

**South Carolina State University
2008 Institutional Effectiveness Report**

Introduction

South Carolina State University's 2008 institutional effectiveness summary includes two components this year. The components are Majors or Concentrations and Academic Advising. 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.

Technology-Skilled Workforce

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 2007-2008 catalog, is a general education curriculum model which states that all graduates 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.

All major programs of the university have outcome statements that indicate their graduates must be technologically prepared for the workforce.

SCSU Assessment Process

The University's assessment process is under review as part of the SACS Reaffirmation process. The description that follows describes the current process. This process is being reviewed by the SACS Institutional Effectiveness Committee. The review should be completed by December 2008; the revised process will be described in the August 2009 report.

For this reporting cycle, 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 and non-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 assessment 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, 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 June academic programs and July for the non-academic programs. The reports are reviewed by the assessment committee and information submitted to the program chair/director that describes how the academic and administrative program/student learning outcomes were assessed, how the results were used, and how this process is linked to the University's planning and assessment process. A report is also prepared and presented to the college community.

Majors or Concentrations

During the 2007-08 academic year, the academic programs were reviewed by an external consultant. The program review focused on alignment of programs with workplace demands and productivity standards. Four (4) key findings of the report related to majors/concentration are provided below:

1. Enrollment increases in programs have resulted from a higher number of first-time freshmen who are not optimally prepared for college-level course work;
2. Nineteen (19) programs did not meet enrollment or completion standards for the period between fall 2000 and fall 2005;
3. Competition from like academic programs at other SC institutions is not related to the productivity of academic programs; and,
4. Academic programs in education, business, health sciences and technology are aligned with many of the fastest growing and highest demand jobs available in South Carolina.

A draft copy of the report is on file in the Office of Institutional Research. The academic departments are reviewing the results to determine the next steps for continuous improvement of programs. In addition, a new faculty orientation program was developed. The report is under review by the Academic Affairs' office. An assessment of majors will be provided in the 2009 Institutional Effectiveness Report.

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Academic Advising

The academic advising process at the University is under review as part of SAC Reaffirmation process. The Undergraduate programs and Institutional Effectiveness Committees will be the primary committees reviewing this process. A complete assessment report will be available during the next reporting cycle.

Currently, academic advising at the University is the responsibility of the Center for Student Success and Retention Program Staff and Academic Department Faculty.

New freshmen and transfers who have declared majors are assigned to undergraduate faculty. Undecided students are advised by the Student Success and Retention Staff until they declare a major.

Assessment of the academic advising process at the University occurs by administering Noel-Levitz Student Satisfaction Inventory as well as informal assessment activities in the academic departments.

A review of the data from the Noel-Levitz Student Satisfaction Inventory and other data revealed that students are dissatisfied with the current academic advising process. The Student Success and Retention Program has developed a process to advise students who are readmitted on probation to the university. However, the academic advising process for all students is not clearly understood. There exists an immediate need for the development of a communication plan.

In addition, assessment instruments to evaluate academic advising needs to be developed. The following action items will be presented to appropriate committees for approval and implementation.

- 1) By August 2008, add academic advising assessment questions to current Senior Exit Survey and administer it to the Fall 2008 graduating seniors;
- 2) By December 2008, develop First-Year Student Academic Advising Survey and administer it as a pilot to First-Year Students in Spring 2009; and,
- 3) By December 2008, develop a continuing student academic advising survey (sophomore, junior, and seniors) and administer it as a pilot to the students in Spring 2009.

Title II Report

The 2008 Title II Report for the 2006-07 cohort can be reviewed at this web address: http://ir.scsu.edu/TitleII/Title_II_Report_2006_2007.pdf