

**South Carolina State University**  
**Institutional Effectiveness Report**  
**2004-2005**  
**August 1, 2005**

**Introduction**

South Carolina State University's 2005 institutional effectiveness report includes Library Resources and Services, Majors/Concentrations, the Alumni Survey results, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

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

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

The assessment process for South Carolina State University's academic and administrative programs and services focuses on the development of annual program plans. These plans include the following: 1) a description of the programs' relationship to the University's mission statement; 2) identification of program outcomes and assessment criteria; and, 3) identification of how the assessment results will be used to improve the program and service.

**1. Library Resources**

The mission of the Miller F. Whittaker Library is to provide access to and delivery of information resources to support research methodology and critical thinking, instruction, self-development, lifelong learning skills, and the mission of the university. The library staff strengthens the intellectual environment of the academic community by developing, organizing, and preserving multi-formatted collections for information retrieval. The library staff focuses on meeting user needs and provides innovative and creative learning opportunities, fosters relationships with faculty, provides outreach services to students and the community, supports academic disciplines in the research process, and participates in the teaching process by facilitating information access.

In 1967, South Carolina State College received one million dollars from the South Carolina Assembly and the Higher Education Facilities Act to build a new library. The new structure, the Miller F. Whittaker Library was dedicated in 1969. The library was named in honor of Dr. Miller F. Whittaker, the third president of South Carolina State University. The library consisted of two floor levels and a lower level. In 1979, a third level - the mezzanine floor, was added to increase the seating and shelving capacity for users and resources. MIL-LINE, the library's integrated online system, was implemented in 1991. Users have access to the collection through a computerized system.

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Today, the Miller F. Whittaker Library maintains over 302,375 volumes, 1,027,426 microforms, and subscribes to over 1,081 journals and magazines. The library serves as a partial depository for a select group of Federal documents and a sub-depository for State publications. A variety of programs and services are offered to meet the needs and expectations of library users.

The Library is in the process of changing as part of the facility planning process. A new computer laboratory for students and faculty has been added to the library. The library staff uses a variety of assessments to evaluate the library services and resources. Some of the assessments are: student satisfaction survey, user surveys, and peer comparisons.

The Library staff has developed a timeline to evaluate the library collections for academic programs which include the deans, department chairs and program faculty. The faculty members are involved in annual review process of selecting new library resources and eliminating old materials in preparation for program accreditation. The Library is evaluated annually against the best practices of the Association of College and Research Libraries (ACRL). The budget for the library is developed using this data and accreditation data.

There are student satisfaction and users' surveys that are administered annually to collect information concerning students' and users' (community) perceptions about the importance of and satisfaction with library resources and services. The fall 2004 students' and users'

surveys revealed that both groups agreed that the library staff was helpful, knowledgeable and willing to provide services. They also noted that the library was accessible when needed. The users' survey

also showed that for fall 2004 over 567 community persons requested statistics and other information from the library.

The only weakness revealed by users' and students' survey was lack of appropriate seating space. The survey noted that at peak times the library is not large enough for all persons who come in to use the facility. The university administration has the library identified in the facility planning manual as a major project for the next five years.

Additional detail information on the library's assessment can be found on the library's website. The web address is <http://library.scsu.edu>.

## **2. Majors/Concentrations**

The programs assessed for this review cycle were programs that did not meet the South Carolina Commission on Higher Education Program Productivity Standards. These programs are: Physics, Health Education, Art Education, Music Performance, French and Spanish.

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The programs were evaluated to determine if they were valuable to the college community, state and education of black students. The results of evaluation revealed that the physics, health education, art education program were valuable and should be retained. The Music Performance, French and Spanish program will be deleted. This report provides information on the physics and health education program.

The programs were assessing by using the following criteria: 1) review of curriculum; 2)ten-year enrollment trends of majors and first-time freshmen/transfer; 3)ten-year degree awarded trend; 4)student exit examinations; and, 5)senior exit survey.

- **Physics Program**

The data revealed that the physics program graduated an average of 2.3 students in the last ten years. The enrollment data revealed that only 5.6 students were enrolled in the program. While this data mirrored the national data for black students in this major, the Physics faculty members were determine to re-build the program.

The faculty reviewed the curriculum and added two new options after conducting research and visiting a local college in South Carolina that has large Physics enrollment. The faculty also wrote a National Science Foundation Proposal (HBCU-UP) to assist with scholarships for student enrollment. The proposal was funded and will be implemented in September 2005.

The faculty also administered a survey in fall 2004 of first-time freshmen and undecided students. The purpose of the survey was to ascertain why students were not identifying physics as a major. Three hundred students were surveyed. The survey revealed that the students were not aware of employment and career opportunities in the program.

To address this issue, the physics faculty sponsored a physical science showcase in spring 2005 for all first-time freshmen and undecided students to expose them to physics as a major. For spring 2006, the physics faculty members propose offering two new options, medical and astronomy to the physics program.

- **Health Education**

Based on a review of the health education program, there was a need to hire an additional faculty member to teach, advise and assist students with preparation for the PRAXIS. To address this issue, the University has interviewed and will hire in August 2005 an additional health education faculty with practical experience. This will ensure the program meets the 3 required FTE for the program.

The data also revealed that the students were transferring out of the program into other programs because they could not pass the PRAXIS

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examination. The faculty members have aligned the curriculum with health education PRAXIS examination content and developed a review seminar.

### **3. Technologically-Skilled Workforce**

South Carolina State University is committed to providing students with the computer and other technical skills necessary to succeed in various academic and professional careers. Every student must successfully complete at least one course computer technology course as part of his/her general education requirement. Each faculty member uses computers in the instruction of their courses. The majority of course assessment is done using the computer. The university has established the Education Technology Services Department to enhance the use of technology in teaching.

In addition, the university has stated in its mission statement that through instruction, research, and service activities, SCSU prepares highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands that enable them to work and live productively in a dynamic, global society. This statement demonstrates the university's committed to prepare graduates for a technologically-skilled workforce.

Also included in the 2005-2005 catalog, is a general education curriculum model which states that all graduate must be capable of participating in the dynamics of a rapidly evolving, highly technological, and global society. To achieve this goal, all students are required to take nine (9) hours in quantitative reasoning and technological understanding. Three hours are in computer technology.

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

### **4. Alumni and Placement Survey**

During the spring 2005, the Office of Institutional Research administered 619 alumni/placement surveys to 2001-02 graduates. The survey was reproduced as one survey. The survey was mailed and place on the web. A total of 148 students completed the survey. This is a 23.9 response rate. One hundred and thirty four (134) graduates completed the on-line survey and 14 graduates completed the paper survey. The results of the surveys are provided in the data tables.