

8.2.c

Student Outcomes: Academic and Student Services

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

- c. academic and student services that support student success

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The assessment process for the Division of Student Affairs and Academic Support (SAAS) is embodied in its "Blueprints for Service Excellence." Institutional planning and effectiveness procedures call for each unit- academic and administrative- to annually prepare a "blueprint" of its goals, initiatives, action plans and indicators of success ([Blueprint for Service Excellence](#)). The process was updated in 2018. In the new process, units use a comprehensive combined [blueprint template](#) to report on three years in one document: previous year, current year, and planning for next year. The division uses this annual process to assure that division and department mission, goals and initiatives are aligned with institutional mission and goals and that processes are in place to monitor and improve the effectiveness of programs and services. In addition to documenting changes for improvement within each unit, a review of blueprints across the division demonstrates that this continuous improvement process is advancing each unit's focus on mission and core functions and use of targeted assessment data for improvement.

Each department collects assessment data as appropriate for each program, reviews the data regularly, and initiates corresponding improvements to programs and services as resources allow. SAAS and campus partners use the Campus Labs-Baseline tool to design and deploy surveys to students for specific programs and services. There are several annual surveys that are not deployed through Campus Labs, such as the EAB Retention Survey, National College Health Assessment, and National Survey of Student Engagement (NSSE).

The SA/AS Planning, Assessment, and Innovation Council supports departmental *Blueprint* development, revision, and continuous improvement. Assessment goals and performance data are available in the Division-level [Blueprint for Services Excellence](#) (see username and password below), as well as the department level usage data and the Beyond the Classroom Matters® supplemental student information system. A username and password is required for accessing department Blueprints:

Username: XXXX

Password: XXXXXXXX

Utilizing a collaborative process, senior division leadership including members of the Planning, Assessment and Innovation Council (PAIC) developed a framework of division goals and expected outcomes that provides a structure for aligning department goals and initiatives (Strategic Objectives). This structure also provides a means for demonstrating the scope, magnitude and impact of the work of the division and documenting, over time, data-based innovations for improvement- and results of these innovations.

A senior leadership position (Associate Vice President / Assistant Vice Provost for Planning, Assessment and Innovation) reports directly to the Vice President/ Vice Provost. The Institutional Effectiveness Manager, who reports to the Associate Vice President, chairs PAIC and serves as a consultant on planning and assessment to the departments within the division. Members of PAIC comprise division staff who work with assessment within their unit and department, including a range of expertise and experience. The purpose of PAIC is to guide planning and assessment efforts in the division that inform improvement. Members of PAIC communicate best practices with colleagues across campus, strive to reduce duplication of effort, and support units' planning and assessment reporting processes by providing training and resources ([PAIC Mission and Goals](#), [PAIC Minutes](#), [Assessment Project Share](#)).

PAIC, in collaboration with the senior leadership group of division Associate Vice Presidents/ Assistant Vice Provosts (AVP Group) developed the division framework of mission, vision, goals, and outcomes, with which all department goals and initiatives are expected to align. PAIC members communicate expectations and provide assistance to departments within their respective areas for development of their blueprints ([Blueprint Resource Documents](#)). This includes assistance with identifying key performance indicators (data) and assessment methods to obtain key performance indicator data. PAIC members, as a council, annually review department blueprints and provide feedback for improvement to each department blueprint coordinator, department head, and supervising AVP. Reviews include consideration of how effectively each department identifies (1) a mission statement that describes the unique role of the unit – who the unit serves, the functional role of the unit, and the broad results the unit intends to achieve; 2) clear goal statements that are aligned with division goals and outcomes and that describe the unit's intended outcomes; (3) programs and initiatives designed to achieve each intended outcome; (4) results of assessment in the form of KPI data that indicates the extent to which the unit's intended outcomes were achieved and analysis of the data, including assessment of the effectiveness of changes implemented for improvement in the current year, and (5) a description of changes that will be made based on analysis of the data ([PAIC Information](#)). The process of PAIC review of department blueprints is an effectiveness intervention for the division, as it forces each unit to name its intended outcomes and identify key indicators of effective performance. It also provides an opportunity for PAIC members to better understand the system of the division, the inter-relationships among the departments, and the need for collaboration for improving performance and effective use of resources. The Institutional Effectiveness Manager and PAIC members coordinate and lead summer workshops for blueprint writing and an Assessment

Bootcamp for new division employees ([Blueprint Resource Documents](#)).

Across the division, units regularly share how data informs operation through presentations in the monthly division and directors meetings ([Division and Director Meetings Presentations](#)). These venues provide an opportunity to inform colleagues and the wider community how assessment efforts are embedded into improvement efforts to better serve students.

Over the past several years the division of student affairs has collaborated with the office of the provost and the division of information technology to develop a supplemental student information system to create more comprehensive records of each student's college experience. The core purpose of the [Beyond The Classroom Matters®](#) (BTCM) supplemental student information system is to improve the quality and availability of data about student engagement in academic and student support programs. As a result, information about non-credit, educationally purposeful programs and events provided by the college and student engagement in those programs is systematically recorded and integrated into institutional data. This student level data is being used to improve the individual student experience and to improve programs that advance success for all students. Records of student involvement in academic and student services are collected and managed in the BTCM system and help units assess the extent to which they are engaging target populations and achieving the unit's intended outcomes.

Students now have [access to records](#) of their involvement in educationally purposeful programs and services beyond the classroom; this helps students become aware of expectations for engaging in campus resources that can help them make successful transitions to campus as new students, explore career and major options, advance their physical and emotional well-being, develop a social network, explore interests through student organizations and community service events, and more. Advisors have access to the records of their advisees, to help guide educational planning and reflection on learning from all college experiences. The institution has access to more comprehensive data about student engagement in programs designed to help students persist, graduate on time, and secure employment or graduate school admissions. The improved data provides visibility into gaps of equity and inclusion, and improves institutional ability to determine what works and for which students, in order to advance the success of all students.

Description of assessment of student services offered via the library are included in [11.1 Library and Learning/Information Resources](#).

Example Outcomes and Results

The Department of Student Life had all units utilize (when applicable) the following sense of belonging and quality benchmarks within surveys and/or reflections for events and programs during the 2018-19 Academic Year.

Sense of Belonging

1. As a result of this experience: I am more connected to other students at the UofSC (Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree)
2. As a result of this experience: I feel a greater part of the campus community (Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree)

Quality

1. To what extent did this program enhance the quality of your UofSC experience? (Never, Little, Somewhat, Much, A Great Deal)
2. Please explain why you chose ___(selection above)___ for the question above. (open text box)
3. How do you think this event/program could be improved for the future? (open text box)
4. Overall, how satisfied are you with this experience? (Very Dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, Very Satisfied)

Below are the results for the experiences that implemented these questions.

Sense of Belonging

Fraternity and Sorority Life

- IFC Post Recruitment Survey (n=70)
 - 61% moderately agree and strongly agree that as a result of IFC Recruitment, "I am more connected to other students at UofSC."
 - 54% moderately agree and strongly agree that as a result of IFC Recruitment, "I feel a greater part of the campus community."
- IFC New Member Summit (n=175)
 - 81% moderately agree and strongly agree that as a result of the IFC New Member Summit, "I am more connected to other students at UofSC."
 - 83% moderately agree and strongly agree that as a result of the IFC New Member Summit, "I feel a greater part of the campus community."
- IFC New Member Education Meeting (n=24)
 - 59% agree and strongly agree that as a result of the IFC New Member Education Meeting, "I am more connected to other students at UofSC."
 - 81% agree and strongly agree that as a result of the IFC New Member Education Meeting, "I feel a greater part of the campus community."
- IFC New Member Spring Summit (n=76)
 - 89% moderately agree and strongly agree that as a result of the IFC New Member Spring Summit, "I

- am more connected to other students at UofSC.”
- 95% moderately agree and strongly agree that as a result of the IFC New Member Spring Summit, “I feel a greater part of the campus community.”

Leadership and Service Center

- CECEY:
 - 100% of CECEY volunteers agree or strongly agree the CECEY experience helped them gain a stronger connection to the campus community.
 - 100% of CECEY volunteers believe the program is fulfilling its educational purpose
- Alternative Break Trips
 - 96.45% (n=25) of participants strongly agreed alternative breaks helped them develop a sense of personal belonging at the University of South Carolina.
- Pillars (extended orientation experience) hosted by the Leadership and Service Center:
 - 96% of participants (n=140) self-reported that they agree/strongly agree that as a result of Pillars, they feel more connected to the campus community. 97% (n=136) self-reported that they agree/strongly agree that as a result of Pillars, they feel a greater part of the campus community.
 - 100% of XMs (n=30) self-reported that they agree/strongly agree that as a result of the Pillars XM experience, they feel more connected to the campus community. 100% of XMs (n=28) self-reported that they agree/strongly agree that as a result of the Pillars XM experience, they feel a greater part of the campus community.

Leadership and Service Center & Office of Multicultural Student Affairs

- Student Leadership and Diversity Conference (n=43)
 - 70% of participants agree or strongly agree that as a result of the Student Leadership and Diversity Conference, “I am more connected to other students at UofSC.”
 - 70% of participants agree or strongly agree that as a result of the Student Leadership and Diversity Conference, “I feel a greater part of the campus community.”

Russell House University Union

- RHUU Student Leaders (n=82)
 - 86% of RHUU student leaders self-reported that they agree/strongly agree that as a result of being a RHUU student leader, they feel more connected to the campus community.
 - 83% of RHUU student leaders self-reported that they agree/strongly agree that as a result being a RHUU student leader, they feel a greater part of the campus community.

Quality of UofSC Experience

Fraternity and Sorority Life

- IFC Post Recruitment Survey (n=70)
 - 59% of participants self-reported that they were moderately satisfied or very satisfied with the IFC Recruitment experience.
 - 58% of participants felt that IFC Recruitment enhanced the quality of their UofSC experience much or a great deal.
- IFC New Member Summit (n=175)
 - 78% of participants self-reported that they were moderately satisfied or very satisfied with the IFC New Member Summit experience.
 - 67% of participants felt that IFC New Member Summit enhanced the quality of their UofSC experience much or a great deal.
- IFC New Member Education Meeting (n=24)
 - 79% of participants self-reported that they were very satisfied with the IFC New Member Education Meeting experience.
 - 67% of participants felt that IFC New Member Education Meeting enhanced the quality of their UofSC experience much or a great deal.
- IFC New Member Spring Summit (n=76)
 - 89% of participants self-reported that they were moderately satisfied or very satisfied with the IFC New Member Spring Summit experience.
 - 72% of participants felt that the IFC New Member Spring Summit enhanced the quality of their UofSC experience much or a great deal.

Leadership and Service Center

- Pillars (extended orientation experience) hosted by the Leadership and Service Center:

- 97% of participants (n=144) self-reported that they were satisfied/very satisfied with the Pillars experience
- 100% of Pillars XMs (extended mentors) self-reported that they were satisfied/very satisfied with their XM experience.
- Pillars (extended orientation experience) hosted by the Leadership and Service Center:
 - 97% of participants (n=144) self-reported that they were satisfied/very satisfied with the Pillars experience
 - 100% of Pillars XMs (extended mentors) self-reported that they were satisfied/very satisfied with their XM experience.

Leadership and Service Center & Office of Multicultural Student Affairs

- Student Leadership and Diversity Conference (n=43)
 - 60% of participants felt that the Student Leadership and Diversity Conference enhanced the quality of their UofSC experience much or a great deal.

Russell House University Union

- RHUU student leaders (n=82)
 - 93% of RHUU student leaders felt that serving as RHUU leader enhanced the quality of their UofSC experience.

Examples of Continuous Improvement from the Blueprints

Fraternity and Sorority Life

The office of Fraternity and Sorority Life is continuously engaging a high volume of chapter leadership and have improved engagement levels for general and new members; however, they will continue to engage more general members, which will impact future programs for 2019-2020. Students have provided assessment/feedback for all programs, which has allowed our staff to add new leadership programs for next year and sunset other programs, like the Council Retreat, that we have received negative feedback.

Based on improved assessment of all leadership programs, we have restructured our programmatic offerings—including eliminating two large-scale events, like a fall Greek Leadership Conference and a curriculum-based retreat, and focusing more on smaller, high-impact, events, like Greek New Member Experience and roundtables.

Based on Generation Z research, future plans include the creation of new leadership programs that are more skills-based, like a career-readiness program, and less focused on leadership/officer training. Additionally, based on this year's event assessment, we will be redesigning our Men's and Women's Leadership Conferences, to hopefully increase our general student touch points, rather than chapter leadership.

Student Success Center

Intended Outcome: Increase student retention and persistence to graduation by facilitating early academic alert and intervention to identified undergraduate student populations.

- Number of referrals/alerts/progress reports for the academic year
 - In FA 2018-SP2019 6,104 Progress Reports/Referrals/Alerts were submitted from faculty and instructors
 - Data obtained from Navigate
- Number of formalized academic partnerships
 - In FA 2018-SP 2019, the early alert team expanded partnerships to include DMSB, MATH, UNIV 101, School of Music, SRDC, Capstone, Financial Aid & Scholarships, Residence Life.
 - SSC Partnership Guide (an in-house document kept to track agreements with partners)
- Usage of Success Consultations
 - 49.7% (37% in AY2018-2019) of students that received an at-risk Progress Report in the FA2018-SP2019 and attended at least 1 SSC service.
- Survey Data regarding academic success strategies
 - 99.39% of students in FA18-SP19 who completed the end of consultation assessment were able to verbally articulate a self-regulated learning strategy and describe how they would apply the strategy
 - Data obtained from survey feedback
- Data obtained from Navigate

Analysis of the results yield that the GPA differences show that if a student is referred to the SSC and attends a Success Consultation, they obtain around +.30 higher than those that do not attend an SSC services. Compared to the prior year results, in FA 2017-SP2018 the SSC received 5,832 Alerts, Referrals, or Progress reports from instructors (4.66% increase).

Based on these results, the SSC's Early Alert initiative will expand in the upcoming year by adding additional courses. CHEM, BIO, Engineering, and Music are all on board to implement Progress Reports in the future years. In addition, the SSC will begin looking at persistence rates of those who have received Progress Reports for 2019-2020. Lastly, the SSC has designed and distributed marketing materials for faculty and staff on our Progress Report initiative.

University 101

Intended Outcome: Foster the development of instructors to ensure high-quality teaching and enhance their

satisfaction, vitality, and efficacy as members of the university community.

Data from the First-Year Seminar course assessment measured the Engaging Pedagogies Factor. This factor represents student perceptions of the level at which the course included: (a) a variety of teaching methods, (b) meaningful class discussions, (c) productive use of class time, (d) encouragement to speak in class, (e) encouragement for students to work together, (f) meaningful homework, (g) interaction among classmates, and (h) acceptance among classmates.

Results showed in Fall 2017 that the engaging pedagogies factor, as measured on the First-Year Seminar Assessment, decreased slightly (Mean = 6.12), but remained high. The engaging pedagogies factor mean score remains high. In 2017, the mean was the second highest ever. A factor that may contribute to our continued success in this area is the unwavering philosophy of the office to infuse active learning and discussion in the classroom. This is reinforced as the staff models best practices throughout workshops and shares appropriate resources with instructors.

Based on the analysis and data from this academic year, and to further support continued growth in this area, University 101 will focus on sharing lesson plans and strategies that encourage discussion and active learning during next year's trainings. Using data from the Faculty Survey to assess effectiveness of our faculty development events and resources will inform future strategies for implementation. Additional support will be provided by the creation of a new Assistant Director for Resources position.

Substance Abuse Prevention and Education

Intended Outcome: Collaborate to build a safe and healthy learning environment

- 1) Key Performance Indicator: staff participation in a professional development opportunity focused on substance misuse
- 2) How was this KPI measured? Number of UofSC and off-campus professionals who participated in the SC Higher Education Summit on Substance Misuse, satisfaction survey after conference
- 3) What are current results? 45 professionals from UofSC registered for the Summit in addition to 40 professionals from around the state and region
- 4) Analysis of current results? At the request of the South Carolina Department of Alcohol and Other Drug Abuse Services, SAPE hosted a one day conference focused on training higher education professionals on effective substance misuse education and intervention strategies. Our keynote speaker was a nationally recognized researcher and sponsorship from several organizations covered all of the expenses with no registration fee for participants. Evaluations were overwhelmingly positive, with 94% of participants indicating they were better able to describe the impacts of substance use on academic persistence and better able to identify campus and community partners that can assist in transforming institutional culture around substance use.
- 5) Prior year results, current year action related to this KPI: This is the first year we have planned this type of event, but we believe it's an appropriate use of our resources and assists in achieving our goals.
- 6) Future action indicated/planned by current year results: There are many reasons to continue this type of event. Future actions include exploring future opportunities, including a Recovery Coaching for Young Adults workshop funded by the DAODAS grant and a second one day conference for Fall 2020. We are currently conducting a needs assessment of substance misuse services for college students across South Carolina (funded by DAODAS) to determine future directions and provide data for future funding applications. To continue this type of training, funds will need to be generated through sponsorships and/or registration fees. A planning committee including staff from UofSC and other campuses can help reduce the SAPE staff time commitment.

Career Center

Intended Outcome: Facilitate employment of graduates by advancing students' job search skills and creating opportunities for interactions with prospective employers: Expand the number and types of employment opportunities provided to students.

The key performance indicator measured was the number of employment opportunities which were provided to students. Reports were pulled directly out of the Handshake, the career services online platform where employment opportunities are posted.

Results showed that the total number of internships, co-ops, part-and full-time job postings approved in Handshake during the 18-19 year was 56,140. It is important to note that this is the number of postings and not the number of unique positions/opportunities available to students. Each posting reflects one or more vacancies; unfortunately Handshake does not currently offer the ability to pull reports on positions vs. postings.

Analysis of these results show that a variety of factors may have increased the number of employment opportunities (postings) in Handshake between the 17-18 and 18-19 years. UofSC adopted the Handshake system in 2016 (Handshake itself has been in existence since 2014). Over the years as Handshake has garnered greater name recognition with employers, and as increasing numbers of colleges and universities across the nation have switched to the Handshake platform, employer use of the Handshake platform has increased overall. In addition, staff at the UofSC Career Center, as well as staff in partner offices such as the Darla Moore School of Business and the College of Hospitality, Retail and Sport Management are dedicated to conducting employer outreach and maintenance activities which entice employers to recruit at the UofSC, directing them to post opportunities in the Handshake system for UofSC students. The Career Center has worked hard to develop partnerships with our UofSC partners to provide a seamless one-stop-shop for both students and employers in Handshake. Compared to the prior year's results, the total number of internships, co-ops, part-and full-time job postings approved in Handshake increased by 28% (40,598 to 56,140) between the 17-18 and 18-19 years.

With these insights, the Center planned to make some intentional changes to our employer vetting guidelines. While the quantity of employment opportunities available to UofSC students is impressive, our focus moving forward is to couple our efforts to increase quantity, with equally important efforts to enhance quality. We will continue to dedicate staff to conducting employer outreach and employer engagement activities to cultivate an increase in postings, we will also make some changes to align the nature of the postings with those we feel will be more attractive and appropriate for the graduates that UofSC is producing. For example, we will cease approving part-time jobs outside of the state of SC and metro Charlotte area during the school year (during the summer/seasonal months these will be approved). In addition, we will limit job postings from organizations based outside of the US unless the employer is actively engaging in other recruitment activities (i.e. Job Fairs or on-campus interviews) with the Career Center or one of our partners. This is important because scams (typically hidden within fraudulent opportunities) continue to be a threat to our students and vetting employers based outside of the US is very difficult to do. Finally, the Career Center will continue to refine our employer outreach strategies to align with market research, gap analysis results and the results of our Annual Graduation/First Destinations survey. In particular, we will be looking to increase the number of employers who recruit at UofSC for disciplines in which opportunities are typically under-represented and with employers who are more difficult to attract to college recruiting. These changes will be implemented near the end of the 19-20 year so the true impact may not be felt until 20-21. Ultimately, we anticipate a potential decrease or plateau in of the overall number of postings, but an increase in the percentage of opportunities in Handshake that are viable opportunities for a wide range of our students.

Regional Palmetto College Campuses

The four regional campuses of the University of South Carolina (Lancaster, Union, Sumter, and Salkehatchie) fall under the authority of the Columbia campus and reside in a central administrative unit known as Palmetto College, headed by a Chancellor and Associate Provost. These campuses are referred to as regional Palmetto College campuses. The campuses exist as part of the University of South Carolina system as denoted in the Board of Trustees Bylaws.

The University of South Carolina is listed as a South Carolina state public university in the [South Carolina Code of Laws, Section 59-101-10](#). The Commission on Higher Education (SC CHE) has regulatory control over all South Carolina public higher education institutions as outlined in the [South Carolina Code of Laws, Section 59-103](#). This regulatory agency recognizes the University of South Carolina Columbia as a research institution, and the Lancaster, Salkehatchie, Sumter, and Union campuses as two-year regional campuses of the University of South Carolina system. The University of South Carolina system [Mission Statement](#) provides further clarity to the role these campuses assume, stating how, through the offering of associate's degrees, the campuses contribute to the "... profound relevance, reach, and impact on the people of the state."

As entities of the University of South Carolina system, accredited sites of Columbia, and state agencies, as well as integral entities of their respective communities and service areas, the regional Palmetto College campuses actively participate in multiple, ongoing, integrated planning and evaluation efforts. As accredited sites of Columbia, the campuses adhere to the goals of the UFocus 2023 plan, as refined in the recently created (2018) [Palmetto College Focus 2023 Plan](#). This plan represents the results of the central Palmetto College office's charge to operationalize the Columbia "flagship" campus plan at the campus site level. Yearly progress is captured in the [Blueprint for Academic Excellence](#) reports.

As state agencies, the regional Palmetto College campuses produce, annually, [State Accountability Reports](#) which allow each campus to align and monitor University, Palmetto College and state of South Carolina goals in order to assure focused effort to serve the state and its citizens. The college and its campuses/units also produce the internal, annual [Blueprint for Academic Excellence](#) along with the Palmetto College Administrative/Service Blueprints ([Palmetto College Central](#) | [Lancaster](#) | [Salkehatchie](#) | [Sumter](#) | [Union](#)). Taken together, these multiple planning efforts assure comprehensive examination of academic, student, and other critical services associated with each campus/entity of Palmetto College.

The regional Palmetto College campuses launched a joint planning initiative in 2017-2018. A diverse committee representing all Palmetto College campuses met in Spring 2018 and in the 2018-2019 academic year to complete the [Palmetto College Focus 2023 Plan](#). This report aligns the regional Palmetto College Campuses goals with Columbia's [Focus Carolina 2023 Strategic Plan](#). The report was completed the academic year and will be circulated to Palmetto College campuses faculty and staff in 2019-2020. At this time, the [Palmetto College Focus Carolina 2023 Strategic Plan](#) is an evolving document that will shift in response to feedback and as we develop and refine specific sub-goals and metrics for our particular campus environments as well as adapt to new University-wide directives/initiatives.

Below you will find how each campus, with its unique organizational structure, processes, and service area stakeholders focuses on academic and student support services as a component of these planning, executing and evaluation efforts.

Lancaster

Academic and student support services are foundational to University of South Carolina Lancaster's mission. Across campus, comprehensive support services are provided by many administrative and student support offices working closely together, including the Office of Academic and Student Affairs, Admissions and Financial Aid, Career, Counseling, and Disability Services, the Medford Library, our on campus Academic Success Center and online Academic Coaching services, Student Life,

internship opportunities, and TRiO Upward Bound and Opportunity Scholars Programs. Academic support and student services engage in a variety of institutional effectiveness processes to regularly review and improve academic and student services, including the following:

- annual campus strategic planning and reporting processes, such as the state legislatively mandated annual [State Accountability Report](#) and the internal [Blueprint for Academic Excellence](#) report
- federal government reporting requirements such as federal Campus Safety and Security Survey (Cleary Act), Equity in Athletics report, and TRiO's annual performance report (APR) submitted to the US Department of Education
- informal student canvassing and a formal student satisfaction survey delivered at commencement
- faculty committees providing oversight and recommendations, such as the Academic Advisory Council, the Student Affairs Committee, and the Faculty Organization
- administrative committees providing oversight and recommendations, such as the Dean's Administrative Council with representatives from all campus offices and the Dean's Advisory Council with faculty and administrative team members
- the annual Employee Performance Management System (EPMS) evaluation in administrative offices allows for supervisors and staff to create department and individual employee goals, to plan their implementation, and to evaluate progress and performance.
- The campus also produces the [Lancaster Administrative/Service Blueprint](#). Along with the [State Accountability Report](#) and the [Blueprint for Academic Excellence](#), these planning efforts assure comprehensive examination of academic, student, and other critical services associated with the campus.

In 2016, Lancaster created a new position in the Office of Academic and Student Affairs, Director of Student Engagement and Success. Since that time, academic advising process were reviewed and revised, with new training for faculty advisors and careful review of new advisee assignments. In summer 2019, the campus launched a new first-year advising corps to work with incoming students through their first year. These dedicated advisors begin work with students at new student orientation and support them throughout their first semester of study before transferring them to majors in their academic advisors. Other advising initiatives include alternative advising options such as our Roving Registration Cart and Late Night Walk-in Advising to reach students. Admissions is a key area of academic support as well, with admissions counselors working closely with students to help them identify appropriate programs. In 2018, the campus hired a new Executive Director of Enrollment Management, who has created a much stronger student communication plan using CRM text messaging services to assist students in successful enrollment and registration.

Lancaster offers disability services, veterans' support, and counseling services. Across campuses, all areas are focused on student success, from careful advising support in financial aid to student safety and security to health and wellness options available to students at the Gregory Family YMCA, which provides free membership to students and where our physical education courses are offered. Most students enroll in UNIV 101, a course oriented to teaching students the skills they need to succeed academically and grow personally in college.

Finally, Lancaster provides three major educational support services, the [Medford Library](#), the [Academic Success Center](#), and campus [TRiO programs](#).

Medford Library

Medford Library's Mission Statement identifies the expected outcomes of our programs and services:

- to acquire, organize, and maintain information resources in traditional and contemporary formats.
- to utilize technological and pedagogical innovations to educate users about information services, resources, or access; and
- to offer an environment conducive to learning, reading, and collaborative community-building

Library usage and survey data are used to help the Lancaster Medford Library plan for and respond to user needs. Webpage and database usage are monitored, as are circulation statistics. Additionally, usage statistics for document and book delivery services (PASCAL Delivers and Interlibrary Loan) are monitored and reviewed. Other data collected include: use of media, information literacy instruction sessions, and research consultation sessions (and the number of students taught and/or consulted). Cataloging and acquisitions data such as number of titles/volumes requested for purchase, procured, cataloged/withdrawn, inventory reports, and collection age reports. Reference questions (which include quick bibliographic instruction, technological concerns, and campus/community referrals), programs and events, and space usage statistics are counted as well (e.g. conference rooms, study rooms). These data are employed to gain insight into user needs and assist faculty librarians in identifying which information needs are being met, determine collections gaps, and assess the collection for currency. The library's collections have also expanded to support the growing technological support and program needs of students – in 2016, a [Library of Things](#) was created to support students' technological and clinical coursework needs. In 2017, a Juvenile collection was created to support the Early Childhood Education degree. In late 2018/early 2019, the library's collection underwent a complete inventory.

In addition to using these data, Medford Library's faculty librarians focus on campus collaboration efforts to actively and positively impact student success. Since 2012, library faculty have been engaged with several Lancaster campus departments and student organizations, including:

- Student Life
- TRiO Programs
- Office of Career Services
- Academic Success Center
- Lancaster Research Club

Medford Library faculty have re-focused their participation in campus recruitment and outreach efforts to ensure that incoming and current students are aware of the library - not only as a space for study and scholarship, but as a center of

campus/college life. Library faculty are engaged in campus orientation events. The library also offers a three-day welcome event in Fall to actively engage students in social and scholarly activities designed to acclimate them to the library's services, programs, and spaces. Librarians work closely with TRiO's Early Start bridge program for incoming First-Generation College Students. The Early Start library curriculum includes sessions on information literacy/ethics and offers orientations to the library's physical and digital spaces.

The Academic Success Center is housed in Medford Library and the two departments have hosted several workshops or programs aimed at ensuring students are college- and/or test-ready (e.g., Procrastination Station). The most salient marker of student success via Medford Library faculty's efforts is a digital curation initiative called [Lancer Scholar Square](#), a repository of Lancaster student (and faculty) scholarship. Moreover, the library is the space that hosted the campus' 2018 Celebration of Research and Productive Scholarship (a partnership with the University of South Carolina Lancaster Research Club). These types of engagement highlight the impact that the library has in molding students who are engaged in their scholarly work and sharing it outside of our campus.

A recent study of campus services reveals that Medford Library is the preferred space on campus – not only for scholarly work, but for connecting with the campus community, with 62% of students identifying Medford Library as where they go when they need a place to study, 42% of student reporting that they use the library for assistance with classwork, and 27% reporting that when they socialize on campus, their preferred destination is the Medford Library. (See Figures 1 -3).

Figure 1. 62% of First-Generation College students prefer to use Medford Library to study.

Figure 2. 42% of First-Generation College students use Medford Library for coursework assistance.

Figure 3. Of First-Generation students who socialize on campus, 27% prefer to do so at Medford Library.

Medford Library also offers several events and programs that showcase our efforts for diversity and inclusion and that support enduring and contemporary social/political/cultural topics and interests, including

- A screening of the documentary *13th*
- Vice & Virtue (exploring the Seven Sins)
- Mental health awareness
- Policing in Communities
- LBGTQIQ
- Dia de Los Muertos

Medford Library continues its efforts to identify, gather, and make accessible resources that support the scholarly and lifelong learning activities of all users.

Academic Success Center

The Lancaster Academic Success Center (ASC) is on the second floor of the Medford Building, with its entrance accessible through the second floor of Medford Library. Designed to help Lancaster students attain academic success, the ASC provides students with a variety of resources to support their academic pursuits, including free one-on-one tutoring and Academic Coaching. The ASC Director and Coordinator also offer workshops for students to improve their abilities in areas such as time management, reading strategies, exam preparation, note taking, and general study skills.

Mission

The mission of the ASC is to help all students enrolled at University of South Carolina Lancaster achieve academic success by reinforcing and supplementing classroom instruction, improving learning efficiency and effectiveness, and ultimately supporting students in becoming independent learners.

The ASC strives to meet the following goals:

- Create an open atmosphere of learning for students
- Provide tutoring services to all Lancaster students
- Personalize tutoring services by utilizing a variety of tutoring techniques to address students' individual needs
- Work with students to develop confidence and competence in their academic work
- Promote academic success through strategic use of resources
- Increase student retention
- Improve graduation rates
- Work closely with Lancaster faculty, as well as other offices that support student services.

Administration and Staff

The ASC employs peer and professional tutors, all of whom are vetted (and often recommended) by Lancaster faculty. A part-time temporary staff member supervises the day-to-day activities and hours of the ASC, under the direction of the ASC Director, a position held by Dr. Dana Lawrence, an Assistant Professor of English. The duties of the ASC Coordinator include the following: supervising tutors and office assistants; putting together the tutor schedule each

semester; fielding questions from Lancaster students, staff, and faculty via phone calls in person; collaborating with the ASC Director to improve and promote ASC services across the Lancaster campus; and representing the ASC at new student orientations and other on-campus events. The current ASC Coordinator, Elaine Connor, also serves the campus by maintaining the common calendar and providing Academic Coaching to students who are on academic probation or suspension to help them develop a plan for getting back on track.

Tutoring

The ASC provides tutoring services in most subject areas, emphasizing high demand courses in Biology, Chemistry, Computer Science, Foreign Language, Math, Nursing, and Statistics. Writing tutors are available to assist students with any writing assignment in any course at any stage in the writing process. Peer tutors are current students at Lancaster, and the minimum requirements for employment include completing and earning an "A" in any course they tutor (Writing Tutors must earn an "A" in both courses in the first-year composition sequence) and securing the recommendation of at least two Lancaster faculty members. Writing tutors must also submit a writing sample, and Math tutors are required to earn at least an 80% on course-specific tests designed by Math faculty.

Usage

The ASC Director presents monthly reports on ASC usage each month at the Faculty Organization meeting, offering an overview of the number of tutoring sessions, as well as specific data separated by subject area.

| | Fall 2015 | Spring 2016 | Summer 2016 | Fall 2016 | Spring 2017 | Summer 2017 | Fall 2017 | Spring 2018 | Summer 2018 | Fall 2018 | Spring 2019 | Summer 2019 |
|--|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Total Number of Tutoring Sessions | 509 | 303 | n/a | 438 | 428 | 56 | 546 | 318 | 24 | 492 | 455 | n/a |
| Total Number of Individual Students | 133 | 88 | | 125 | 121 | 25 | 168 | 102 | 16 | 144 | 96 | |
| One Visit | 60 | 40 | | 58 | 49 | 13 | 76 | 52 | 10 | 67 | 41 | |
| Two Visits | 22 | 17 | | 22 | 25 | 3 | 33 | 16 | 6 | 24 | 15 | |
| Three-to-Five Visits | 22 | 18 | | 25 | 27 | 7 | 37 | 11 | 1 | 27 | 15 | |
| More than Six Visits | 29 | 13 | | 20 | 20 | 2 | 22 | 23 | 0 | 26 | 25 | |
| Total Number of Repeat Students | 73 | 48 | | 67 | 72 | 12 | 92 | 50 | 7 | 77 | 55 | |

Opportunity Scholars Program

The [Opportunity Scholars Program](#) (Student Support Services) is one of the eight [TRIO Programs](#) funded by the [United States Department of Education](#). The Opportunity Scholars Program (OSP) is designed to help first-generation, low-income and disabled college students make the adjustment to college life as well as help motivate students to obtain a two-year and/or four-year degrees from the colleges and universities of their choice. Through academic advisement and developmental support, the OSP staff provides students with a solid foundation on which to help them succeed in college. Programs include:

- *Academic Advising*
Student schedules, courses, grades, etc. are closely monitored each semester. Individuals as well as group sessions are held with the students to assist in time management, study skills, and test-taking skills.
- *Career Planning*
Assistance is provided to students in assessing their career plans and setting realistic goals. Faculty members are consulted concerning students' career choices and related course work.
- *College Transfer Assistance*
Services to assist students in the transition to a 4-year university are provided. College visits throughout the Carolinas are offered.
- *Cultural Events*
- OSP arranges on and off campus cultural engagements for individual participants and groups so students gain a sense of how the surrounding communities and the campus develop healthy and meaningful relationships. Also, participants are exposed to various cultural experiences with the arts and sciences as they witness theatrical performances as well as visit museums to help improve their knowledge of the world they will contribute beyond college.
- *Early Start*
- An intense 3-week summer bridge program designed to assist incoming freshmen make a smooth transition from high school to college. Completion will earn the student 4 college credit hours.
- *Financial Aid*
Assistance is provided to students throughout the academic year including both fall and spring semester in the completion of [FAFSA](#), acquiring scholarships, grants, and other means.
- *Lunch N' Learn*
- Allows students the opportunity to discuss a variety of topics that address their concerns as well as introduces them to business owners and community leaders who share their insights and offer internships that may lineup with their college majors.
- *Tutoring*
- OSP offers students one-to-one, individualized tutoring under the oversight of the Academic Success Center staff.

Effectiveness of the Opportunity Scholars Program services is evaluated each year through the annual performance report (APR) submitted to the US Department of Education. The ultimate goal of SSS is to increase the college retention and graduation rates of its participants. The program is evaluated on the following objectives:

- To achieve a 70% persistence rate;
- To achieve a 75% good academic standing rate;
- To achieve a 25% Associate Degree or Certificate
- To achieve a 25% Associate Degree or Certificate and Transfer to a 4-year Institute; and
- To achieve a 100% rating of Funded Number

Results are shared with the Office of Academic Affairs and the faculty.

Salkehatchie

Along with its reliance upon greater university and Palmetto College resources (cited in the Palmetto College overview above), the University of South Carolina Salkehatchie is committed to providing the educational support services needed by its students. This commitment involves the financial-aid office, the business office, academic advising, counseling services, the bookstore, the library, IT support, and other key resources for student retention and success. Additionally, the campus has a Department of Education Student Support Services program called the Opportunity Scholars Program that provides key support for first-generation students and other students who meet program criteria. The OSP program is carefully integrated with other student support services on campus, most recently through the creation of a faculty liaison position that ensures the free flow of information between, as well as maximum cooperation between, OSP staff and the faculty. Additionally, the university has a Career Center that operates with various resources, including the FOCUS2 online major/career advising program. The Career Center was developed because research shows that college students who have a clear sense of purpose and/or a clear plan have a greater chance of success. Another key recent development in student services is the dedication of a person in Enrollment Services to track/advise/encourage continuing students to increase their chances of success. This is in addition to the various faculty and staff advisors who hold regular advising hours. Finally, Salkehatchie recently added a full-time director of student activities who is trained to guide students to campus resources. The director is particularly interested in raising student awareness regarding health, wellness, and sustainability. For example, the director worked with a local food bank last year to bring Salkehatchie students a shopping/cooking demonstration to help them plan, prepare, and eat healthy meals; another demonstration is planned for the coming year. The director is also in the process of pursuing a grant to pay for refillable-bottle water stations on both campuses and has purchased refillable water bottles for all new freshman for orientation this summer.

Distance and dual-enrollment students taught off campus have online access to all the resources needed for student success, including use of university e-mail, access to the university's virtual information exchange (Self Service Carolina) and virtual classroom centers (Blackboard), and access to the university's library resources. With dual-enrollment classes held at high schools, the associate dean for student services or academic dean works closely with guidance counselors to ensure students' needs are met and that their experiences closely approximate those of on-campus students.

To determine student needs and to evaluate the effectiveness of the educational support services provided, the campus encourages students to participate in an online [Student Satisfaction Survey](#). Students are invited to take a survey about the performance of personnel in academic advisement, the business office, the financial-aid office, student support services, the library, the bookstore, and the computer labs. Survey responses inform the institutional monitoring and evaluation of the levels to which student needs are being met.

The Student Satisfaction Survey data is augmented in two key ways. First, at Commencement practice graduating students take an exit version of the Student Satisfaction Survey. Second, the campus website features an anonymous comment box that is monitored by the campus dean, who acts upon any service-oriented problems via the appropriate channels.

The several avenues of student feedback provide the campus with information needed to maintain its commitment to demonstrably effective practices and anticipate and/or react to any deficiencies or inefficiencies in services.

Furthermore, Salkehatchie prepares the annually-required [Blueprint for Academic Excellence](#). In the process of composing each Blueprint report, student services are re-evaluated, their success is assessed, and changes are made where needed. This ongoing work is a focal point of the university's Executive Council during its day-long spring semester retreat.

Also, prepared yearly is the annual [State Accountability Report](#), an extensive report required by the South Carolina Budget Office. This report provides detailed descriptions of the university's senior leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management; and organizational performance results. Student services are included among the annual goals and benchmarks.

The campus also produces the [Salkehatchie Administrative/Service Blueprint](#). Along with the Accountability Report and Blueprint for Academic Excellence, these multiple planning efforts assure comprehensive examination of academic, student, and other critical services associated with the campus.

The safety and wellness of students is vitally important to Salkehatchie. Hence, the institution maintains close ties with local law enforcement, emergency management, and private security providers. Each week security is maintained from 7:00 a.m. until classes are over in the evening, and a designated security-staff person has a "security telephone" on his or her person at all times, with the telephone number posted in strategic locations all over campus. Via this number, students, staff, and faculty may request a walk to their car, assistance with a flat tire, or anything they need to feel safe. Evening security for both campuses is arranged through local law enforcement or a local private security firm.

Emergency plans are regularly evaluated and revised (when needed) by the director of facilities, maintenance, and security and the rest of Executive Council, in consultation/coordination with the greater University of South Carolina's emergency management team. Cooperative emergency plans include a clear process for monitoring and reacting to hazardous weather situations. In these endeavors, the Salkehatchie community takes advantage of resources available to all university campuses, including the Carolina Alert emergency-notification system.

Many Salkehatchie students enroll in UNIV 101 classes in which instructors cover many different health and social issues relevant to students (security and safety, harassment, physical health, alcohol and tobacco use, etc.). Salkehatchie has also consistently employed a counselor to aid students who need someone to speak with about any manner of challenges/difficulties they may be facing. The associate dean for student services uses an established process to deal with conflicts between students or other unusual situations. The associate dean for student services also handles special needs, ensuring full compliance with the law.

Salkehatchie maintains fitness centers on both campus that are open to all faculty, staff, and students during normal business hours. Treadmills, exercise bikes, weights, etc., are available in the fitness centers. Also, the institution has long had a Health and Wellness Committee that plans activities to emphasize health on campus.

Sumter

The University of South Carolina Sumter identifies expected outcomes for the institution's academic and student support services on a cyclical basis. Achievement of these outcomes are assessed through a range of integrated processes designed to provide executive decision makers with data informed input to ensure continual improvement of services in these organizational areas.

The processes of identifying outcomes, assessing achievement toward those outcomes, and decision making based on the

results of those assessments are aligned with the institution's general model of planning and review articulated in standard 7.1.

They include: annual employee performance review and planning; workings of Faculty and Staff organizations, and other standing institutional committees; workings of a Long Range Planning Committee; workings of an Executive Council interacting closely with key internal and external stakeholders; and annual development of a master strategic plan and a subsequent state fiscal accountability report.

The broadest level of outcome development and assessment of achievement of outcomes, occurs through the development and subsequent assessment of action plans represented in the university's annual [Blueprint for Academic Excellence](#); and data analytic driven assessments of those plans in the annual [State Accountability Report](#).

The Blueprint articulates and assesses purposive actions taken to ensure continual improvement of structural capacities to achieve Sumter's mission. It is the campus's master strategic plan, reflecting goals, action plans, and achievements aimed at sustaining and improving organizational capacities for: recruitment and enrollment; student retention, success and completion; quality of faculty and curricular; quality of faculty and staff community service; and effective financial management.

The State Fiscal Accountability Report subsequently utilizes data analytics to review and assess outcomes associated with purposive actions articulated in the Blueprint, completing a feedback loop in macro level strategic planning. It also identifies and concisely presents budgetary uses by programmatic categories, statutory and regulatory standards applicable to institutional operations and reporting, and information regarding internal and external stakeholders.

The college also produces the [Sumter Administrative/Service Blueprint](#) which looks at critical service areas on campus. Along with the State Accountability Report and the Blueprint for Academic Excellence, Sumter assures itself a comprehensive examination of academic, student and other critical campus services. Further, when mission critical needs in academic and student support services are identified through planning and review, they are addressed directly in this master strategic planning process.

Other integrated processes support this annual process associated with the Blueprint and the State Accountability Report. They are designed to empower continual self-assessment and data informed decision making for academic and student support programs.

This integrated set of processes begins at the individual level with the [Employee Performance Management System](#), as prescribed in [HR 1.36 Performance Evaluation for Classified and Unclassified Non-Academic Staff](#). Utilizing the EPMS, supervisors evaluate the performance of classified state employees and plan for improvement in their functional areas.

A key component of EPMS planning and review is the employee's annual planning document. This document is prepared in conjunction with their supervisor, and in alignment with the mission critical functions of the employee's institutional support role. It sets and subsequently assesses employee/supervisor driven goals at the level of day to day operations, providing opportunities for identification of areas of improvement in not just employee performance but in resource availability and organizational capacity.

Faculty and Staff organization committees work with various academic and student support services units to identify needs, set and assess outcomes, and when appropriate develop and channel recommendations for action to executive level decision makers.

While there is crossover in staffing and mission intent of academic and student support services, Faculty Organization committees are typically involved with admissions and recruitment, advisement and counseling, library resources, disability services, TRIOS Student Support Services and tutoring services. Conversely, the Staff Organization tends to work more directly with financial aid and veteran's services, registrar services, and student life services.

A Long Range Planning Committee (LRPC) plays a key role in assessing outcomes, and when needed, developing and recommending action plans for improvement to executive decision makers.

The LRPC represents stakeholders across the institutional spectrum. It typically meets every 4-6 weeks and more frequently when needed. On a cyclical basis, planning unit heads in the areas of academic and student support services, articulate expected outcomes for their unit, and action plans to achieve those outcomes. Actions requiring new budgetary approval or structural change beyond the purview of the planning unit heads are brought to the LRPC. The committee, working with the planning unit heads, develop, and when appropriate, make recommendations to present to executive level decision makers.

Cycles of engagement with the LRPC and planning unit heads varies based upon the level of mission critical activities assigned to the unit. Optimally, some units engage annually with the committee, while others do so on a multi-year cycle. The frequency of the cycle for any given planning unit is reviewed for its efficacy and adjusted as when circumstances deem it appropriate.

Executive level planning and review processes integrates these various types and levels of input into substantive aspects of the master strategic plan, and to ongoing operational planning designed to ensure continual improvement of institutional capacity to meet Sumter's mission. Like all other areas of the organization, continual improvement in academic and student support services are key to such institutional capacity.

This work happens through an Executive Council. The Executive Council meets every two weeks. It includes executive level decision makers, the Campus Dean, the Executive Associate Dean of Academic and Student Affairs, and the Assistant Dean for Budget and Finance. It also includes the Chair of the Faculty Organization, the President of the Staff Organization, and the Directors' of Enrollment Management, Admissions, Advising, Human Resources, and Marketing and Public Relations. Along with setting the priorities for macro level strategic planning, the Executive Council reviews recommendations generated through the integrated planning and review process, and when deemed appropriate authorizes working initiatives to implement those recommendations.

All these processes are research based where appropriate. Various metrics and data analytics are embedded at all levels of this integrated process, allowing for data informed, purposive action to achieve and systematically improve the institution's capacity to meet mission objectives.

Performance metrics associated with mission objectives are central to the Blueprint and State Fiscal Accountability Report processes. Supervisors use varied and appropriate measures, both qualitative and quantitative, to evaluate and continually plan for improvement with unit employees. Various planning unit heads utilize survey data and performance-based metrics to plan and assess the functionality, or efficacy of their units in meeting mission objectives. The LRPC and other planning committees utilize student engagement and satisfaction surveys in their assessments of outcomes and recommendations of action plans for continual improvement to executive leadership.

Sumter participates, alongside approximately 1,000 other member institutions, in the Community College Survey of Student Engagement, which utilizes a pre-normed instrument developed by the University of Texas, Austin's Center for Community College Student Engagement. These highly informative data provide an empirical backdrop for decision making for organizational units across the institutional spectrum, but they are particularly useful for measuring the efficacy of, satisfaction with, and engagement with the entire range of academic and student support service units. Other types of survey data are collected and analyzed where appropriate.

Outcome planning and assessment centering around academic and student support services rely heavily on trend analyses. These analyses are based on measures such as: enrollment patterns, student persistence, retention, and completion, subsequent tracking of alumni employment and/or further educational attainment. These sorts of aggregate metrics are gathered and reported to federal and state agencies, and private organization such as College Board, Peterson's and Wintergreen. Sources include a combination of the University's [Common Data Set](#), the [Commission on Higher Education Data/Publications](#), the university system's central [Office of Institutional Research, Assessment, and Analytics](#), and the Sumter Office of Institutional Research and Effectiveness.

Trend analysis on these performance based aggregate student success metrics are supported by campus level tracking of individual students themselves. This allows for an in-depth view of patterns of retention, transfer and migration, and persistence toward completion of associate and baccalaureate degrees, across multiple student types. Such longitudinal, individual level tracking occurs through utilization of the university system's Enterprise Management System and the National Student Clearinghouse Database. It contributes to not only data informed assessment, but also subsequent analysis of any changes instituted toward the end goal of continual improvement in these areas.

In addition, metrics used in analysis of the operational efficacy of academic and student support services include measures associated with the targeting and frequency of recruitment visits; the timeliness and accuracy of admissions processes, along with admit and enrollment yields; early advisement and registration initiatives; patterns student life event attendance; patterns of disability and counseling services usage; patterns of library usage; patterns of facility and computer lab usage; and patterns tutoring and student support services usage.

Recently, relying a combination of planning and review processes as described above, Sumter assessed that executive level decision making in the areas of academic and student affairs was encumbered by the executive level organizational structure, thus hindering the efficiency and effectiveness of several of these mission critical services. Subsequently, the university committed to a critical executive level restructuring in the position overseeing academic and student support services by creating a new position titled, Executive Associate Dean of Academic and Student Affairs. That restructuring combined two previous executive level positions, streamlining the administration of what had been organized under two separate roles, an Associate Dean of Academic Affairs over academic support services, and an Associate Dean of Student Affairs over student support services.

Following that, relying a combination of planning and review processes, Sumter assessed that in numerous aspects of the structure of academic and student support services, staffing, job position assignments, usage of physical space, and long relied on patterns of data processing and archival, were all in need of significant restructuring to optimize existing resources

and to better meet aligned mission objectives. As a response the university committed to the creation of dedicated executive level Enrollment Management position, titled Executive Director of Enrollment Management Services. This new position was created to assist the new Executive Associate Dean of Academic and Student Affairs in a significant restructuring of staffing, job assignments, and daily operations of Financial Aid and Veteran's Affairs, and Admissions and Recruitment Services, e.g., the admissions processing unit has been reorganized and better staffed to review and make decisions on applicant files in a more timely and efficient manner.

This reorganization of this critical area of student services has led to significant increases in early admit decisions over previous years. It freed up staffing constraints previously inhibiting adequate focus on other mission critical functions by enabling better communication and other operational processes involving new student orientation, records and registration and advisement processes.

Based on internal needs assessment in recent years, and growing data supporting faculty mentorship as a positive factor in student retention, success and completion, Sumter has now implemented a strategic shift in advising and counseling. Where the university previously engaged in the tactical use of an Advisement Center run by professional academic advisors it now operates advisement and counseling based on a faculty advisement and mentoring model. This purposive change has not occurred without some trial and error. But through the development of a Head of Advisement position to coordinate advisement activities, advisor training and best practices, and new advisement processes, along with persistent involvement of faculty and staff through an ad hoc advisement committee and the LRPC this new model of faculty advising and mentorship is now beginning to show its efficacy. This is seen in trend analysis of several student outcomes, in advisor/advisement satisfaction surveys, and in critical data indicators embedded in the Community College Survey of Student Engagement.

These new strategies and tactics associated with enrollment management, records and registration processes, and advisement processes have yielded measurable improvements in early intervention success and priority registration for at risk students, more timely and effective registration for continuing students, and is currently allowing for an ongoing restructuring of new student orientation for incoming transfers and new freshman students.

Planning and review assessment in recent years has contributed a substantial increase in institutional commitment to tutoring services, both in terms of staffing and physical facilities and resources. The long term, multi decade measurable success of Sumter's Trios Student Support Services has served as both an indicator of what such and budgetary and staffing commitment can accomplish, but also provided success oriented modelling for the structure of the new Tutoring Services unit. And after a thorough assessment of the efficacy of such academic support provided by both the university's tutoring services and TRIOS Student Support Services, the LRPC is actively developing a set of evidence based recommendations to the Executive Council and Campus Dean for a more comprehensive Student Success Center.

Outcome planning and assessment of Library resources is ongoing at the campus level, in conjunction with the University of South Carolina system, and in conjunction with a large coalition of University libraries across the state and the regional. Library hours and staffing have been adjusted to meet identified needs of more non-traditional students, and a rapid increase in students taking online, distributive education courses; and library content continues to be upgraded, to include growing digital needs.

Finally, Computer Services which supports both academic and student support services, along with administrative support services continues to adjust to meet expected outcomes for computer hardware and software access, to include a significant investment in campus wireless infrastructure.

Union

Academic and student support services at University of South Carolina Union are provided by multiple campus units, including Academic Affairs, Student Affairs, the Academic Success Center, Union's library services at the Carnegie Library, the Business Office, the Financial Aid Office, Disability Services, the IT Department, the Campus Bookstore, the Athletics Department, Human Resources, and Campus Safety and Security. Stakeholder satisfaction with these services are evaluated by students each semester via the Student Evaluation of Instruction (Part V); by the faculty/staff each year via the annual evaluation of the Campus Dean and Associate Dean, respectively; by each individual staff member's supervisor via the [Employee Performance Management System](#) annual performance review as prescribed by [HR 1.36 Performance Evaluation for Classified and Unclassified Non-Academic Staff](#); for each full-time faculty member via the Associate Dean's Annual Administrative Review of faculty; and by the community via regular meetings with the Union/Laurens Commission on Higher Education and the local Union Partnership Board.

As a state agency, the Union produces the annual [State Accountability Report](#), which allows the campus to align and monitor university, Palmetto College, and state of South Carolina goals in order to assure focused effort to serve the state and its citizens. The campus also produces the annual, internally-mandated [Blueprint for Academic Excellence](#) as well. Further, the campus produces the [Union Administrative/Service Blueprint](#). Taken together, these multiple reports assure comprehensive examination of academic, student, and other critical services associated with the campus.

The Office of Academic Affairs provides faculty with a variety of materials and resources needed to function effectively in the classroom and in their scholarly pursuits, including materials/supplies and access to professional development and travel





















funding to advance their research. This office also holds a new faculty orientation every summer to ensure that new instructors are familiar with the expectations of the campus and the university. As documented in the annual report, the faculty at Union have been productive in both of these respects, as well as in their service to the campus, community, and university. In addition, Academic Affairs provides substantial support to students, especially in the form of the coordination and execution of academic advising. This office also recently acquired access to TAO Self-Enroll/Self-Help online resources for free/unlimited use by all campus faculty, staff, and students. This is a self-guided set of mental health resources that are intended to support the mental well-being of everyone on campus who chooses to use it. Statistical data can be accessed showing campus administration how much the modules are being used, without revealing to administrators any information about which individuals in particular are using them. Therefore, as this resource becomes more well-known around campus, the metrics for determining how well that translates into its use will be readily available.


















Student Affairs at Union also provides substantial support to students, including new student orientations, prospective student information events, application processing and admission procedures, and support of student organizations. While many of the student organizations are directed by their student and faculty/staff leaders, such as the Research Club, African-American Association, Rotaract Club, Art Club, Sustainable Garden and Botany Club, a club that is primarily directed by Student Affairs is the Student Government Association (SGA). This group, in coordination with Student Affairs, is responsible for putting on multiple campus events every semester, helps represent the campus at various university events, and provides an important avenue for students to voice their comments and concerns to campus administration, faculty, and staff.

The Academic Success Center on campus offers support in the forms of tutoring, career services, workshops, dedicated study hall time for student-athletes, and free use of computers to students in need of a space to work. The tutors in the Center are a mix of staff and peer tutors, and students can schedule as many tutoring sessions with them as they need. For students who are not able to get to the Union campus to utilize this tutoring face-to-face, the Center can make arrangements to do so remotely via Adobe Connect. Additionally, if a student needs assistance outside of regular operating hours for the Center, all students have access to 24/7 online tutoring resources and services via the vendor-provided BrainFuse tutoring service which the Center can assist them in accessing as well. One way to gauge the effectiveness of the Center is through its foot traffic, which is tracked each day with sign-in/sign-out logs. The Center routinely organizes events such as Career Fairs, exam fests, and targeted faculty-led Workshops on topics such as time management, plagiarism, etc.

The library services provided to Union faculty, staff, and students are housed in the Union County Carnegie Library. These services include access to the physical collection, as well as to a wealth of digital collections and databases. Thus, students and employees are able to utilize these library services even if they are not in a position to visit the Carnegie in person. To help ensure that students are aware of the many services that they have to offer, UNIV 101 sections typically spend one of their class meetings at the Carnegie hearing about this from the Librarian. The Carnegie also often holds Union events in its historically restored event space.

Sources

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-  [Lancaster Academic Success Center](#)
-  [Lancaster Library of Things](#)
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