New Student Orientation program that includes over-night stay in USCB student housing
- Published new Student Handbook
- Developed new Student Ambassador Program
- Coordinated student programming with Residence Housing Director
- Revised SGA Constitution and automated voting system
- Coordinated Student Activities with Director of Athletics and Recreation
- Coordinated external affiliates with counseling and advocacy groups, community organizations and associations
- Implemented assessment of Student Life areas using surveys and focus groups to identify outcomes and determine programmatic revisions

V. Military Programs: Key initiative is to develop new two-year schedule for academic offerings located at off-campus military installations

- Submitted application and data to Headquarters Washington, DC for USCB to receive status as SOCMAR-4 institution
- Developed liaison with Pensacola, Florida to establish on-line grade reporting

- Developed new marketing brochure specifically designed for active duty military and dependent recruitment
- Established full time student support services on both major military installations
- Incorporated monthly information sessions for military dependents at two community centers
- Up-graded instructional and communication technology at both major installations
- MIVER evaluates military program every five years with next evaluation in 2010

VI. Financial Aid: Key initiative for this office and Finance Office was to phase in a stand-alone Financial Aid operation at USCB removing Regional Campus oversight of this critical function by Fall 2006.

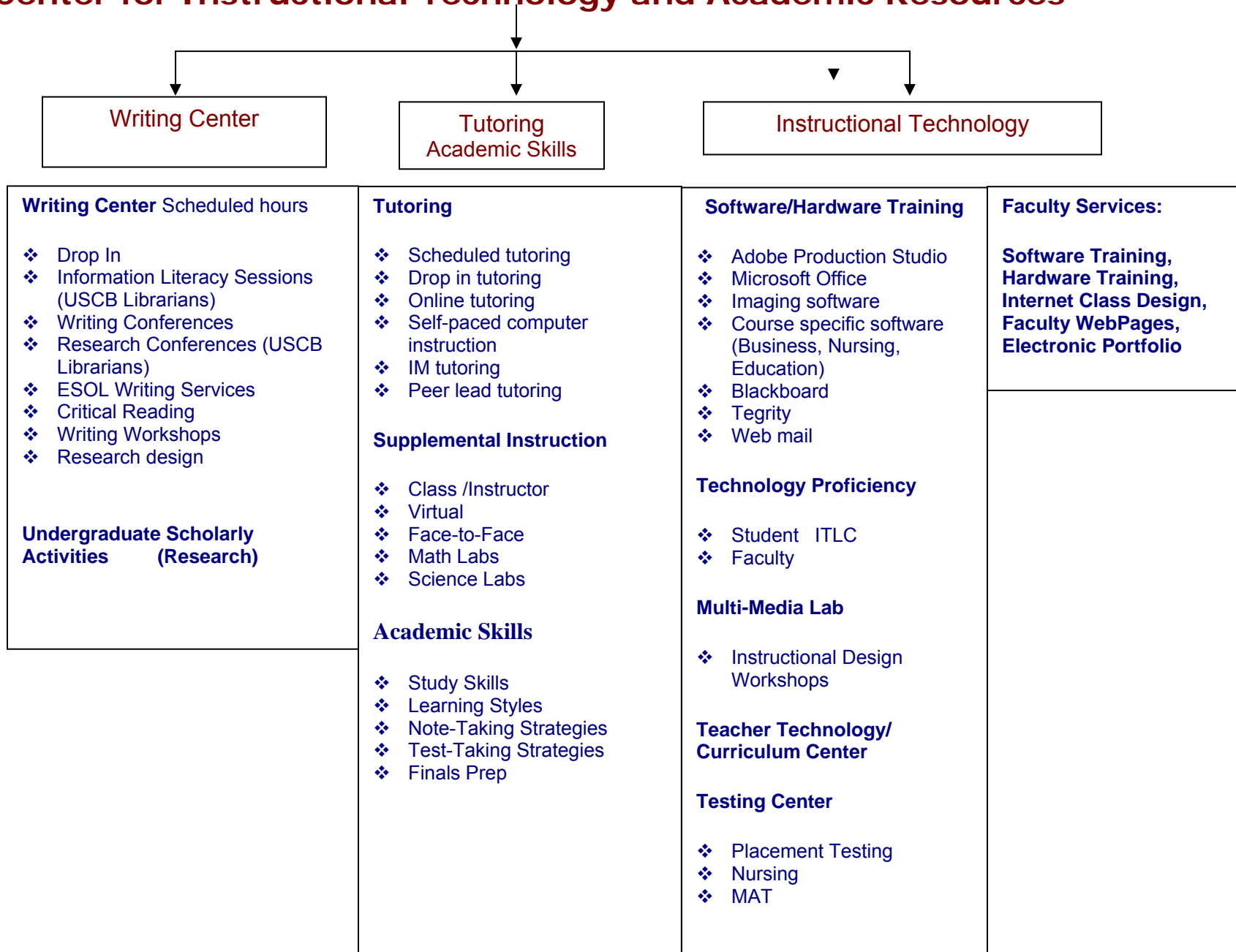
The university was required to meet university system, federal and state requirements including policies, procedures, staffing, equipment and training before stand-alone status was granted. USCB met all requirements and operated as total stand-alone operation in Fall 2006. As of June 8, 2007, Financial Aid office has awarded \$6,665,116.00 to USCB students. Financial Aid must comply with federal and state regulations and is audited annually.

VII. Academic Success Center: Key Initiative is to revise Academic Success Center services and create the Center for Instructional Technology and Academic Resources

USCB's Academic Success Center's purpose has been revised. It has been renamed the Student Success Center and will continue to include designing and implementing career planning services and programs and coordinating services to students with special needs. The Center for Instructional Technology and Academic Resources will be housed in Academic Affairs. It will provide to faculty and students instruction on the effective use of technology in teaching, provide workshops to students on technological applications in the disciplines and provide testing services and tutoring.

The University's Enrollment Management Team assessed effectiveness of some of the programs and services in the Academic Success Center and recommended: (1) some of the student development and academic support services be merged into the Center for Instructional Technology and Academic Resources and be housed in one location; (2) new Academic Advisement Center established to provide academic advising to all new students be under the supervision of the Registrar. Both recommendations were approved by Chancellor's Administrative Council for implementation in 2007-08. Assessment will be based on retention and graduation rates. The model for the new Center for Instructional Technology and Academic Resources is included on the next page.

Center for Instructional Technology and Academic Resources



VIII. Opportunity Scholars Program: Key Initiative is to plan for next grant cycle 2009-2013

Purpose of this federally funded program is designed to increase retention and graduation rates of first-generation college students, students from low-income backgrounds and students with disabilities. Annual federal performance report assesses the effectiveness of this program.

IX. Judicial/Housing Office: Key Initiative is to develop foundation for Judicial/Housing Office beginning Spring 2007

Effective Fall 2006, the Judicial/Housing Office was established. A new Assistant Vice Chancellor for Student Development was hired who has oversight of this office and is in the process of developing policies and procedures in conjunction with USC Columbia Judicial and Housing Departments. Office has implemented an Exit Survey for students in residence apartments.

X. Other initiatives

Implementation of College Awareness Program (CAP) in partnership with Beaufort County Middle School Counselors and the Commission on Higher Education (CHE) to increase public awareness of CHE college entrance requirements and the need to plan early for financing college education. This is a CHE funded grant. Participant surveys are used to assess the effectiveness of the program and to make programmatic revisions. A proposal to expand this successful program to Colleton, Hampton and Jasper counties has been submitted to CHE.

The USCB Future Scholars program began in August 2006 funded by an Access and Equity Grant. This program is to provide leadership Training and college orientation to rising high school seniors. Participant surveys are used to assess the effectiveness of the program.

USCB is the higher education partner in the Bluffton High School Pathways to Success Program. The purpose of this national program funded by the Arthur M. Blank Family Foundation is to increase college enrollment for low income students residing in the Bluffton area. A national consultant annually evaluates the program.

MAJORS/CONCENTRATIONS

Major assessment is done in concert with the University's mission and strategic plan. The program director compiles the assessment report in conjunction with the department faculty and submits the document to the University's Institutional Effectiveness Council for review. Majors will be reviewed by internal and external constituencies as the institution continues its commitment to excellence. Multiple forms of assessment are used by the various majors. The table below illustrates those used in Biology, English, and Psychology.

Assessment Instrument	Biology	English	Psychology
Alumni Survey	X	X	X
Graduating Seniors Survey		X	X
Capstone Course		X	
National Exam	X	X	X
Course-embedded	X	X	X
Student Evaluation Forms	X	X	X
Self Assessment Procedures	X	X	X

Biology

The Bachelor of Science with a Major in Biology degree program was began in Fall 2005. The purpose of the Biology program is to provide students with a comprehensive exposure to the biological sciences at the molecular, physiological, organismal, and ecological levels. The program will endeavor to produce graduates who not only have a broad foundation in the basic concepts and processes underlying the biological sciences but who will possess the skills that will allow them to critically evaluate scientific findings and to participate in the extension of scientific thought and knowledge.

As of April 2007, there were 66 majors in the biology program and ten students had graduated with a B. S. in Biology. The biology program undergoes continuous review, assessment, and modification to address important program and curriculum issues. In Spring 2007, nine graduating seniors took the ETS Major Field Test (MFT) in Biology. The top two graduating seniors, in terms of their performance in our program, scored at the 70th percentile. Four of the nine scored at or above the national average on the general test; however it should be noted that a raw score of 9 points less than one earning a 50th percentile (154 out of 200), earned one of our students what might be considered a marginal ranking (25th percentile). Our next three lower students fell within this range (145-148). With a standard deviation of 12.9 points on this total score, it is clear that our students are within the "realm" of the national average of this test. Of the breakdown scores within each subfield in the MFT Biology test, it is clear that students are weaker in the cellular/biochemical/molecular aspects of the field. Toward that end, we have hired a new head of the program with a specialty in the area of biochemistry and neurobiology. We also plan to hire a faculty member in the area of developmental biology. The developmental biologist position search will commence this fall (2007), with the chosen candidate starting as early as summer 2008.

English

The Bachelor of Arts with a Major in English degree program began in Fall 2004. The English program at USCB is dedicated to cultivating in its students a broad cultural awareness and the ability to read carefully, think critically, and write effectively. The program encourages students to develop both a sweeping historical perspective on the development of literature in English and a deeper understanding of particular periods, genres, and authors. By helping students to investigate, nurture, and integrate their historical, philosophical, psychological, political, ideological, ethical, emotional, spiritual, and aesthetic responses to the world, the study of literature helps students to become complete and well-rounded individuals. This is why literary study has been central to Western education for well over two thousand years.

As of Spring 2007, the English program had 51 majors and had produced 27 graduates. The English program undergoes continuous review, assessment, and modification to address important program and curriculum issues. Some assessments of the English program consist of using a sample GRE Literature in English Subject Exam, course grades, and surveys. The only area of difficulty or dissatisfaction in this year's assessment of the English program was student performance on the sample GRE. We discovered the need to create a better assessment tool, and we are already in the process of creating it. We also decided that our students need a stronger introduction to classic European texts from non-English speaking traditions. With this in mind, we have begun to discuss the creation of a new sophomore-level English major requirement: Western Foundations of Literature in English. In all other areas, the program seemed strong.

Psychology

The Bachelor of Arts with a Major in Psychology degree program began in Fall 2005. The purpose of the psychology program at USC Beaufort is to provide its students with a broad knowledge of the principles of human behavior and mental processes. The study of psychology has wide applicability to the solving of human problems at both the personal and societal levels. Knowing the factors that help maintain psychological, physical and social well-being can benefit graduates in psychology throughout their professional and personal lives. The program seeks to engender in its students well-developed problem-solving and communication skills which allow the critical analysis and integration of complex information using disciplined thought processes. Further, the program is committed to providing students with a solid academic foundation in psychology for those who will pursue graduate work in psychology and related fields.

As of Spring 2007 the psychology program had 61 majors and had produced 12 graduates. In Spring 2007, the Major Field Test in Psychology was administered to the six graduating psychology majors. The mean for the Overall Score was at the 50th percentile for the group. Subscores for 1) Learning and Cognition, 2) Sensory and Physiological, 3) Abnormal and Personality and 4) Developmental and Social were 50%, 55%, 55% and 55% respectively indicating that there were no significant weaknesses or gaps in the overall psychology curriculum and the quality of instruction in the core courses based on this small sample. The Major Field Test in Psychology will continue to be administered to graduating psychology majors. The psychology major curriculum will be revised to insure that all students take courses in the major content areas of psychology. In particular it is essential that all students take physiological psychology, personality theory, abnormal psychology, social psychology, learning theory and developmental psychology.

Policies and Procedures in Place to Ensure USCB is Contributing to a Technologically Skilled Workforce

In support of the University mission, Information Technology Services and Support (ITSS) at USCB provides access, training and support to all USCB students. Upon enrollment, every student has a University e-mail account and a Network user ID created for their personal use. These provide access to a wide range of computing resources.

The University provides an extensive technology infrastructure, which allows students to have access through on campus computers and via wireless networking. A variety of common work place applications such as Microsoft Office Suite, Adobe Production Studio suite, Web browsers and course specific applications are available for student use on campus computers.

Academic courses are specifically designed to incorporate training on software applications. In addition, training workshops are provided to enhance development of these skills. Students learn to navigate digital information through the use of the Library on line resources. The increase in the use of Blackboard, course management system, in classes has required students to become proficient in the use of digital applications.

USCB established the Center for Instructional Technology and Academic Resources in the fall of 2007 to assist the university in its mission by supporting the instructional technology and academic resource needs of the entire USCB community through instructional design, training, consulting, tutoring, testing, and other services. The Center connects students with the technologies they will need in a technology rich environment in both work and life.

Programs Eligible for Accreditation

The following is a list of accrediting agencies and areas available to programs offered through USC Beaufort and an indication of the accreditation status of the USC Beaufort available for accreditation.

Accrediting Agencies and Areas	Accreditable Programs	Fully Accredited Programs	Details on Program (if program not fully accredited)			Date agency/ area added to CHE List
			Year Program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Association of Collegiate Business Schools and Programs	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUBD) – Baccalaureate degree programs in business and business-related fields	B.S. Business Management		2004			

National Council for Accreditation of Teacher Education						
Teacher Education (TED) – Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	B.A. Early Childhood Education		2004		Spring 2008	

The Early Childhood Education Program began the accreditation process by submitting a Program Report to the South Carolina Department of Education, who granted final approval of the USC Beaufort Early Childhood Education Program in 2005. In July of 2007, USCB received notification from NCATE and the National Association for the Education for Young Children (NAEYC) that the Early Childhood Education program is nationally recognized through Spring 2009. The program will be listed as nationally recognized on websites and/or other publications of NAEYC and NCATE. Our NCATE accreditation visit is planned for Spring 2008.

The Business program plans to seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB) after the new program director begins in August 2007.

SUCCESS OF STUDENT IN DEVELOPMENTAL COURSES

This component is not applicable to our institutional type.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

The numbers here reflect upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

	Number of Students Participating in Sponsored Research
Upper Division, Undergraduate Students	0
Graduate Students	N/A

RESULTS OF PROFESSIONAL EXAMINATIONS

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for University of South Carolina Beaufort

performance funding to collect information on Instructional Quality and Graduates' Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2006 through March 31, 2007**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in "A Closer Look."

Beginning this year, Praxis exams are reported in a separate table.

Please note that Praxis results are reported on all test-takers. Other exams are reported on first-time test-takers.

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Teaching Sector				
PRAXIS Series II: Subject Assessment	4/29/2006	2	2	100%
	6/10/2006	1	1	100%
0021 Education of Young Children	8/5/2006	1	1	100%
	9/16/2006	2	2	100%
	11/18/2006	4	3	75%
	1/13/2007	1	1	100%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	9/16/2006	2	1	50%
0522 Principles of Teaching and Learning (K-6)	11/18/2006	5	5	100%
	1/13/2007	3	3	100%
Total:		21	19	90.5%

Appendix A

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution:	University of South Carolina Beaufort		
Academic Year Surveyed Students Graduated:	2003-2004		
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.)			
The hyperlink for this report is:	http://		
How many graduates did you survey?	72	What percent of the graduating cohort does this represent?	84%
How many surveys were returned?	6	Survey response rate:	8.3%
Survey Based on (Place "X" in one):	<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		-
b. Less than one month		-
c. 1 to 3 months	3	50.0%
d. 4 to 6 months		-
e. 7 to 12 months		-
f. Over 12 months		-
g. Have not obtained a full-time job	2	33.3%
h. Did not seek a full-time job	1	16.7%
<i>Total</i>	6	

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	2	33.3%
b. Employed and continuing my education	1	16.7%
c. Employed full-time	2	33.3%
d. Employed part-time	1	16.7%
e. Self-employed		-
f. Serving in Armed Forces		-
g. Caring for a home/family		-
h. Unemployed, seeking work		-
i. Unemployed, not seeking work		-
j. Other		-
<i>Total</i>	6	

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	66.7%
b. Moderately related		-
c. Slightly related	1	16.7%
d. Not related		-
e. Not employed	1	16.7%
<i>Total</i>	6	

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	3	50.0%
b. Moderately related		-
c. Slightly related	1	16.7%
d. Not related		-
e. Not employed	2	33.3%
<i>Total</i>	6	

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

After Graduation

	# of Responses	% of Total
a. South Carolina	2	33.3%
b. Southeast, outside of South Carolina	1	16.7%
c. Outside the Southeast	2	33.3%
d. Not employed	1	16.7%
<i>Total</i>	6	

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: University of South Carolina Beaufort

Academic Year for Graduating Students: 2003-2004

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction 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 the appropriate column.

(Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed? 72

How many students responded? 6 Response Rate: 8.3%

Was this population a **sample** or the **total group**? Total

1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	<u>6</u>	100.0%	<u>4</u>	66.7%	<u>2</u>	33.3%	—	0.0%	—	0.0%	—	0.0%	—	0.0%
1.2 INSTRUCTION in the major	<u>6</u>	100.0%	<u>4</u>	66.7%	<u>2</u>	33.3%	—	0.0%	—	0.0%	—	0.0%	—	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	<u>6</u>	100.0%	<u>4</u>	66.7%	<u>2</u>	33.3%	—	0.0%	—	0.0%	—	0.0%	—	0.0%
1.4 INSTRUCTION in general education	<u>6</u>	100.0%	<u>4</u>	66.7%	<u>2</u>	33.3%	—	0.0%	—	0.0%	—	0.0%	—	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	<u>6</u>	100.0%	<u>4</u>	66.7%	<u>2</u>	33.3%	—	0.0%	—	0.0%	—	0.0%	—	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	6	100.0%	1	16.7%	1	16.7%	3	50.0%	1	16.7%		0.0%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	6	100.0%	1	16.7%		0.0%	2	33.3%	2	33.3%	1	16.7%
2.3 Professional or service organizations	6	100.0%		0.0%	1	16.7%	3	50.0%		0.0%	2	33.3%
2.4 Volunteer, public or community service	6	100.0%	2	33.3%		0.0%	2	33.3%	1	16.7%	1	16.7%
2.5 Social/recreational organization	6	100.0%		0.0%	2	33.3%	1	16.7%	3	50.0%		0.0%
2.6 Support or participation in the arts	6	100.0%		0.0%		0.0%	2	33.3%	3	50.0%	1	16.7%

3. The college experience influenced my participation in the above activities:

	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all	
	#	% of Total Responses	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	6	100.0%	4	66.7%	1	16.7%	1	16.7%		0.0%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	6	100.0%	2	33.3%	2	33.3%	1	16.7%	1	16.7%
3.3 Professional or service organizations	6	100.0%	4	66.7%	1	16.7%		0.0%	1	16.7%
3.4 Volunteer, public or community service	6	100.0%	1	16.7%	2	33.3%	2	33.3%	1	16.7%
3.5 Social/recreational organization	6	100.0%	1	16.7%		0.0%	4	66.7%	1	16.7%
3.6 Support or participation in the arts	6	100.0%	1	16.7%		0.0%	3	50.0%	2	33.3%

4. I have voted in ___ of the elections since leaving college.

	<i>Responses to Question</i>		All		Most		Some		Few		None	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
	6	100.0%	1	16.7%	1	16.7%	1	16.7%		0.0%	3	50.0%