

## South Carolina State University Institutional Effectiveness Summary

### Introduction

South Carolina State University's 2007 institutional effectiveness summary includes two components this year. The components are General Education and Majors or Concentrations. The Institutional Effectiveness Assessment Reporting Process at South Carolina State University is a comprehensive process coordinated by the Office of Institutional Research with extensive input from constituents' campus wide.

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

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

Also included in the 2006-2007 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.

### Assessment Process

The Institutional Effectiveness Reporting Process at the University is coordinated by the Office of Institutional Research and involves extensive input from the academic and administrative departments. The Institutional Research Office has the responsibility of assisting academic and administrative departments with the development of program outcomes, student learning outcomes and assessment criteria. The Research and Planning Administrator in the office is responsible for coordinating this process.

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The University has an assessment committee. This committee establishes and monitors policies to assess academic programs, select assessment instruments, and make recommendations for program improvements in collaboration with the program department chair/director.

The academic and administrative assessment process 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, student learning outcomes, and assessment criteria; and 3) identification of how the assessment results will be used to improve programs and services. An annual report is submitted to the Executive Director of Institutional Effectiveness in July that discusses how the academic and administrative program/student learning outcomes were assessed and how the results were used. A report is presented to the college community.

**1. MAJORS OR CONCENTRATION**

During the 2006-07 academic year the University's Academic Affairs' office was in transition. The program review cycle was tabled while an external agency conducted an academic program review. The report was not available at the time of this report; therefore, no majors/concentrations reports are presented during this cycle. A complete report on majors will be provided in the 2008 Institutional Effectiveness Report.

**2. STUDENT DEVELOPMENT**

The Division of Student Affairs supports the mission of the University by providing campus housing, residential life programs and student development programs and services.

The Division consists of Enrollment Management, Career Planning and Placement, Health and Psychometric Services, Student Leadership, and Residence Life.

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During the 2006-07, academic year, the division was re-organized. The goals and objectives of the division were developed and incorporated into the University's 2006-2011 Strategic Action Plan.

The primary focus for student development has been on residential life. Based on the 2003 Institutional Effectiveness Report, the students identified the quality of the resident halls as a major issue.

The University constructed one new resident hall and renovated existing residential halls. During the 2007-08 academic year, the students will be surveyed to determine the impact. Additional residential life programming has been added as well and will be assessed. Data is not available for this reporting cycle. Data will be presented in 2008.