

CS 3.4.2 - Continuing Education/Service Programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Compliance Finding: In Compliance

Narrative:

The mission of the University of South Carolina Beaufort (USC Beaufort) [i] states that, as the major intellectual and cultural center for the region, the University enriches the quality of life for area residents of all ages through presentations, community service, symposia, research initiatives, and partnerships. USC Beaufort's Office of Community Outreach, which houses continuing education, outreach, and lifelong learning, has as its mission to serve the lifelong learning, professional, and cultural needs of the community in a way that promotes goodwill and economic, workforce, and cultural development. The Office of Community Outreach accomplishes these goals through a variety of programs and services and by taking USC Beaufort's intellectual capital and applying it to the community's problems, issues, and initiatives. Furthermore, the Purpose Statement [ii], the Office of Community Outreach reinforces USC Beaufort's commitment to serve its community. All programs offered by the Office of Community Outreach are for enrichment and carry no academic credit. The audience for the programs varies. The Osher Lifelong Learning Institute (OLLI) designs a wide array of programs tailored for mature adults interested in lifelong learning. The Continuing Medical Education Program is designed for physicians who want to earn continuing medical education units. This program is delivered jointly with the USC School of Medicine, which develops the curriculum, assigns the faculty, and awards the continuing medical education units. The At-Risk Family Initiative is a comprehensive child development family support services program. It is designed for low income families with preschool children. It includes preschool readiness, parenting classes, and fatherhood classes. The Office of Community Outreach is also very involved with community, civic, cultural, and governmental groups and efforts to promote better cultural, workforce, and economic health for the region.

Each of the programs and activities offered or participated in by the Office of Community Outreach are evaluated annually for their relevance, appropriateness to USC Beaufort's mission, and effectiveness. The Associate Chancellor for Community Outreach manages the Office of Community Outreach in close association with the Chancellor. Thus, the Office of Community Outreach is utilized as a front line resource of the University to accomplish its mission of enriching life in the community. The Office of Community Outreach participates in USC Beaufort's normal planning and evaluation cycle and is part of the annual assessment effort.

The Osher Lifelong Learning Institute (OLLI) [iii] is a membership organization dedicated to lifelong learning for mature adults. In its sixteenth year, OLLI has approximately 1,200 members and offers more than 300 courses [iv] in two terms annually. All courses are non-credit, are planned by a volunteer committee of members, and are evaluated by OLLI staff, a volunteer curriculum committee, and participants [v]. OLLI, as are all Community Outreach programs, is self-supporting and receives no state support.

OLLI established the goal of increasing the number of members. Course evaluations showed a trend that participants thought the courses were too long, and thus the participants were unable to schedule courses around travel, etc. In 2006, 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.

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 the goal of increasing the number of participants served and the regions served. As a result, surveys showed that most of our 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.

Continuing Education (CE) [vi] 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 (ESL), to various ethnic groups who have been settling in the Lowcountry region in increasing numbers [vii]. 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) [viii] 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 [ix] 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.

CE began offering non-credit classes in English as a Second Language as a public service to the Hilton Head Island community in 2002. One class was taught each term for four successive terms. No formal evaluations were conducted at that time.

In the Fall, 2004, classes commenced at the South Campus in Bluffton. A state-certified ESL instructor was hired to teach two levels of ESL, Basic and Intermediate, for adult students during both terms of the academic year. Certificates of Satisfactory Completion were mailed to students who attended 90% of the classes (27 of 30 sessions).

In 2005, an advanced level class was added to the curriculum and was taught for 1.5 hours per week. Though no formal evaluations were conducted, the instructor oversaw the progression of students into new levels when they were ready to advance.

By 2006, the demand for English classes increased as evidenced by a significant increase in the number of students signing up for the ESL courses. From approximately 70 students served each of the academic terms of 2005-06, 116 students registered for on campus courses in Fall 2006. A second ESL-certified instructor was added to the Bluffton program and a second Advanced-level weekly class was added to the curriculum for students wishing to gain facility and confidence with their English language skills. In addition, Basic and Intermediate level classes were instituted at the North Campus under the instruction of a third ESL-certified instructor. A placement test was available for students requiring a determination of proper instructional level. At this time, an evaluation form was developed and given to students to assess the satisfaction level at the completion of coursework. Questions were asked to evaluate the overall course, text materials and the instructor. Results were summarized, shared with instructors for necessary feedback, and used as part of re-assessment of the program described below in Spring 2007. The form was also translated into Spanish for use by beginning students more comfortable using it to describe their learning experience.

In addition, in Fall, 2006, USC Beaufort was given the opportunity to partner with a well-respected area business, the Marriott Hotel and Beach Resort on Hilton Head Island. The General Manager approached CE to design an on-site program for international interns. Placement tests were given to fourteen college educated management trainees and two levels of instruction were provided. Evaluations completed indicated very positive results. This contracted program is once again being conducted with sixteen current interns from November through February, 2008.

In the spring of 2007, meetings were held with the three ESL instructors and the program coordinator to assess the entire program. Two three-hour sessions were held and independent research completed on available course materials. As a result of these meetings, the following modifications were made to the English as a Second Language program:

1. The duration of the course was reduced from 15 to 12 weeks. Attendance records clearly indicated a large drop-off close to the end of the terms. Work and family commitments seem to influence attendance the longer the class goes on.
2. A new textbook series was adopted which included eight learning levels written specifically for adult students and can be covered in a twelve week term.
3. A placement test provided by the textbook authors is given to beginning students to assure proper placement into course levels.

4. Basic and Intermediate classes continue to meet twice weekly for 1 ½ hours. Advanced level classes were expanded from one night to two nights a week to accomplish more with these higher operating students.
5. A third level of advanced class was added to the curriculum designed to include selections from American Literature for use in a class exploring elements of effective writing and thoughtful discussions.
6. The Course Evaluation form was revised and given to all students at the completion of the term. Summaries of the evaluations are compiled and shared with instructors and kept on file by the program coordinator.
7. Certificates of Satisfactory Completion are awarded personally to all students who attend 21 of 24 class sessions. An Awards Ceremony is held on campus with family and friends celebrating the accomplishments of the group and to encourage others to begin taking classes to learn English.

The Conversational Spanish [x] program was created from the expressed requests by members of the local Beaufort community. With a growing number of people with Hispanic backgrounds moving to the region, a significant interest developed to learn the basics of Spanish to communicate more easily and to conduct every day business. Beginning in 2002, an entry level class was taught one evening a week during the fall and spring terms at the North Campus. The instructional objectives for instructors were directed towards the acquisition of vocabulary and language skills to provide students the ability to use the Spanish language in real life situations. By the second term, a second level, 'Intermediate', class was added to expand the knowledge base and confidence of students learning the Spanish language. Certificates of Satisfactory Completion were awarded to those students attending 80% of scheduled classes.

The South Campus opened its doors in the fall of 2004 and demand for Spanish language classes continued to grow as indicated by numerous phone and email requests. As a result of the demand, weekly classes were offered at the Basic and Intermediate levels on the South Campus. At that time, no formal evaluations were conducted at the completion of course. The program coordinator visited classes and received informal feedback and suggestions from students. Phone calls were also received providing helpful information regarding curriculum development.

In 2006, the Office of Community Outreach leased a classroom facility on Hilton Head Island for use by the lifelong learning institute. This location allowed the USC Beaufort to expand Conversational Spanish to Hilton Head Island. Because of the significant growth in demand, a new program coordinator was assigned to oversee the management and expansion of the program. Requests for conversational classes were made by local individuals and businesses, doctors, and school administration offices. At that time, an informal assessment of the overall program was conducted by the new coordinator through meetings with the original coordinator and with a current instructor.

The following modifications were made to the overall program as a direct result of the observations made and past experiences of these individuals:

- a. Courses were restructured into three progressive levels of instruction from the previous two levels for better delivery of curriculum content.

- b. Evening classes were reorganized to meet twice weekly for 15 sessions (from the previous once a week format). Weekly Saturday classes were added to the schedule to meet the needs of students not able to meet in the evenings.
- c. Evaluation forms were developed to assess the course curriculum, text materials, technology and the instructor by the students at the final class session. The original form used was revised in January, 2007.
- d. Evaluation responses are compiled into a summary report which is shared as valuable feedback with the instructor and is also kept on file with the program coordinator for future course modifications.
- e. Certificates of Satisfactory Completion continue to be awarded to students attending 80% of classes. For the purpose of developing facility in foreign language for non-academic reasons, consistent attendance appears to be the greatest indicator of practical success.
- f. Individual programs have been designed for several area groups (Police, Librarians, and Hotel Managers) to provide on-site classes to meet the specific needs for Spanish language skills.

CE partners with the Sea Pines Company and the USC School of Medicine to provide continuing medical for physicians in a relaxed and pleasant location during the summer months.

Accreditation and scheduling for the courses has been provided by the USC School of Medicine. Feedback from the physicians has shown a need for programs accredited by organizations such as the American Academy of Family Physicians and the American Academy of Physicians, and for greater flexibility in the scheduling of courses. CE is working with the USC School of Medicine to obtain these accreditations, and with the Sea Pines Company to organize greater flexibility in the schedule.

CE began offering non academic credit computer classes in the Fall, 2005 with an introduction level course in MS Word. Classes were cancelled due to low registration, however, it was determined that the scheduling of classes in late fall was the reason for reduced registration. In Spring, 2006, newspaper ads and press releases were placed and three classes were successfully held. Class schedules are also listed on the CE website. Below is a listing of the number of classes and registrants for each term:

Term	Total Classes	Registration
Spring 2006	3	32
Fall 2006	8	65
Spring 2007	10	99
Fall 2007	14	123

Individual computer classes are six hours and each participant receives a Certificate of Completion that is signed by the Chancellor, Associate Chancellor of Community Outreach, and the Instructor. The certificates are handed out at the end of each class.

Course evaluations [xi] are provided for all participants. Participants are asked to evaluate the overall course, instructor, and the facility. They are also asked to provide comments. As a result of the evaluations, course materials are now provided for each course and class sizes are kept to a minimum. Participants are more comfortable with smaller classes.

In Fall 2006, CE, in conjunction with the South Carolina Small Business Development Center (SCSBDC), began offering QuickBooks I & II [xii]. These courses are not only offered to the clients of SCSBDC, but to the residents and business owners of the Lowcountry as well. Also, in response to requests by many Lowcountry residents, a basic computer course was added in Fall, 2007.

Today, a total of 8 various computer courses are offered for basic and advanced levels in Excel, Word, PowerPoint, and QuickBooks, and basic computer usage. Classes in Access and web-design are currently being developed for 2008.

CE also offers two programs to provide opportunities for personal enrichment in the areas of history, Lowcountry, and Southern culture and literature. These are the 'Lunch with the Authors Series' [xiii] and the 'Historic Tours and Lecture Series' [xiv]. Each year since 2001, eight luncheons are planned at locations around Beaufort County with an author or authors who write about the South or who live in the South. The series has attracted authors of national reputation and has attracted more registrants each year. The series has become one of the Lowcountry's most prestigious events. In 2001 the series had 233 registrants and in 2007 the series had 2503. The series has often become requested by New York publishing houses as a major opportunity to feature an author's new book.

History is alive and well in Beaufort County and the USCB Historic Tours and Lecture Series is responsible for much of this interest. Since 2003, two major tours per year led by nationally known historians, Dr. Lawrence Rowland and Dr. Stephen Wise, have been presented. These tours are always filled to capacity, as defined by the size of the ship, bus, or establishment to be visited. Our most recent tour was a river cruise and 134 people attended, and at least 50 people were turned away because of lack of capacity.

At-Risk Family Initiative [xv] provides comprehensive child development and family support services to low income families with preschool children. The program's goal is to help meet the national goal that all children in America will start school ready to learn. The program is evaluated annually for its effectiveness by the administration of USC Beaufort.

At the beginning of each program year, the Denver II Developmental Assessment [xvi] is administered to each child enrolled in the program. This assessment is administered to identify potential developmental delays which if any, are reported to parents with a recommendation for additional screening. At the conclusion of the program year, a Developmental Continuum Assessment [xvii] is administered to pre-kindergarten children in the areas of cognitive and language development. The Family Service Educator also collects a quarterly literacy report [xviii] indicating the number of times a book (distributed by the Initiative) is read to the child or children in the home. These literacy reports are reviewed and evaluated by the Director and staff of the Initiative.

Parenting classes are held twice monthly on topics that are important in setting life and educational goals for parents and their children. A parent evaluation [xix] is given at the conclusion of each class to determine the effectiveness of topics presented. Over fifty percent of participants in attendance have rated the classes effective. Parents also suggest additional topics they would like to explore to enhance their effectiveness as parents.

Fatherhood classes [xx] are held twice monthly utilizing a nationally developed fatherhood development curriculum. Classes provide topics to develop responsible fathers through the fathers' involvement with their children and families. Each father in attendance is asked to complete an evaluation form [xxi] at the conclusion of the class.

Supporting Documentation

- i [USC Beaufort Mission](#)
- ii [USC Beaufort's Office of Community Outreach Purpose Statement](#)
- iii [The Osher Lifelong Learning Institute](#)
- iv [Curriculum Guide](#)
- v [OLLI Membership and Enrollment 2006 - 2007](#)
- vi [Continuing Education](#)
- vii [Continuing Education Enrollments 2006 - 2007](#)
- viii [USC School of Medicine/Palmetto Health Richland \(USCSOM-PHR\) Sea Pines Resort M.O.U.](#)
- ix [English as a Second Language Flyer](#)
- x [Conversational Spanish Flyer](#)
- xi [OLLI Course Evaluations](#)
- xii [QuickBooks I & II Offering Information](#)
- xiii [Lunch with the Authors Series](#)
- xiv [Historic Tours and Lecture Series](#)
- xv [Early Childhood At-Risk Family Initiative Flyer](#)
- xvi [Denver II Developmental Assessment](#)
- xvii [The Creative Curriculum Developmental Continuum Assessment](#)
- xviii [Child Progress and Planning Report](#)
- xix [At-Risk Family Initiative -- Parent Class Evaluation Form](#)
- xx [Fatherhood Development Program Flyer](#)
- xxi [Fatherhood Development Class Evaluation Form](#)