CS 3.3.1 - Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of those results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 educational support services
3.3.1.4 research within its educational mission, if appropriate
3.3.1.5 community/public service within its educational mission, if appropriate

Compliance Finding: In Compliance

Narrative:

The Planning, Institutional Effectiveness, and Assessment Process

As a vital part of its commitment to assessment and continuous improvement, the University of South Carolina Beaufort (USC Beaufort) has identified expected outcomes for all its educational programs, administrative and educational support units, and research and community outreach areas. Each program and unit annually assesses the extent to which it has achieved its outcomes, and each program and unit uses these results to initiate and justify program improvements. Student learning outcomes for all academic programs are published in the USC Beaufort 2007-2008 Bulletin [i] and in each academic unit's Department Resource Guide, available on the campus shared drive. For example, the program goals and expected outcomes for the English program are as follows:

Program Goals

Through the study of language and literature, and through the instruction and practice in writing required for all of its courses, the English program seeks to accomplish the following objectives:

- Produce graduates who read, think, and write carefully, critically, and creatively.

- Produce graduates who know when, why, and how to conduct literary research.

- Produce graduates who understand and appreciate the historical and formal development of the English language and of English and American literature.

- Produce graduates who are well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.

- Provide a solid foundation for students who wish to pursue graduate studies in English.

- Establish a learning environment in the English discipline that contributes to cooperation and collaboration with the local community in the region and the state.

Students who graduate with a B.A. in English should…

- be effective critical thinkers, analyzers, and close readers of literature. Students should be sensitive to genre, historical period, tone, style, nuance, and detail.

- be strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence, and render it in coherent, grammatical, and properly punctuated written English.

- have a broad historical understanding of the development of English and American literature.

- understand the intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.

- understand the fundamentals of linguistics and understanding the historical development of the English language.

- have a sense of Western intellectual/philosophical history appropriate to their area of interest in English.

- have a broad background in European or American history appropriate to their interests in English

- know how to conduct literary research using MLA bibliography and important databases such as JSTOR, Project Muse, Expanded Academic ASAP, etc.

- understand the basic theoretical lenses often brought to bear upon literature.

Every course has defined student learning outcomes, which are published in the syllabi [ii]. Administrative and educational support services and research and community outreach units derive their goals and objectives from their unit plans in the 2003-2008 Strategic Plan. The extents to which the unit's goals and objectives are achieved are evaluated and assessed using the Institutional Effectiveness (IE) system explained in Core Requirement 2.5 and again below. (See also the Institutional Effectiveness Manual [iii].)

Planning, assessment, and improvement at USC Beaufort are a shared responsibility. USC Beaufort has implemented an institutional effectiveness cycle with a series of activities designed to ensure a continuous planning process and a feedback loop, supporting the desired outcomes of its educational programs and its administrative and educational support services. Every activity in the IE process is guided by the USC Beaufort Mission [iv] and Strategic Plan [v]. Annually, the Institutional Effectiveness Council (IE Council), consisting of faculty (all department chairs), staff (at least one from each unit), and a student government representative reviews the institution's mission and goals. In addition, the IE Council annually reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered

for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor.

USC Beaufort's planning and assessment process is broad-based, systematic, and appropriate to the institution. With input from all units of USC Beaufort, the process continues to evolve with the primary goal of serving students in the region by continuously improving educational programs and support services. The process involves every unit and subunit reporting annually on goals, assessing those goals, and making improvements based on findings. USC Beaufort is on a two-year planning cycle, so in the Spring, the units complete an Institutional Effectiveness and Outcomes Assessment (IE-OA) report for the academic year two years ahead. This is the planning stage and allows budget implications to be addressed early. Close out reports are due at the end of the academic year and include findings based on assessment activities. These findings may also lend support to budgetary requests.

As part of the IE process, each unit and subunit submits an IE-OA form [vi] which includes the following: the name of the unit or subunit, the name of the person submitting the report, and the purpose statement for the unit. All units' purpose statements must be in support of the University Mission. Next is a goal for the unit and the number of the mission goal supported by that unit goal. There are twelve goals to achieve the USC Beaufort mission [vii], and these are cross referenced with the ten strategic planning goals. This ensures that the unit goal is related to the mission and the current strategic plan. Next are objectives, expected results, and assessment methods. During the close out phase, the actual results obtained are reported as well as any use of results for improvement. The academic programs began using a new academic form [viii] for academic year 2006-2007 to ensure they report on all student learning outcomes. All completed IE documents for all units are available for review [ix].

Throughout the assessment process, units are encouraged to seek support from the Institutional Effectiveness and Research (IER) Office. During the 2006-2007 year, staff in the IER Office gave a presentation to every unit about the Institutional Effectiveness process. As previously mentioned, to close the 2006-2007 academic year, all academic degree programs were required to complete an Academic IE-OA report which focused solely on student learning outcomes. This ensures that the academic programs are assessing student learning outcomes while still allowing them to set administrative goals and objectives through the regular IE-OA form. The baccalaureate degree programs are new and changes are occurring. In an effort to continuously improve, USC Beaufort is developing trend data to inform anticipated changes. During the Fall of 2007, all academic programs completed a curriculum map [x] showing the relationship between the program goals, student learning outcomes, and course content. This will help shape future assessment for the academic degree programs. As the first four-year cohorts are approaching completion of the degree programs, a schedule of academic program reviews is being established by the Courses and Curricula Committee.

In addition to the Institutional Effectiveness process, campus groups such as the Enrollment Management Team (EMT), made up of faculty and staff, study enrollment trends every semester and retention and graduation rates at least annually as data are available. One recommendation stemming from this committee was the establishment of the Center for Instructional Technology and Academic Resources. This Center assists the university in its mission by supporting the instructional technology and academic resource needs of the entire USC Beaufort community through instructional design, training, consulting, tutoring, testing, and other services. The Center connects USC Beaufort faculty, instructors and staff to the latest advancements in instructional technology

and supplemental instruction opportunities. The Center connects students with the technologies they will need in a technology rich environment in both work and life, and helps them master effective ways of learning in the different disciplines. Academic support services under the supervision of the Center include technology workshops, academic skills workshops, tutoring services, writing center, and testing services.

To help inform the various groups and units, the university participates in national surveys (e.g., the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Cooperative Institutional Research Program (CIRP)). Some programs develop their own surveys, and also participate in university surveys (e.g., course evaluations, advisement survey, survey of rising juniors, graduating student survey, and alumni survey). Several majors such as Psychology, History, Business, and Biology use the Major Field Tests (MFT) from Educational Testing Service (ETS) as one way of evaluating the capabilities of students in their programs. Academic units are expected to share goals, objectives, and results at departmental meetings. The multiple assessment measures used by the programs are listed in the table below.

Assessment Method	Biology	Business	Early Childhood Ed.	English	History	Hosp. Mgmt	Human Services	Liberal Studies	Nursing	Psychology	Spanish	AA/AS & Gen Ed
Curriculum / Course-related Assessment Methods									X			
Capstone Course		X	X		X	X	X		X			
Capstone Project or Performance Evaluation			X		X	X	X		X		X	
Case study		X				X						
Classroom Assessment	X	X	X	X	X	X	X		X		X	
Content Analysis		X	X					X				
Course-embedded Question and/or Assignment		X	X	X			X				X	X
Evaluation of Portfolio		X	X				X					
Rating Scale		X	X				X				X	X
Scoring rubric		X	X	X		X						
Other performance- based		X							X	X		

Assessment Method	Biology	Business	Early Childhood Ed.	English	History	Hosp. Mgmt	Human Services	Liberal Studies	Nursing	Psychology	Spanish	AA/AS & Gen Ed
assessment method(s)												
Other												
Curriculum and Syllabus Analysis	X	X	X	X		X	x		X	X		
Observation (focused on specific program outcomes)			X						X			
Student Activity and Study Log/Paper			X			X	x				X	
Scoring of Essay		X	X	X	X	X	x					
Other method(s)									X			
Evaluation of Application Program of Study								X				
EXAMS												
Pre-test/Post-test			X								X	X
Major Field Test	X	X	X		X				X	X		
National Test			X	X		X	x		X			X
State Test			X			X						
SURVEYS												
Satisfaction Survey					X			X	X			
Senior Exit Survey	X			X	X				X	X		
Graduating Student Survey			X			X					X	
Employer			X						X			
Alumni			X						X			
Rising Junior Survey												X

Assessment Method	Biology	Business	Early Childhood Ed.	English	History	Hosp. Mgmt	Human Services	Liberal Studies	Nursing	Psychology	Spanish	AA/AS & Gen Ed
MISC.												
Advisory Board		X	X	X		X	x		X			
Focus Group		X		X			x					X
Institutional Data			X					X				
Transcript Analysis		X						X				
Retention Rate									X			
Completion Rate			X						X			
Course grades	X	X	X	X	X	X	x	X	X	X	X	X

Examples of Findings and Improvements Related to Educational Programs

The full IE-OA assessment documents for USC Beaufort since 2005 are available for review [xi]. The learning outcomes for each degree program are found in the 2007-2008 USC Beaufort Bulletin and are documented in the Academic IE-OA report for each degree program. From those reports, some findings, recommendations, and examples of improvements in the majors based on assessment are:

Biology

- Graduating seniors were found to be weak in the areas of Cell and Molecular Biology. The hiring of a new department chair with specialties in the areas of biochemistry and neurobiology will allow the offering of a wider range of upper division courses. The planned hire of a tenure-track developmental biologist will augment the ability of the faculty to teach reductionist areas of biology.

Business

- Accounting I & II: An optional Text: EXCEL QUICK, 3E by Cengage Learning will be recommended in the syllabus.

- BBAD 383, International Business, *Wal Mart in Germany Case Study:* Through review of analytical quality of the case studies, future case assignments will be adjusted to improve student analytical capabilities.

- Overall the results of the Spring 2007 Business MFT were encouraging for USC Beaufort when compared to the national mean. Results of classroom

assessments indicated that there are areas in accounting, economics, human resource management, management and leadership, and marketing where USC Beaufort students did not achieve the expected results. These are areas in which the faculty will work towards improving student learning, either by a variety of assessments, or by enhanced classroom learning techniques. The faculty will meet to discuss the curriculum and develop an improvement plan for student learning.

- Regarding the MFT results, there are certain curricular areas that need improvement (accounting, quantitative analysis, marketing, information systems, and international business) and these will provide the new business department chair with guidance for future growth and improvement. The strength of the department continues to be in the faculty, as evidenced by the strong satisfaction ratings regarding advisement and the ability to attract more talented students to the business major (see administrative IE goals report). Future opportunities for growth will include enhancing curricular offerings and bolstering the faculty ranks. Another strength is the student involvement with the business club, and with a faculty liaison as mentor this club will continue to grow.

Education

- In the Fall of 2006, the Education faculty revised the Conceptual Framework for the Education Department and developed a new assessment system for student outcomes. As a result of this revision, the Early Childhood Program's syllabi required adjustments in the critical tasks or rubric changes in 100% of education courses.

- The Education Department completed the NAEYC report for the Early Childhood Program in February 2007 and received notification in June that the program is now recognized nationally, with conditions. This national recognition was made possible through the assessment work, passed by NCATE in the Pre-conditions report.

- In September 2007, the Department received notification from NCATE that all Pre-conditions had passed. The accreditation visit will occur in April 2008. Work continues on the web portal to provide electronic portfolios from internships and electronic data as described in student outcomes in the IE-OA report.

- Finally, program changes made by the Education Department over the past year based on assessment have been deep and broad. The department has hired personnel, revised the conceptual framework, passed Pre-conditions, and implemented an assessment system that is driven by student outcomes.

English

- A curriculum for a "writing track" within the major was approved at the English, Speech, and Theatre Department's October 26, 2007 department meeting. It was approved by the Courses and Curricula Committee, January

25, 2008, and by the Faculty Senate, February 15, 2008. It will be implemented in fall 2008.

- The English, Speech, and Theatre Department conducted a search to hire a new full-time faculty to teach composition at both the upper- and lower-division level. The purpose of this position is to improve the full-time to adjunct ratio in lower division English courses and improve the quality of student writing for all USC Beaufort students. A candidate was not hired this year, and the department will reopen the search.

- The English faculty has adjusted its schedules in English to offer 300/400-level courses in writing in both spring and fall semesters, and now offers 300/400-level courses in 19th-century American literature and 19th- and 20th-century British literature at least once every three semesters (not counting summer).

- To improve student performance on the GRE in Literature, the department began disseminating a suggested reading list to all incoming majors and began requiring a glossary of literary terms in BENG 287, 288, & 289. The department also developed "coaching" relationships with students who intend to pursue literary studies at the graduate level.

- At its October 26, 2007 department meeting, the English, Speech, and Theatre Department approved the creation of a new sophomore-level requirement: Western Foundations of Literature in English - a single semester "great books" course with a curriculum specifically designed to introduce students to the non-English-language European texts (in translation) most important to literature in English: Homer, Virgil, Dante, Cervantes, Voltaire, Flaubert, etc. (This new requirement will replace the current two-semester non-required great books courses, BENG 390 & BENG 391.) This course was approved by the Courses and Curricula Committee, January 25, 2008, and by the Faculty Senate, February 15, 2008. It will be implemented in fall 2008.

- The Chair has arranged with the library staff to begin offering each semester a seminar on research techniques for literary study. The Chair has also urged all faculty to be more thorough in teaching research methods and MLA citation and format.

History

- Faculty, including adjuncts, must continue to emphasize and require written work throughout the History program.

- A new faculty member was hired in August 2006, bringing several new non-western upper-division courses into the USC Beaufort course rotation.

Hospitality Management

- The program is growing and the students are succeeding in the eyes of their employers as measured in their final internship evaluation.

- The addition of a state of the art computer business simulation to the capstone course is an exciting development and should help to increase the technological and management skills of the students in the program.

- The faculty will be exploring ways to internationalize the experience of the students through exchanges and study abroad programs.

- Departmental faculty will introduce basic profitability measures in lower level hospitality courses (110 and 260) in order to prepare the students for upper lever courses beginning fall 2007.

- Pilot research projects were conducted by students. Students in BHRM 410 A in the Fall 2006 and 410 B in the Spring 2007 collected participant data for two Hilton Head Area Hospitality Association events (Food Festival, Fall 2006 and Wine Festival, Spring 2007). Students designed surveys and used PC tablets to collect participant data at these two events. Reports were generated and presented to Board members of the Hilton Head Area Hospitality Association. The Association was pleased with the results and has contracted with the Department to continue the research at these events. The department will use the success of this program to develop an undergraduate research course in Hospitality Management.

Human Services

- During the 2006-2007 academic year, Human Services underwent a major curriculum revision to improve the program and align it with the national Council for Standards in Human Services Education's accreditation standards, refined the articulation agreement with technical colleges in South Carolina offering Associate degrees in Human Services, and responded to feedback from students' work. These significant curriculum changes took effect in the fall semester of 2007-2008.

- Two courses, BHSV 180: Personal and Professional Development in Human Services, and BHSV 400: Leadership and Professional Ethics in Human Services were added in 2007-2008.

- The Internship Site Supervisor Evaluation of the Student was revised. Two questions on this new evaluation instrument pertain to student competencies applying the asset approach. This new instrument, developed with assistance from the Human Services Advisory Board, will be implemented in the 2007-2008 academic year.

- The capstone course, or final internship, will require students to prepare a portfolio of specific assignments showing the application of the asset approach to human services.

- New technology developments and skills will be discussed with colleagues in Computer Science. One of the new classes that will be offered in the new curriculum is BHSV 400: Leadership and Professional Ethics in Human Services. This class will also discuss information technology and the ethical issues it raises in Human Services.

Liberal Studies

- The Liberal Studies degree program is developing more direct measures of student learning. One example is to evaluate the Liberal Studies major's ability to communicate effectively in writing by writing thematically clear, well supported papers by tracking student performance in courses identified as intensive writing courses, perhaps using a standard similar to the Gordon Rule in Florida.

- The application form for Liberal Studies majors will be adjusted: students will be expected to develop a theme for their study and identify areas of research, rather than just specific courses, to support it.

- Students will be advised to use the library and library staff for basic training or help in conducting research, and to become familiar with databases related to their in databases related to their major and minor studies.

- The Liberal Studies degree program will convene the Liberal Studies advisory group composed of five faculty members from various departments to discuss proposing two additional required courses. These two new courses will serve as a common ground for all Liberal Studies majors and guide them through their degree. The first course will be a preparatory course during the sophomore year of the student, prior to the student taking their major courses. This course will provide students with an analytical framework for application in their senior seminar. The second course will be the required capstone course and is to be designed to give Liberal Studies seniors exposure to subject matter that requires more than one discipline in the form of a research paper or a portfolio.

- On February 5, 2008, the Liberal Studies advisory group met [xii] and decided to forward to Courses and Curricula Committee the proposals to implement the curricula changes in the above bullet. The Humanities Department faculty met on February 15, 2008, and approved the advisory group's proposal [xiii]. These have been forwarded to the Courses and Curricula Committee.

Psychology

- As a result of assessment data, the psychology faculty is revising the curriculum to require all students graduating with a major in psychology be exposed to all core areas of scientific psychology.

- Members of the psychology faculty are establishing research opportunities for students with the Medical University of South Carolina in Neurosciences and at the Institute of Psychiatry.

- Because of the importance of the Sensory and Physiology area of knowledge, the psychology faculty will revise the curriculum for implementation in Fall 2009, such that all psychology majors will be required to take the basic course in Physiological Psychology (currently BPSY 460).

- Currently, students are not required to take developmental psychology, but may choose two of a group of four courses (abnormal, developmental, social and personality). Because of the importance of this area of knowledge, the psychology faculty will revise the curriculum for implementation in Fall 2009, such that all psychology majors will be required to take the basic course in Life Span (currently BPSY 420). Advanced courses in child, adolescence, early, middle and late adulthood will be retained for students desiring further emphasis in development.

Spanish

Based on the assessment, the Spanish faculty proposed to revise the major curriculum by splitting the four existing courses into eight courses.

Table 1 Proposed Course Revision

As already stated in the 2007-2008 Bulletin	Proposed Amendment
BSPA 400: Spanish Civilization	**BSPA 400**: Spanish Civilization I (Middle Ages to 1700)
	BSPA 402: Spanish Civilization II (1700 to 21st Century)
BSPA 401: Spanish American Civilization	**BSPA 401**: Spanish American Civilization I (Pre-Columbian to Independence)
	BSPA 403: Spanish American Civilization II (Independence to 21st Century)
BSPA 404: Literary Tendencies and Masterpieces of Spain	**BSPA 404**: Literary Tendencies and Masterpieces of Spain I (Middle Ages to 1700)
	BSPA 406: Literary Tendencies and Masterpieces of Spain II (1700 to 21st Century)
BSPA 405: Literary Tendencies and Masterpieces of Spanish America	**BSPA 405**: Literary Tendencies and Masterpieces of Spanish America I (Pre-Columbian to Independence)
	BSPA 407: Literary Tendencies and Masterpieces of Spanish America II (Independence to 21st Century)

Justification: The BSPA 400 is Spanish Civilization from the Beginning to Today. The time frame covered in this course is so vast and there is a need to cut it in half and cover the material in two semesters for a more in-depth educational experience. The same reason is used for the other three courses.

- Adding the new BSPA 499 capstone course as a required course for all Spanish majors. Student performance in this course can be used as a sort of "exit" assessment prior to graduation.

- Responding to the growing need in Spanish language instruction, language course assessments and to ascertain that the objectives of the program are being met, USC Beaufort will hire a tenure track Assistant Professor (Latin-American) in Spanish (position was established in academic year 2003-2004 and the university has conducted a search every year since then, but unable to hire due to high demand) and a full-time instructor who will manage the general education language courses and the placement exam issues, as well as regular foreign language assessment on campus. Both positions are scheduled for Fall 2008.

Using the ACTFL Rating Guideline as an Evaluation Rubric

Prescribed ACTFL Levels and Ratings

Course Level	ACTFL Rating
BSPA 109	Novice Low, Novice Mid
BSPA 110	Novice Mid, Novice High
BSPA 122	Novice High, Intermediate Low
BSPA 209	Intermediate Low, Intermediate High
BSPA 210	Intermediate Mid, Intermediate High
BSPA 300 -309	Advanced Low
BSPA 310 +	Advanced High
BSPA 400 +	Advanced High, Superior

- Initiate campus-wide change of text in BSPA 109, 110, 122 and 209

- Convert the paper Spanish placement exam to an electronic exam and possibly use this as a mid-program survey exam to all majors and again as a form of field exam prior to graduation.

General Education/Associate of Arts/Associate of Science

- In spring 2007, USC Beaufort began discussions about expanding its Writing Center to both campuses and changing to a five-day-per-week schedule to accommodate drop-in sessions. The Director of General Education recommended that USC Beaufort consider hiring a Writing Center Director with a Ph.D. in composition and rhetoric, and that the director teach two freshman English classes per semester. (This is important for the Writing Center to be fully integrated into USC Beaufort's curriculum and for the director to fully understand our students.) In June 2007 USC Beaufort moved to fully integrate the Writing Center into the new Center for Instructional Technology and Academic Resources.

- The English department will create a common and detailed grading rubric for BENG 101 and 102 and share this with the entire faculty. This grading rubric will outline the characteristics of A, B, C, D, and F papers in such categories as ideas/thesis, organization/coherence, development/support, style, and mechanics. Such a rubric will help us to define, communicate, and teach the values we consider most important in student writing.

- English faculty will work more closely with the library in BENG 101 so that the existing required research assignment is more closely integrated with the existing required library tour and information literacy test. Students will learn more about information literacy if their library experience has a direct bearing upon their research papers. It was recommended that the library revise and improve the required information literacy test.

- USC Beaufort adopted a more appropriate foreign language placement test due to vocabulary differences on the old test versus current textbooks.

General education is covered in depth in Comprehensive Standard 3.5.1.

Accreditation

USC Beaufort is seeking external accreditation for several of its academic programs as the institution continues its commitment to excellence. The Education department is seeking accreditation from the National Council for Accreditation of Teacher Education (NCATE). In July of 2007, USC Beaufort received notification from NCATE and the National Association for the Education for Young Children (NAEYC) that the Early Childhood Education program is nationally recognized with conditions through Spring 2009. The program will be listed as nationally recognized on websites and/or other publications of NAEYC. The NCATE accreditation visit will occur in April 2008.

With the approval of the USC Beaufort Faculty Manual in August 2007, six of the eight new

department chairs were elected by their departmental faculty; Business and Biology hired department chairs to provide academic leadership. External accreditations will be pursued for the Human Services degree and Business at the appropriate times. Human Services plans to seek accreditation from the national Council for Standards for Human Service Education (CSHSE). Business will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB). The Bachelor of Science in Nursing (BSN) is accredited by the South Carolina Board of Nursing and is seeking voluntary national accreditation from the Commission on Collegiate Nursing Education (CCNE).

Examples of Findings and Improvements Related to Administrative Support

The full IE-OA assessment documents for USC Beaufort since 2005 are available for review [xiv]. The expected outcomes for the administrative support areas can be found in the Strategic Plan and are documented in the annual IE-OA report for unit. From those reports, some examples of findings, recommendations, and improvements in the administrative support services based on assessment are listed below:

Military Programs

Consistent with recommendations from the Institutional Effectiveness Reports, the following changes have been implemented:

- Technology was upgraded at both major installations, (i.e., the Marine Corps Air Station Beaufort and Marine Corps Recruiting Deport/ERR Parris Island).

- New computers and a document scanner were purchased.

Office of Admissions

- As a result of informal and formal assessments conducted by the Office of Admissions beginning with the 2006-2007 academic years, a number of significant changes have been implemented in order to enhance services. Among these are:

- The focus of the college admission requirements, stipulated by the South Carolina Commission on Higher Education for all first time Freshmen, has been strengthened.

- The role of the Admissions/Petition Committee in addressing appeals has been revised.

- An increase in minimum SAT scores to 800 and ACT scores to 17 has been instituted, beginning with all applicants for 2008-2009.

- A system of rolling admissions has been implemented.

- An integrated enrollment service has been developed that includes a communication plan between admissions, recruitment, financial aid and, housing, and student life.

- An Assistant Director of Admissions has been hired.

- The Admissions/Recruitment policies and procedures manual has been updated.

- Collaborations with the office of Institutional Effectiveness have resulted in weekly admissions and enrollment projection reports.

Financial Aid/Veteran's Affairs

As a result of a number of reports including the 2003-2008 USC Beaufort Strategic Plan, the Director's 2005-2007 Institutional Effectiveness report, and the 2006 Graduating Student Survey, the following significant changes and developments have taken place:

- Financial Aid was established as a stand-alone operation in Fall 2006 (the office is no longer under the oversight of USC Columbia.)

- A Director was hired, and the number of full time staff was increased from one to five, including an Assistant Director, Financial Aid Counselor, Federal Fiscal Technician, and an Administrative Assistant.

Judicial/Housing Office

A re-alignment of staffing within the Student Development unit supported creating the position of Assistant Vice Chancellor for Student Development with responsibility for oversight of judicial and student housing issues. In addition, a Housing Coordination Committee was established and charged with coordination of services to Palmetto Village.

Student Life

The increase in student enrollment has resulted in the need for increased services for all students at USC Beaufort. These include the following:

- Mandatory student orientation was instituted for new freshmen began with the 2007-2008 entering class.

- Collaborations with various departments such as Athletics, Opportunity Scholars Program, Academic Departments, and the Student Government Association resulted in expansion and enhancement of programming.

- A temporary full-time student activities programmer was hired.

- A Student Campus Activities Board was created.

Public Safety

Since 2003, USC Beaufort has gone from having no public safety office to having a Director and 6 public safety officers. All Clery reporting is now done within the unit. USC Beaufort currently enjoys a cordial working relationship with Beaufort and Jasper Counties law enforcement agencies and continues to improve on campus safety.

All Public Safety officers are now certified in Red Cross First Aid, Cardio-Pulmonary Resuscitation, and the correct use of Automatic Electronic Defibrillators.

- Several courses of study (ICS 100, ISC 700, and ICS 800) were completed to certify that we are compliant with the Federal Emergency Management Agency (FEMA) mandated National Incident Management System.

- In response to the increase in violence on college campuses, officers took part in training for the proper response to an active shooter on campus . In addition, the department maintains ongoing participation in the USC Beaufort Housing Committee.

- A records management system was established, as endorsed by the Clery Foundation, compliant with the Federal Clery Act.

- A written Bomb Threat protocol was established.

- The E2Campus emergency notification system was identified and secured.

- A marked patrol unit for campus patrol and response to incidents was secured.

Facilities

A full time Director of Facilities maintains each campus with its own separate and unique environment. Recent projects include:

- Renovation of the Barnwell House including porch, roof, and painting

- Renovation of the Arts Studio restroom and repaired roof

- Installation of North Campus exterior lighting

- Installation of a new field house for athletic offices

- Installation of new partitions in Hargray 159, Opportunity Scholars Program (OSP) office.

- Installation of new emergency call boxes on North Campus

- Repair of the Performing Arts Center (PAC) front porch

- Replacement of a 10 ton air handler in Marine Science Building (MSB)

- Replacement of PAC 10 ton and 5 ton HVAC units

- Management of the design, permitting, and completion of Palmetto Village Guardhouse

- Installation of new fresh air HVAC in MSB A/P Laboratory

- Experimented with shuttle service between campuses

Bursar

In response to increased enrollment objectives and more efficient services, the Bursar's Office has implemented the following changes:

- Established a Process Committee (which the Bursar chairs) involving the Director of Admissions, Registrar, Director of Military Programs, and Financial Aid Director to streamline office processes, resolve registration issues, and improve communication between offices

- Conducted training sessions for USC Beaufort personnel located on the military bases

- Installed keypads in office to ensure security of student information

Examples of Findings and Improvements Related to Educational Support

The full IE-OA assessment documents for USC Beaufort since 2005 are available for review [xv]. The expected outcomes for the educational support areas can be found in the Strategic Plan and are documented in the annual IE-OA report for unit. From those reports, some examples of findings, recommendations, and improvements in the educational support services based on assessment are listed below:

Academic Success Center

Prior to the 2007-2008 academic year, the Academic Success Center (ASC) housed academic advising, testing placement services, career services, tutoring and, disability services. As a result of the assessment process, at the beginning of the 2007-2008 academic years, ASC was reorganized with each of the four services dispersed amongst the university:

- Academic advising is now a part of the Registrar's office. Two freshmen advisors were hired in Fall 2006.

- Tutoring and testing placement services are under the newly created Center for Instructional Technology and Academic Resources. The Center reports to the Executive Vice Chancellor for Academic Affairs.

- Career and disability services are part of one office, housed under Student Development and reporting to the Vice Chancellor for Student Development.

Library

The Library continues to make progress in acquiring resources to support USC Beaufort's academic programs. USC Beaufort views USC Aiken and USC Upstate as aspirational sister institutions with libraries that hold significant collections and has tended to measure USC Beaufort's progress against these institutions. USC Beaufort's collection growth has been strong in: Biology, Business, English & American Literature, Fine Arts, History, Hospitality, Marine Sciences, Philosophy, and Political Science. Discipline/program areas still requiring our attention are: Psychology, Nursing and the Natural Sciences.

Information Technology Services and Support

The Information Technology Services and Support (ITSS) unit enhances student learning by providing faculty with Enhanced Classroom technology in all classrooms and training on the use of this technology. This allows faculty to maximize the student learning experience through the use of technology. Computers and software are provided for student use in the computer labs, libraries and collaborative learning spaces. Technology workshops for students provide training in how to use technology, maximizing their research and classroom experiences. The Interactive Video Conferencing Classrooms and distance learning classrooms, allow students to participate remotely in classes and discussions that would otherwise be inaccessible, maximizing their ability to experience and share with other students and campuses. By providing security technology enhancements to the campus, ITSS staff members are striving to provide a safe environment for our students to learn in. The technology enhancements provided for faculty and staff allow USC Beaufort to provide students with critical information and assistance. The Information Technology Services and Support unit is committed to continuing to maximize student learning through the use of technology.

Staff Growth: Prior to 2005, ITSS staff consisted of the Chief Information Officer (CIO), two full-time staff members, one part-time staff member and two student workers, based primarily on the historic campus in Beaufort. This unit's primary mission was computer support. As the South Campus grew and the need for additional technology support also grew, the following staff changes were realized:

- A Desktop Support Manager, Phone Services Technician, Network Manager, Server Manager and Administrative Assistant were added.

- Instructional technology support was changed to a dotted line reporting structure to ITSS, with the newly created Center for Instructional Technology and Academic Resources. The Director of this Center coordinates with the Executive Vice Chancellor for Academic Affairs and the CIO.

Consistent with the recommendations from the ITSS Survey for Faculty and Staff in 2007 requesting more desktop/classroom support, USC Beaufort hired two additional full time desktop support technicians in 2007 and requested one full time AV/Smart Classroom Support Coordinator and two AV support technicians as soon as budget growth allows.

Major Technology Enhancements: These enhancements were the result of changing needs, recommendations from the Institutional Effectiveness Reports, and the ITSS faculty/staff survey.

- Updates to copper wiring and single mode fiber were installed in all buildings on North (Beaufort) Campus.

- A Wireless Network was installed throughout both campuses.

- Smart Classroom Technology was installed in all classrooms (South Campus 2004 -2005 and North Campus 2007. This included projectors, screens, DVD players, podium computers and touch panel controls. This ensures consistent technology for faculty and students on both campuses.

- Interactive Video Conferencing Classrooms were installed, allowing students accessibility on both campuses to the same class at the same time.

- The ITSS Helpdesk phone extension was established for easy access to classroom/desktop support.

- Phones were installed in all classrooms for connection to ITSS Helpdesk Support.

- The ITSS work order request and tracking system was created. This system allows ITSS to track support requests to ensure that they are completed. This system also is a repository and tracking system for technical equipment inventory.

- Remote access for control of AV equipment in classrooms by IT personnel was installed (PJNET and web based control panels).

- Tegrity was implemented for a core group of faculty, allowing course content to be captured for future review by students and faculty.

- Carolina Card ID card system was upgraded to improve security in May 2007, with declining balance capability added in the Fall 2007 semester.

- Emergency Call Boxes were installed on both North and South Campuses.

- A Guard House with security gate access and cameras was added to Palmetto Village (Student Housing).

- A Best Access Security System keyless entry was added to South Campus Library, Hargray, Performing Arts Center and Science & Technology buildings to allow faculty and staff access to offices and classrooms during non-business hours.

Faculty/Staff Technology Training: Consistent with changing needs and the recommendations from the ITSS Faculty/Staff Survey, the following changes were implemented:

- The ITSS User's Manual, a "how to" for campus technology, was written and disseminated to faculty and staff for Fall 2007 semester.

- A Faculty/Staff orientation was held, including an overview of classroom technology.

- Additional 1:1 faculty/staff training was offered by appointment and taught through the Center of Instructional Technology and Academic Resources or by Desktop support, depending on the specific request.

Examples of Findings and Improvements Related to Research

The full IE-OA assessment documents for USC Beaufort since 2005 are available for review [xvi]. The expected outcomes for areas related to research can be found in the Strategic Plan and are documented in the annual IE-OA report for unit. From those reports, some examples of findings, recommendations, and improvements in the research related areas based on assessment are listed below:

Grants

- The Grants Office has been moved under the Executive Vice Chancellor for Academic Affairs in order to explore funding sources for research and scholarship.

- The Grants Office set a goal of increasing sponsored funding awards to USC Beaufort to $1.2 million/year by 2008-2009. In order to achieve this goal, objectives were set to increase the number of multi-year proposal submissions to five per year in 2006-2007 and increase the number of larger (greater than $300,000 total award) proposal submissions to three per year in 2006-2007. Both of these objectives were met. In 2006-2007, there were a total of eleven submissions requesting over $3 million in funding, six multiyear submissions, three larger (greater than $300,000) submissions, and three new awards. Eight out of the eleven submissions came from Academic Affairs. To date in 2007-2008, $1,311,318 in sponsored funding has been awarded.

Pritchards Island

Pritchards Island provides academic and research opportunities to the University of South Carolina system. For example, three students were hired as interns during sea turtle nesting season from May-August 2006. The interns performed turtle research and conservation activities throughout the summer. All documentation collected throughout the season was compiled and submitted in a report to the South Carolina Department of Natural Resources.

Examples of Findings and Improvements Related to Community/Public Service

The full IE-OA assessment documents for USC Beaufort since 2005 are available for review [xvii]. The expected outcomes for areas related to community outreach can be found in the Strategic Plan and are documented in the annual IE-OA report for unit. From those reports, some examples of findings, recommendations, and improvements in the community outreach area based on assessment are listed below:

Continuing Education

Continuing Education (CE) offers experiences that highlight the South Carolina Lowcountry's history and culture through historical tours and lectures. CE also provides programs, such as English as a Second Language, to various ethnic groups who have been settling in the Lowcountry region in increasing numbers. Other programs, such as Conversational Spanish and various computer courses, are offered for professional and personal enrichment. CE, in cooperation with the USC School of Medicine/Palmetto Health Richland (USCSOM-PHR) and the Sea Pines Company, provides continuing medical education for national and international medical professionals. These courses are designed to enhance physicians' core competences and promote the values of medicine's humane tradition. These programs are evaluated by the participants and by the staff of the USC Beaufort Office of Community Outreach and the USC School of Medicine. Data is compiled by the Office of Community Outreach and sent to the USC School of Medicine to be evaluated.

CE's English as a Second Language program has grown dramatically. The number of students enrolled grew by 234% in 2006-2007. As a result of this clear indication of interest and need, CE initiated a marketing campaign targeting the Hispanic population that it reaches.

The demographics of the Lowcountry have changed over the past decade. There has been a large influx of persons with Hispanic backgrounds settling in the entire region. There has also been a significant number of Asian and middle European person arriving to live and work. The need to acquire English language skills is immediate as families search for homes and employment.

Osher Lifelong Learning Institute (OLLI)

OLLI established the goal of increasing the number of members. In 2006, based on course evaluations, the staff encouraged the curriculum committees and instructors to plan and schedule more courses of a shorter duration. Membership increased by 30% and enrollment increased by 53% from spring 2006 to spring 2007 **(Table 1)**.

Table 1 Increase in Membership

Term	Total Members	Total Enrollment	Total Participants	Total Classes
Spring 2006	780	963	822	48
Fall 2006	969	1560	462	82
Winter 2007*	985	1960	564	66
Spring 2007	1015	1478	410	67
Fall 2007	1149	4070	664	150

In order to facilitate management of the large enrollment increase, beginning in 2007-2008, the Winter and Spring terms were combined into one term (i.e. there will be no separate Winter 2008 term).

OLLI also established a goal of increasing the number of participants served and the regions served. As a result, surveys showed that most of participant growth was in the Bluffton region, powered by Sun City's proximity to the South Campus, and that OLLI was attracting members from nearby Jasper County. As a result, the staff initiated a summer sampler of classes and a Sun City sampler of classes. Both initiatives were very successful, and the Sun City Sampler alone gained 35 new members. The staff also recruited volunteers from Jasper County to create a Jasper County Curriculum Committee. As a result, classes are now offered at a location in Jasper County.

Advancement

The 2006-2007 fiscal year was also one of change in University Advancement at USC Beaufort. The hiring of a new Vice Chancellor in August 2006 created the opportunity to assess people and strategy within the advancement areas of responsibility: Development, Marketing and Communications, Events and Reception. During this period, University Advancement focused on recruiting and
developing staff.

Development Staff   The Assistant Director of Development position was not staffed for six months, but was filled in January 2007 with a capable hire who has the potential to develop. The Administrative Assistant position was filled in November 2006 and donor software training for all staff was conducted in July 2007.

Communications and Marketing Staff A public relations firm was hired to increase capabilities, provide events support and expand our outreach to the three-county Savannah area. In 6 months they generated $331,000 of media coverage. The firm developed and implemented a joint USC-USC Beaufort alumni and friends reception and arranged appointments with key Savannah leaders to build key partnerships in this new market for USC Beaufort. This firm then helped to train the new Media Relations Director, who began work August 2007.

A new position, Web and Interactive Marketing Director, was created and the new leader for this key communications function began work in July 2007. An Advancement administrative assistant, with the capability to grow into a larger role in the department, began work June 2007.

Visitor Reception: In September 2007, Advancement assumed responsibility for visitor reception on both campuses. Technology improvement to the phone system installed October 2007 now allows staff to switch calls between campuses, thus providing more efficient and responsive customer service.

University advancement has focused on the following new strategic initiatives since 2004. These initiatives are in order of resources invested:

Student Development:

- Savannah market entry—Public Relations, networking and press, billboards, more extensive TV, other new media outlets—radio (Cumulus), print (Savannah Morning News, Savannah Business Report, Coastal Family, South and Savannah magazines) are new outlets since August 2006.

- Outreach to the southeast and beyond: direct mail collateral to 27,000 prospective students in February 2007, brochure for tourists on all racks in Bluffton and Hilton Head (May 2007), in realtor's materials.

- Development of suite of literature to support Admissions communication plan with prospective and accepted students. Fall 2007

- Created new housing brochure and recruiting letters. Spring 2007

Athletics: Development support—new Athletics Charter Foundation and golf event raised almost $100,000, Events support, Press conference March 2007, Website development and design completed February 2007, collateral development, mascot selection process design and implementation. These efforts generated significant new press in a new site—the sports pages-- and public support.

Academic Programs:

- Nursing Program: announced program, development support, press conference, media opportunities, and collateral development.

- Media Faculty Experts list: new product to elicit media interest, distributed April 2007.

- Academic program support: created new brochures for military programs, Spanish and Biology. Revised brochure design with new version for Business. Created "program focus" articles in the USCB Magazine—for reuse as recruiting materials.

University Image/Chancellor's Office:

Worked to build university identity, culture and internal ownership for the ideas and future of USC Beaufort--in response to the growth in staff and faculty since 2004.

- Core Values: Refine core values, design and held 8 workshops for all staff in 2007. These will be on-going.

- Mascot Selection process: Hired consultant and formed team of key stakeholders to define the new identity of USC Beaufort athletics. Developed internal ownership and enthusiasm for the outcomes. Name and colors announced July 2007. Image unveiled January 22, 2008.

- Faculty-Staff cohesion: Initiated the first all faculty/staff "welcome back and welcome aboard" events at the beginning of each semester. Builds traditions, esprit d'accord and informal communication/appreciation of the each group's role in accomplishing USC Beaufort's mission.

- Campus Safety: Created cross-functional crisis communications team. Developed step by step process to address crisis communication needs cross functionally. Created tools and contact lists March 2007. Reviewed and upgraded December 2007.

- University image communications:

- New USCB Magazine created and two issues published in 2007.

- Enhanced external PowerPoint presentation—acknowledged by Chancellor as major contribution to building USC Beaufort's reputation.

- First annual report created 2005 and restructured in 2006 and 2007 to reflect university mission and donor interests.

Overall, the office has made efforts to develop new materials and to work with clients in a collaborative way. The messages and images then more closely reflect the needs of the client and the client has ownership in the collateral and supports its use.

Development

- Partnership Board created and held first meeting in November 2007.

- Mailing list expanded by over 1000 names.

- Develop systems and capabilities to support athletics and academic department chairs' development initiatives.

External Assessment Reports

In addition to internal assessments, USC Beaufort submits an Institutional Effectiveness Report [xviii] to the South Carolina Commission on Higher Education (SCCHE) every year as required by Act 255 of 1992 and Act 629 of 1996 of the South Carolina Legislature. Included in the Institutional Effectiveness Report is summary information on academic assessment, tables with data about

students involved in sponsored research, the number of accredited programs at the institution, results of professional exams, success of transfer students, and alumni/placement survey results. On a four year rotational basis, each institution must report on academic advising, library resources, student development, and general education. Beginning in 2006, USC Beaufort and other South Carolina public institutions of higher education also submit an annual accountability report [xix] based on the Malcolm Baldrige performance excellence criteria.

Supporting Documentation

i   USC Beaufort Bulletin

ii   Sample Syllabi

iii   Institutional Effectiveness Manual
iv   USC Beaufort Mission
v   USC Beaufort Strategic Plan 2003 - 2008
vi   2008 - 2009 IE-OA Form
vii   Goals to Achieve the USC Beaufort Mission
viii   Academic IE-OA Form
ix   Institutional Effectiveness Reports and Curriculum Maps
x   Institutional Effectiveness Reports and Curriculum Maps
xi   Institutional Effectiveness Reports and Curriculum Maps
xii   Liberal Studies Advisory Group Minutes
xiii   Humanities Department Minutes
xiv   Institutional Effectiveness Reports and Curriculum Maps
xv   Institutional Effectiveness Reports and Curriculum Maps
xvi   Institutional Effectiveness Reports and Curriculum Maps
xvii   Institutional Effectiveness Reports and Curriculum Maps
xviii   IE Report Submitted to SCCHE
xix   SC State Annual Accountability Report 2007