

University of South Carolina Sumter
Act 629 Summary Report on Institutional Effectiveness
Fiscal Year 2003-2003

PROCEDURES FOR STUDENT DEVELOPMENT

Definition: USC Sumter supports student development by providing opportunities for cultural enrichment, leadership development, intellectual growth, and interpersonal relationships which contribute to a sense of self-reliance and self-esteem.

INTENDED OUTCOMES

- ◆ Students will experience a successful transition to college.
- ◆ Students will develop healthy relationships with peers, faculty, and staff.
- ◆ Students will explore and clarify some of their personal and professional values.
- ◆ Students will develop an understanding and appreciation for cultural, social, gender, and ethnic diversity.
- ◆ Students will be exposed to cultural and fine arts programs.
- ◆ Students will have opportunities for leadership development.
- ◆ Students will have opportunities for participation in recreational and leisure activities.
- ◆ Students will have opportunities to improve their decision-making and critical thinking skills.

ASSESSMENT

Student Development Transcript

The Student Development Transcript is a certified record of a student's co-curricular involvement and participation in programs and services. The Student Development Transcript System records event attendance and active participation in nine (9) developmental categories. This record serves as a resource document to plan activities in order to provide a balanced program of opportunities in the nine developmental areas. Finally, the existence of the *Student Development Transcript* system stresses the importance of development of the whole person in order to be properly prepared to function in the world of work and adequately serve one's community, state, and nation.

Results Based On The Student Development Transcript

The *Student Development Transcript* system continues to be a valuable assessment tool in numerous ways. From the summary data, levels of student participation can be gauged, areas of participation identified, comparative attendance figures evaluated, and an overall sense of where students value their time, efforts, and energy. In Fall 2002, 23.06% of USC Sumter students had one or more activities recorded on their *Student Development Transcript*.

Student Development Transcript Summary

Term	# Student Participation	# Student Entries	Entries	Enrollment	% Student Participation	% Student Entries
Fall 2002	269	497	1.85	1149	23.41%	43.26%
Spring 2002	150	400	2.67	1141	13.15%	35.06%
Fall 2001	375	690	1.84	1184	31.67%	58.28%
Spring 2001	158	305	1.93	1141	13.85%	26.73%
Fall 2000	354	616	1.74	1173	30.18%	52.51%
Spring 2000	199	367	1.84	1155	17.23%	31.77%

ASSESSMENT

Spring 2003 Student Development Survey

A survey form was distributed from various areas on campus in an attempt to reach a diverse group of students. A total of 87 survey forms were returned. The Spring 2003 Student Development Survey evaluated student responses by four categories:

1. Number of terms enrolled
2. Type of student admitted
3. Gender/Race

Results Based On Spring 2003 Student Development Survey

◆ *Students will experience a successful transition to college.*

Survey results revealed that USC Sumter students experience an extremely successful transition to college. The survey reflected 95% of our students rated their successful transition to college as "Satisfactory to Excellent." These survey results are extremely positive, and reflect a 2% increase from the 1999 survey.

◆ *Students will develop healthy relationships with peers, faculty, and staff.*

The survey reflected 98% of our students rated their development of healthy relationships with peers, faculty and staff as "Satisfactory to Excellent." These responses are a reflection of the personal and interactive campus environment at USC Sumter.

◆ *Students will explore and clarify some of their values.*

The survey reflected 94% of our students rated their value exploration and clarification as "Satisfactory to Excellent." USC Sumter continues to engage students in dialogue and reflection in order to aid students in meeting this intended outcome.

◆ *Students will develop an understanding and appreciation for cultural, racial, gender, and ethnic diversity.*

The survey reflected 98% of our students rated their development of an understanding and appreciation for cultural, racial, gender, and ethnic diversity as "Satisfactory to Excellent", which can be attributed to a variety of initiatives and circumstances. USC Sumter publicly promotes the value of diversity and works with student organizations to develop an appreciation for positive benefits associated with a diverse student body. USC Sumter also has a small international student population along with a number of United States Air Force dependents, who are American citizens from other countries. This allows campus diversity to be more prominent.

◆ *Students will be exposed to cultural and fine arts programs.*

The survey reflected 94% of our students rated their opportunities to be exposed to cultural and fine arts programs as "Satisfactory to Excellent." With the aid of the academic divisions over the past several years, USC Sumter has had the opportunity to provide a variety of cultural programs. This area has improved through the collaborative programming.

◆ *Students will have opportunities for leadership development.*

The survey reflected 95% of our students rated their opportunities for leadership development as "Satisfactory to Excellent." Efforts several years ago to re-implement an off-campus student leadership retreat rekindled student interest and opportunities for leadership development. The development of student leadership is essential to the overall educational development of our students. It is anticipated that the continuation of an off-campus leadership retreat, along with other leadership development opportunities, will yield more students becoming involved and further increase the leadership development at USC Sumter.

◆ *Students will have adequate opportunity to participate in recreational and leisure activities.*

The survey reflected 99% of our students rated their opportunities for recreational and leisure activities as "Satisfactory to Excellent." USC Sumter is committed to staffing the **Nettles Recreational Facility** until 9:00pm Monday through Thursday and the **Student Union Building** until 8:00pm Monday through Thursday. These results reflect an appreciation of the opportunities given to students on the USC Sumter campus. USC Sumter continues to have as a goal to work collaboratively with other schools to increase opportunities for recreational and leisure activities statewide.

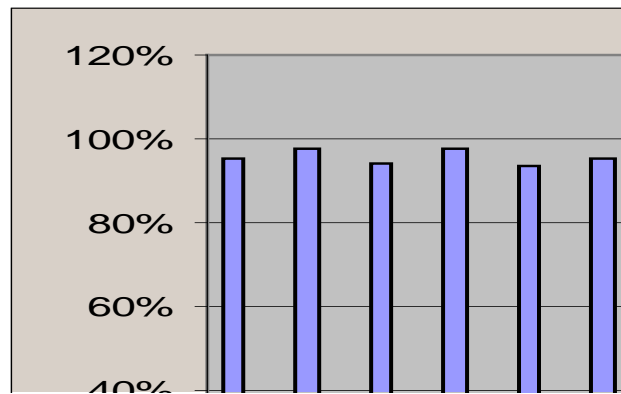
◆ ***Students will have improved their decision-making and critical thinking skills.***

The survey reflected 95% of our students rated an improvement in their decision-making and critical thinking skills as "Satisfactory to Excellent." Students feel that USC Sumter has been a positive force in improving their decision-making and critical thinking skills. Both classroom and out-of-classroom experiences at USC Sumter focus on this area of student development. Students are constantly reminded of the importance of being able to evaluate, analyze, interpret, and assimilate facts, figures, and data in order to solve problems and reach reasonable conclusions.

◆ ***I would describe my experiences at USC Sumter contributing to a sense of self-reliance and self-esteem as:***

The survey reflected 98% of our students rated their experiences at USC Sumter contributing to a sense of self-reliance and self-esteem as "Satisfactory to Excellent." Students evaluate experiences at USC Sumter as being extremely effective in contributing to a sense of self-reliance and improved self-esteem.

Overall, as reflected by the responses to this question, it appears that USC Sumter is doing an excellent job in student development.

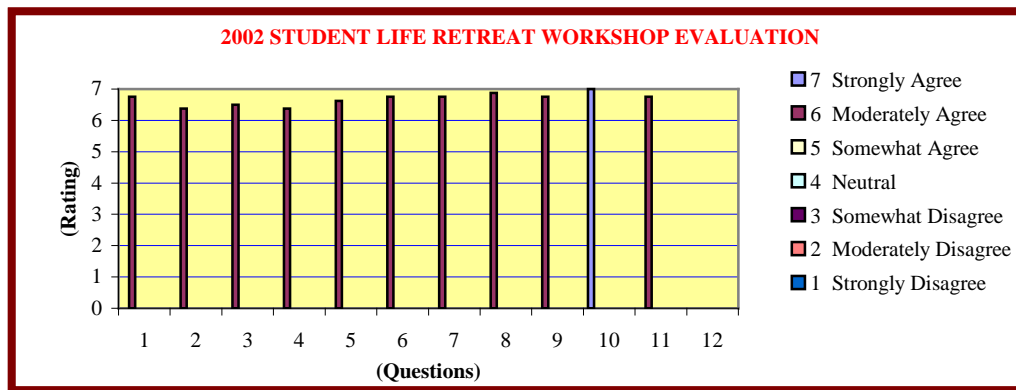


ASSESSMENT

◆ **Fall 2002 Student Leadership Retreat**

A two-day retreat was held at the Bishop Gravatt Center in Aiken, SC. Eighteen students participated in the leadership retreat. A twelve-question evaluation form was distributed and collected. The questions and the graph summarize the results.

1. The Retreat/Workshop was worth my time and effort.
2. The Workshop and sessions were informative and useful.
3. The Workshop allows me a greater appreciation for my college experience.
4. I feel more connected with the University and its student leaders.
5. The presenters were well prepared and informed.
6. All of my questions were answered sufficiently.
7. I feel comfortable applying what I have learned.
8. I appreciate the various styles of presentations.
9. This Retreat/Workshop increased my desire to be involved.
10. I would recommend this experience to my fellow students.
11. I feel that the Workshop enhanced my abilities to serve in a leadership capacity.
12. What improvement(s) do you recommend to make this Retreat/Workshop more meaningful?



Results Based on the Fall 2002 Student Leadership Retreat

The evaluations show 100% of the students responded *Agree* or *Strongly Agree* as to whether the retreat was worth their time and effort. **The retreat had three (3) purposes.**

1. Build a core group of students capable of working together and willing to rely on the skills and expertise of each other to collectively improve the quality of life on campus.
2. Each to learn the fundamental operations of the campus, including the resources available to them and how to access those resources.
3. Learn how to be an effective leader by evaluating their leadership styles, communication skills, organization skills, and planning skills.

Based on the survey results, which were extremely positive, it is evident that the retreat helped students in numerous intended outcome areas for student development, including:

- Successful transition to college
- Developing healthy relationships with peers, faculty, and staff
- Exploring and clarifying some of their values
- Developing an understanding and appreciation for cultural, racial, gender, and ethnic diversity
- Opportunities for leadership development
- Improved decision-making and critical thinking skills

Based on the total opportunities to respond to the twelve-question evaluation, 96.00% of all responses were marked *Agree* or *Strongly Agree*. USC Sumter looks forward to continued use of student leadership retreats.

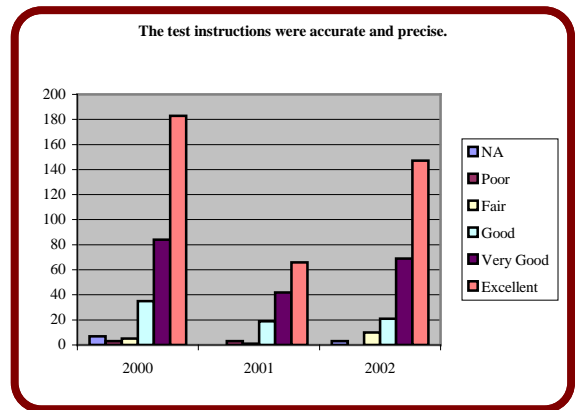
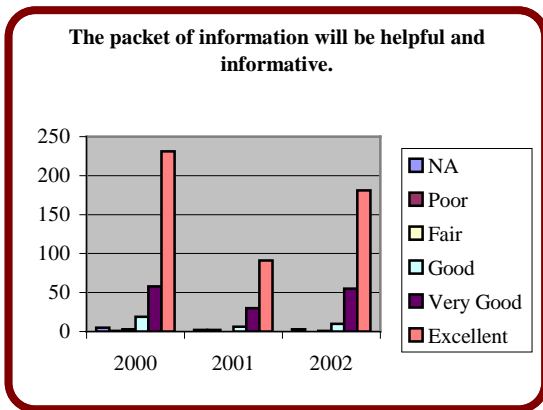
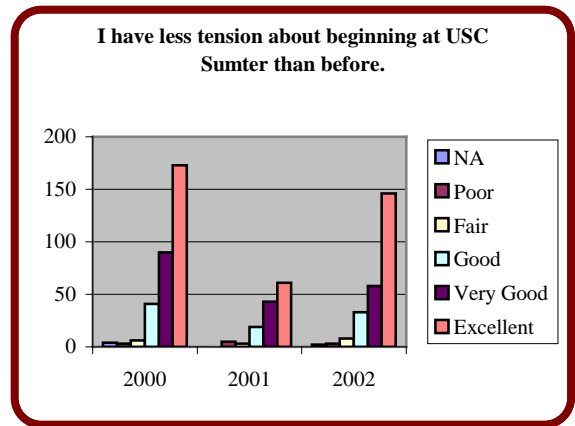
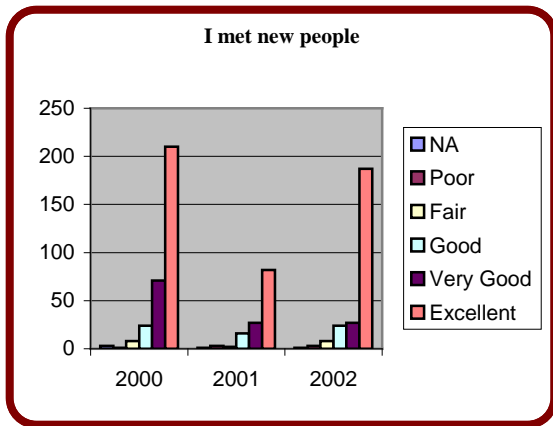
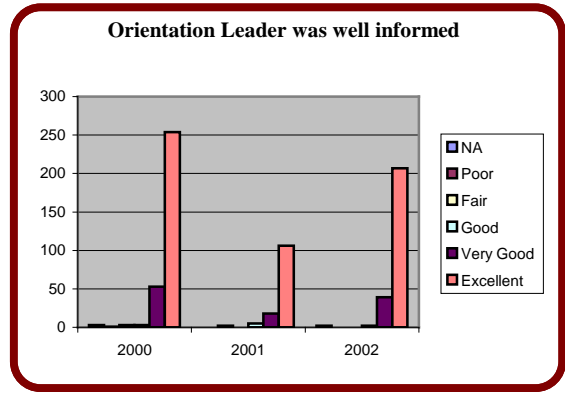
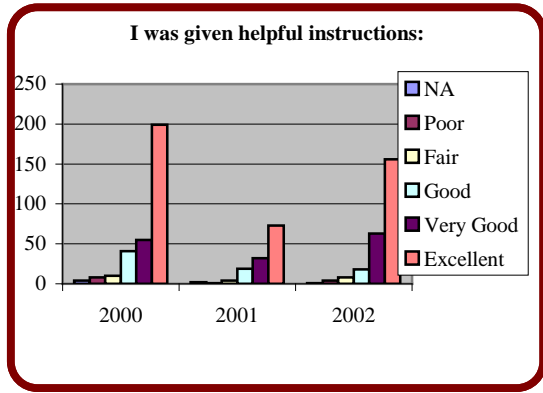
ASSESSMENT

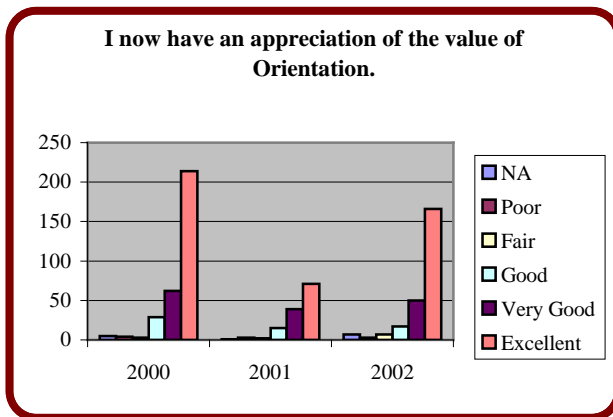
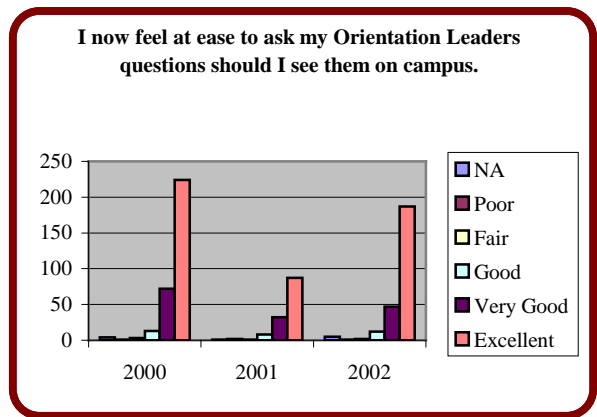
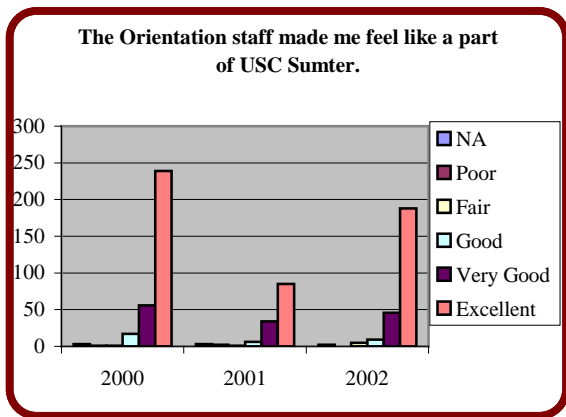
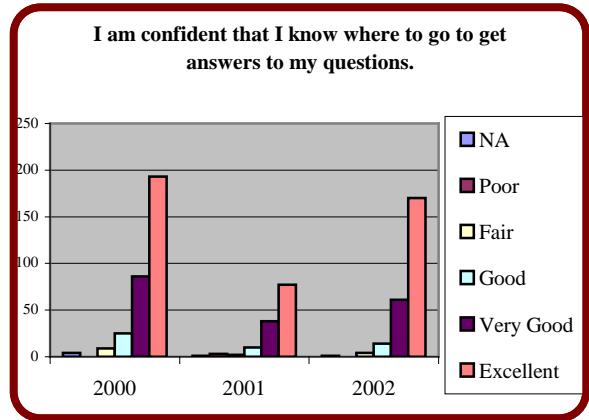
◆ Orientation Evaluations for 2002

Evaluation forms were distributed to students at each orientation session. USC Sumter holds orientation sessions throughout the year.

Results Based on the Orientation Evaluations for 2002

Students responded very favorably as to whether USC Sumter met their intended objectives for the orientation sessions. Cumulatively, 90.46% of the students gave a ranking of "5" or "4" - which are the two highest rankings. The orientation sessions help meet numerous intended student development outcomes, including: a successful transition to college; development of healthy relationships with peers, faculty, and staff; and development and understanding and appreciation for cultural, racial, gender, and ethnic diversity.





USE OF ASSESSMENT DATA

USC Sumter uses assessment data to confirm and/or make adjustments to the current methods employed to supplement student growth and development in the nine identified areas considered necessary to develop well-rounded individuals. Assessment results are shared with the departments directly involved, as well as with other departments and individuals who may have a related interest or responsibility. The Student Affairs Division is consistently seeking methods to validate what we do and seek innovative ways to improve.

POLICIES AND PROCEDURES TO ENSURE THAT ACADEMIC PROGRAMS SUPPORT THE ECONOMIC DEVELOPMENT NEEDS IN THE STATE BY PROVIDING A TECHNOLOGICALLY SKILLED WORKFORCE

The primary mission of USC Sumter is to provide students with the first two years of a university education, preparing them to go on to a baccalaureate degree granting institution. In the process of earning a baccalaureate degree, many students earn an associate degree, and USC Sumter offers the Associate in Arts and the Associate in Science. The University emphasizes the development of the whole person and seeks to foster in students the disciplines essential to an educated citizenry. Within the AA and AS degrees, faculty help students acquire skills and knowledge in the use computers and other technology to perform tasks appropriate to their major fields. All current graduates have taken at least five courses, which require computer skills and should have acquired the computer skills appropriate to the first two years of a university education.