

ACADEMIC AFFAIRS STRATEGIC PLANNING REPORTING DOCUMENT

EFFECTIVE: AUGUST 15, 2004 TO JULY 1 2005

Goal 1: Increase Student Learning

Objective 1a: Revise and Improve curriculum to enhance individual student development and produce regionally and nationally competitive graduates.

ACTION ITEM	ACTION PLAN	ACTION OUTCOMES	RECOMMENDATIONS
<p>1a2 Establish interdisciplinary career-based applied learning experiences for each student who graduates from Lander.</p>	<p>None.</p>	<p>None</p>	<p>Delete Action Item 1a2 or revise it. Rationale: Upon review of this action item the consensus opinions from within the Academic Council were, 1. The Action Item was too broad to enable the University to guarantee <i>all</i> students would be provided interdisciplinary, applied, and career based experiences by each academic department. 2. Through each of the academic department’s internship programs, the spirit of this action item is currently being met. 3. The Colleges recommend that this action item be deleted or revised to focus on the offering of internships as the vehicle to provide interdisciplinary career based experiences to qualified students.</p> <p>The following are summary recommendations from the University’s Deans:</p> <p style="padding-left: 40px;">The college of Business and Public Affairs provides discipline based internships but we do not have enough sites for all our students (650 majors) nor have we been able to provide interdisciplinary experiences.</p> <p>1. It will be hard, if not impossible, to provide this type of</p>

			<p>learning experience for every student.</p> <ol style="list-style-type: none">2. Finding career-based applied learning experiences in a small town like Greenwood would be a problem.3. No one is quite sure what “interdisciplinary” would entail. <p>I Recommend we do not address Action Item 1a2 because although we provide elements of the item in our curriculum and extracurricular opportunities, it is impossible to guarantee <i>all</i> students have “interdisciplinary, career-based, and applied learning experiences”. The combination of the three qualifiers make it so hybrid an expectation that the internships, study tours, labs, practice teaching, practicums, capstone courses, community service, guest lecturers, panelists, demonstrations we offer in abundance could not qualify as meeting the described criteria.</p> <p>I recommend we eliminate Action Item 1a2. This recommendation is based on the fact that all degree programs in the College of Education (Elementary Education, Early Childhood Education, Special Education, Physical Education, Athletic Training, and Exercise Science) that are nationally recognized by the appropriate specialty professional organization include such a component as required by the organization. The only other degree program in the College (psychology) requires students to complete either an independent research project or an internship in a social/service agency or a business. This requirement ensures each student has an appropriate career experience based on the student’s career area of interest.</p> <p>I recommend that we do not address action item 1a2 as individual areas have no way of implementing any plan they come up with. Some areas have no general education components, so they can not provide a guarantee to impact “all” students as they will not see “all” students in their classrooms. For the areas with general education components, the range and magnitude of careers for which to aim the learning experiences is too large to coherently cover in a</p>
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<p>1a3. Revise the Lander University Honors Program so that it provides each participating student with an intellectually stimulating, individualized educational experience.</p>	<ol style="list-style-type: none"> 1. Restructure the curriculum of the program. 2. Restructure the Committee, which has oversight responsibilities for the program 3. Evaluate the role of the Coordinator and restructure duties and responsibilities where necessary. 4. Evaluate the relationship(s) with the coordinator for the University’s study abroad program and the Admissions Office. Realign where necessary. 	<ol style="list-style-type: none"> 1. The curriculum was redesigned: It now consists of four specific three credit hour courses, one from each of the University’s four colleges. Six credit hours from a study abroad experience are now required. 2. The Honors Committee was restructured to include one faculty member from each college, as one as one alternate from each college. 3 & 4. The responsibilities and duties of the faculty coordinator of the program were addressed. They now more clearly define the relationships 	<p>a) Delete Action Item 1a3 as stated and replace it with the following Action Items:</p> <ol style="list-style-type: none"> i). Establish student enrollment objectives for the Honors Program (to be set annually by the Honors Committee and approved by the VPAA.) ii) Establish learning objectives for the Honors Program (to be established by the

		between the Admissions Office and the Coordinator for the University's study abroad program.	
Objective 1b. Increase the retention of junior faculty members and staff			
ACTION ITEM	ACTION PLAN	OUTCOMES	RECOMMENDATIONS
1b1. Assess the effectiveness of the orientation and mentorship programs implemented for new faculty and staff in 2003.	The following action items were implemented in each of the University's four colleges: 1. College of Arts and Humanities: An informal assessment of the effectiveness of the policy for the mentoring of new faculty was conducted and an assessment tool for the growing and changing role of part time faculty was developed to find out how we are supporting them. 2. College of Business and Public Affairs: Each new faculty member was	1.. All new faculty met with the Dean during the month of October to assess the effectiveness. We concluded that the <i>Welcome New Faculty</i> publication of the college as well as mentors and chairs in the departments had been helpful. A new assessment tool was developed and administered to the part time faculty in the fall of 2004. The response rate was high and very favorable to their orientation and support. 2. All of the first-year faculty indicated that the process was	a) Continue Action Item 1b1. b) Review the process used by each college and determine if a more formal end of the year survey may be more useful in determining the effectiveness of the various mentoring programs and if necessary how best to improve them.

	<p>interviewed during the spring semester to assess how well the established program helped them.</p> <p>3. College of Education: All first year faculty members were interviewed by the Dean to assess the success of the program.</p> <p>4. College of Mathematics and Sciences: All mentored faculty and all mentoring faculty were surveyed.</p>	<p>helpful. Three of four are remaining for another year.</p> <p>3. The program has been successful. All of the first-year faculty will return next year.</p> <p>4. Discussed the mentoring program with all faculty involved. Received very favorable comments, and took suggestions for strengthening program for next year</p>	
<p>1b2 Determine reasons for the loss of junior faculty and staff</p>	<p>1. College of Arts and Humanities: Exit interviews of outgoing faculty will be conducted by the dean or department chair to determine issues that may need to be addressed.</p> <p>2. College of Business and Public Affairs: Each faculty and/or staff leaving</p>	<p>1.College of Arts and Humanities: Exit interviews revealed a high satisfaction with teach at Lander University. The loss of two junior music faculty members was a result of finding a position in their home town on the Pacific Coast. Part time faculty that left in Mass Communication</p>	<p>a) Re-word Action Item 1b2 to read as follows: Assess each faculty member resigning their position in good standing. Objective: to determine the reasons for the resignation.</p> <p>b) As indicated in the outcomes section for the 2004-05 outcomes assessment of this item, a review of faculty salaries within the state and nation should be conducted and a recommendation developed for the President. The objective of the recommendation will be to ensure that the University maintains a competitive position in the recruitment and retention of faculty.</p>

	<p>will be interviewed.</p> <p>3. College of Education: Interview each faculty or staff member leaving voluntarily.</p> <p>4. College of Mathematics and Sciences: The problems with retaining junior faculty and staff were discussed at department meeting</p>	<p>and also Philosophy occurred because they found full time positions at other colleges.</p> <p>2. College of Business and Public Affairs: The two faculty resigning last year took better paying jobs due to concern over pay relative to expectations.</p> <p>3. College of Education: All faculty members and staff member who left voluntarily were retiring from the University.</p> <p>4. College of Mathematics and Sciences: In some cases (not recently, however), the shortage of faculty members in our areas has driven salaries above our average salaries, so we recognize that we have lost and face losing good people to better opportunities</p>	
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		elsewhere. Most recently, we have had faculty leave because they did not match expectations or our rigorous standards.	
Objective 1c. Improve the instructional effectiveness of all teaching faculty			
<p>1c1. Assess to what degree technology is being used to support teaching and learning</p>	<p>1. College of Arts and Humanities: All departments were asked to review the level to which technology is employed for the better delivery and support of student success.</p> <p>2. College of Business and Public Affairs: Review each class to determine extent of use. Address on all faculty evaluations.</p> <p>3. College of Education: Conduct analysis of use of instructional technology by Department of Teacher Education faculty members as</p>	<p>1. Reports to the dean from the chairs and faculty self reporting through the annual Faculty Performance Report indicate growing numbers of faculty using Web based aids, smart classroom technology, and ELMO projectors in an appropriate way. All faculty were given training in new software in campus workshops in 04-05.</p> <p>2. All are currently using technology in some capacity.</p> <p>3. The analysis revealed that faculty members in the Department of Teacher Education integrate technology concepts into their courses. Many courses</p>	<p>a) Continue Action Item 1c1:</p> <p>b) Evaluate the possibility of surveying all faculty to determine what specific technology resources are of interest to the faculty.</p> <p>c) Conduct a formal survey of the faculty to determine to what degree the various components of WebCT are being used by the faculty.</p>

	<p>a part of the NCATE process. 4. College of Mathematics and Science: Survey faculty in College</p>	<p>are supported by WebCT. Other ways faculty members integrate technology in their teaching include web quests, web pages, DVD video clips, digital photography, online data bases, email and discussion groups, and assistive technology 4. With almost every classroom in our buildings being “smart classrooms”, many faculty members are using some sort of electronic lecture structure (PowerPoint, HTML format, etc.). Almost every faculty member is using some sort of electronic grade book (WEBCT, web pages) to disperse information to students, and all faculty using email as means of communication.</p>	
<p>1c2. Assess the effectiveness of new and established incentive plans</p>	<p>1. Conduct a two to three year longitudinal study of the number of faculty applying for</p>	<p>1. For the 2003-04 academic year, 39 faculty members received faculty development grants. On</p>	<p>a) Continue action item 1c2. b) From the data collected it is apparent that additional resources are needed to support and achieve Goal 1C c) The following recommendations should be developed and</p>

<p>to reward and encourage faculty to engage in scholarly activities.</p>	<p>and being awarded faculty development grants to determine if Supplements to Departmental and College Professional Travel Budgets and To the account used to fund faculty professional development activities.</p>	<p>average awards were funded at 59.5% of either the amount requested or the maximum amount allowed. In 2004-05 38 faculty members received awards with the average award funded at 64.5% of that requested or allowed.</p> <p>For the 2003-04 academic year, 6 Lander Foundation grants were awarded. The average amount funded was 59% of that requested or the maximum allowable amount. In 2004-05, 11 proposals were funded, which represents a 71% increase in the number of proposals funded over the preceding year.</p> <p>In 2004-05 the proposals were funded at 65% of the amount requested or maximum allowed, which represents a 10%</p>	<p>submitted to the President for the 2005-06 academic year.</p> <p>i). From the longitudinal study conducted, the VPAA should request an additional funds to support faculty submitting faculty development proposals that involve a presentation at a regional or national meeting or publication.</p> <p>ii). The VPAA should work with the Deans to develop a plan that would enable the Deans to relieve faculty members from at least one course during the academic year for the purpose of pursuing a defined scholarly activity, with priority given to those activities supporting teaching.</p>
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		increase over the previous year.	
Objective 1d. Maintain and seek accreditation with appropriate accrediting organizations.			
1d1. Explore additional accreditation opportunities.	<p>1. College of Arts and Humanities: Take steps to secure accreditation in all relevant majors with the college.</p> <p>2. College of Business and Public Affairs: AUPHA accreditation for Health Care Management will be focus.</p> <p>3. College of Education: All programs are currently accredited.</p> <p>4. College of Mathematics and Sciences: Have each department explore new opportunities. The Department of Mathematics and Computing is pursuing CIS accreditation</p>	<p>1. The newest report for History Education was accepted. The NASAD self study was completed and a team made a site visit in 2005. A representative was sent to a workshop at the ACTFL conference in Chicago to prepare for accreditation of Spanish for teacher certification with ACTFL and NCATE. Our disciplines contributed to the successful NCATE self study and site visit.</p> <p>2. The organization was joined and the college began reviewing curriculum changes, which will be needed.</p> <p>3. Not applicable.</p> <p>4. Nursing is already accredited by NLNAC and there are no other appropriate accreditations for</p>	Continue assessing Action Item 1d1.

	through ABET.	undergraduate nursing programs. The Department of Mathematics and Computing has been pursuing accreditation for its CIS degree program since 2002. The University expects submission for initial accreditation in the fall of 2006. There are no other mathematics or science accrediting organizations.	
1d2. Maintain full and unconditional SACS accreditation.	<ol style="list-style-type: none"> 1. Have leadership team attend training workshop to be provided by SACS on June 13, 2005. 2. Work with the leadership team, Academic Council, and the President's Council to populate subcommittees necessary to develop the University's Certificate of Compliance. 	<ol style="list-style-type: none"> 1. The leadership team and the Vice President for Business attended the training sessions provided by the Commission Staff. At that meeting Lander learned that a new liaison from SACS would be appointed early in the fall. 2. The subcommittees needed to complete the Certification of Compliance were established and partially 	Continue with the process as scheduled and planned.

	<p>3. Work with the Leadership Team to establish the mechanism through which the University's QEP will be developed.</p> <p>4. Ensure that a budget is established to support the University's accreditation effort.</p>	<p>filled. Appointments are expected to be made to these subcommittees early in August, 2005.</p> <p>3. The Leadership established the format for the creation of a QEP team and expects to complete its work on the QEP team by late August of 2005.</p> <p>4. A budget was established for the reaffirmation process.</p>	
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Goal 2: Increase the Student Population by 20 percent through Recruiting Highly Motivated, Diverse Students, Faculty, and Staff

Objective 2a. Create a more effective recruitment process			
ACTION ITEM	ACTION PLAN	ACTION OUTCOMES	RECOMMENDATIONS
<p>2a1. Implement/Assess highly proactive and individualized recruitment strategies that focus directly on personalized contact with students and families in identified market areas.</p>	<p>1. Enrollment Services: A recruitment strategy was developed by the Dean of Enrollment Services and the Director of Admissions focusing on selected counties in South Carolina and the states of Georgia and North Carolina.</p>	<p>1. Much of the 2004-2005 academic year was spent searching for and identifying Longmire and Company to carry out the recruitment strategy. 1998 prospects were identified (1733 from SC, 238 from GA, 27 from NC) for focus directly on personalized contact with the intent of developing them into applicants beginning in the first week of July 2005.</p>	<p>a) Delete the current objective 2a and replace with the following: Assess the effectiveness of the University's recruitment processes/strategies. b) To increase the effectiveness, determine to what extent additional support, software, consultants, and financial resources are needed to enhance achievement of a new Objective 2a, and current Action Items 2a1 and 2a2.</p> <p>Obtain additional resources to meet Goal 2.</p>
<p>2a2. Implement/Assess recruiting strategies and improve transfer procedures for students from both two- and four-year institutions.</p>	<p>a) 1. Enrollment Services: Consider and implement, if feasible, Bearcat Web procedures for transfers to register that do not require them to wait until EXPO III. b) Articulation agreements with the two-year institutions are in the process of being reviewed and updated. c) Scholarships for transfer students continue for a third year based on the following criteria:</p> <ul style="list-style-type: none"> • Admitted by June 1 	<p>a) 1. Admitted transfer students were eligible to register for fall 2005 classes beginning May 15, 2005 (through August 26, 2005) after pay their advance tuition deposit. b) Reviews taking place as transfer articulations are being made for individual students in Banner. However, more comprehensive reviews need to be planned to accommodate changes made in course</p>	<p>See recommendations under 2a1.</p>

	<ul style="list-style-type: none"> • 30+ transfer hours <p>>= 3.25 transfer GPA</p>	<p>requirements and/or methods of delivery by the two-year institutions</p> <p>For AY 2003-2004, 20 scholarships were offered (worth \$25,000) and 12 accepted (worth \$16,000). For AY 2004-2005, 19 scholarships were offered (worth \$19,000) and 11 were accepted (worth \$11,000). Scholarship offers for AY 2005-2006 have not been completed.</p>	
Objective 2b. Improve marketing strategies and develop non-traditional and alternative markets			
<p>2b1. Create and implement a strategic plan concerning Lander's presence at the University Center at Greenville (UCG).</p>	<p>The University was not able to create or implement a strategic plan for this action item. Reason: Three of the seven institutions within the consortium submitted a proposal to the UCG Board of directors, which if implemented would have effectively removed Lander and several other institutions from the consortium.</p>	<p>On June 22, at the Board of Directors Retreat the proposal was defeated, and Lander's Vice President for Academic Affairs directed to re-write that portion of the by-laws restricting consortium members from bringing new programs to the Center. The principle effect of this action should enable consortium members flexibility in bringing programs to the Center. Effective August 26, Lander will begin developing marketing</p>	<p>a) Continue Action Item 2b1.</p> <p>b) Conduct joint meetings with academic deans and department heads for the purpose of determining what programs are needed at the UCG. <i>(This will involve the conduction of needs assessments by the various colleges and departments.)</i></p> <p>c) For those programs will positive needs assessments, the VPAA should work through the academic deans to develop specific and detailed plans for taking those programs that have a high probability of success to the University Center of Greenville.</p> <p><i>Note: The State's Commission on Higher Education will have to approve all programs proposed to be delivered on site at the Center.</i></p>

		plans to bring more programs to the Center.	
<p>2b2. Assess the scope and quality of online course offerings and degree-completion programs, which serve current Lander students, and attract students from other institutions, full-time employees, and out-of-state students.</p>	<ol style="list-style-type: none"> 1. College of Arts and Humanities: Do a college wide review of current courses offered on the web for quality and meeting the criteria of the University. 2. College of Business and Public Affairs: Review all on-line offerings to assure student needs being met. 3. College of Education: Review all on-line courses through student evaluations. 4. College of Mathematics and Science: Assess the online courses offered within the college, and assess the success of the RN to BSN degree program offered online offerings 	<ol style="list-style-type: none"> 1. Accomplished. All syllabi for Arts and Humanities web based courses were reviewed and when necessary discussed with instructors. 2. The HCMT certificate program appears to meet objectives. First group completed and awarded certificates to three individuals in May 2005. SOCI 190 and SOCI 401 classes provide negative feedback and those courses will be changed back to on-ground format. 3. Student evaluations of on-line courses were typically positive and did not differ from those taught in a traditional classroom setting. 4. Student evaluations and comparisons of grade distributions from the one biology course offered indicate a high degree of satisfaction by the students. 	<p>In order to ensure that the quality of all current online courses and programs remain high, and that any new online programs or courses, which may be developed will have the scope and quality associated with high quality on ground courses and programs, the following are needed:</p> <ol style="list-style-type: none"> a) A mechanism is needed to ensure that any on ground course that may be converted to an online course meets set standards. b) A standard online student evaluation of all online courses must be developed and used. c) The scheduling of all online courses needs improvement. d) A clear distinction between hybrid courses and truly online courses needs to be articulated to all faculty.

		<p>The grades for 2004-05, were slightly lower than those for the past four years in comparison to previous years for both the online and on ground course (same course) offered by the same instructor.</p> <p>A check of the background of the students showed that a number of the enrolled students had received their associate degrees or taken their pre-requisite course work in excess of five years prior to taking the course. Student evaluations of the nursing online courses were very positive, and the graduation rate of those students in the online nursing program was comparable to the traditional nursing degree program.</p>	
2c1. Assess the impact of revised admissions policies for transfers and incoming freshmen implemented in	None: This action item is identical to action item 2a2 so no separate action plans were developed		Delete this action item for the 2005-06 academic year since it is duplicated by Action Item 2a2..

2003			
Objective 2d. Develop programs to improve student success.			
2d1. Revitalize Lander's academic support programs and submit an application to the Federal TRIO grant programs.	1. Develop and submit a proposal to the Federal Trio Program.	1. The proposal submitted was fully funded. The University will receive \$220K for the next four years to support the program. Although the proposed program will not be funded until Sept 1, 2005. The University has already committed funds to hire a director for the position. She will begin August 15, 2005	<p>a) Delete that portion of Action Item 2d1 which states "submit an application to the Federal TRIO grant programs."</p> <p>b. Replace Action Item</p> <p>b) Direct the Director of the SSS Project submit end of the semester progress reports to the Office of Academic Affairs to ensure that adequate progress is being made.</p> <p>b) Direct the Dean of the Library and Student Instructional Support Services to work with the University's Director of Instructional Support Services for the purpose of developing an annual assessment report which be used to determine the effectiveness of the ISS office's efforts.</p>
2d2. Assess the effectiveness of faculty members teaching freshmen level general education courses	<p>1. College of Arts and Humanities: Review peer evaluations, syllabi, grade reports, and student evaluations of freshman offerings in the college.</p> <p>2. College of Business and Public Affairs: Address with appropriate faculty members.</p>	1. Accomplished. Broad satisfaction of students was registered in evaluations. Grades were typically in line with others at that level. Syllabi looked clear and helpful, containing the university mandated elements. Peer evaluators were generally supportive of the work of their juniors. No corrective action was required.	Continue!

		<p>2. Each course was reviewed for performance issues during annual evaluations. One faculty member's contract was not renewed based on lack of ability to connect with freshman level classes and other deficiencies.</p>	
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ACTION ITEM	ACTION PLAN	ACTION OUTCOMES	
<p>2d3. Ensure that classes are available so that full-time students whose academic achievement is consistently average or better can reasonably expect to complete their baccalaureate degrees within four academic years.</p>	<p>This action item was combined with Action Item 5d1.</p>	<p>None: See Action item 521</p>	<p>See Action Item 5d1</p>
<p>2d4. Determine strategies for improving effective advising of all students</p>	<p>1. College of Arts and Humanities: Develop plans for better use of new software and mentoring replacement faculty in accurate advising. 2. College of Business and Public Affairs: Develop electronic worksheets and make them available to all advisors in a shared folders system. All advisors trained by Student Services Specialist. 3. College of Education: The following strategies were identified. a) All new advisors will</p>	<p>1. All full time faculty members were given training in workshops in Bearcat Web and Banner software to better serve students on campus and off. New faculty members were paired with seasoned advisors to learn the intricacies of advising. New, more flexible and clearer, freshman guides for choosing a course schedule on the web were devised for each major in cooperation with the registrar and dean and respective chairs.</p>	<p>a) Change the focus of this action item. The action item as stated implies that i) established advising protocols are dysfunctional and need improvement, and ii) for any select advising program, there are no strategies in place to assess their effectiveness.</p> <p>b) Further Recommendations: i) Restate the action item as follows: Assess the effectiveness of the advising strategies used in the University's respective colleges, and develop new strategies for those areas with a demonstrated need for improvement. ii) Develop a standard assessment tool to more easily determine the effectiveness of current advising practices.</p> <p>Note: <i>The VPAA is working with a subgroup of Provosts from AASCU on best practice issues on</i></p>

	<p>attend the training provided by the University.</p> <p>b) Four-year suggested programs of study will be provided to all students enrolled in Teacher Education.</p> <p>4. College of Mathematics and Sciences: The college will review all current strategies to determine which ones may need improved. Any found to need improving will be updated.</p>	<p>2. Accomplished goal. The College plans to review the impact these new electronic worksheets have on the advising of students. Political Science curriculum revised to improve clarity of requirements.</p> <p>3. a) All new faculty members attended the required training and worked with their mentor to ensure students were receiving correct information.</p> <p>b) All teacher education students were provided with a suggested program of study.</p> <p>4. Current strategies were shared between departments. It was determined that the mentorship program for advising is helping and will be continued. From the review it was determined that some programs need improvements. The College will move towards having particular programs (like pre-</p>	<p><i>student advising. A report for the University should be forthcoming after AASCU's winter meeting.</i></p>
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		pharmacy, pre-med, etc) advised by only one or two advisors for consistency and accuracy.	
<p>2d6. Continue to promote the development of positive relationships between faculty members and returning and new student majors within respective schools/divisions.</p>	<p>1. College of Arts and Humanities: The college leadership will examine efforts to build morale and loyalty within the majors.</p> <p>2. College of Business and Public Affairs: Develop out-of-class experiences to connect faculty and staff with students.</p> <p>3. College of Education: Provide opportunities for students, staff members and faculty members to interact outside the classroom.</p> <p>4. College of Mathematics and Sciences: Support start and end of year social functions for students and faculty and encourage active participation with student organizations</p>	<p>1. Each of chartered student organization(s) within each of the five departments and the dance minor had a banner year with meaningful guest lectures and workshops, field trips, projects, community service, induction ceremonies, publications, and student presentations. Six study tours were organized by college faculty during the year.</p> <p>2. Three events held with faculty and staff and students during year with significant attendance by faculty (all attended at least one event) and good attendance by students.</p> <p>3. Completed activities included: social events (receptions, dinners), attendance at conferences, field trips, community</p>	<p>a) Continue action item 2d6.</p> <p>b) Develop an assessment tool and assess faculty and students to determine the degree to which this action item is being met.</p>

		<p>outreach activities and mentoring of freshmen students by senior level students.</p> <p>4. Functions were held at the start and end of the school year. Almost all faculty participated, all current and prospective majors were invited</p> <p>Almost all faculty participated with at least one organization</p>	
<p>2e2. Establish effective mechanisms/procedures for the awarding of scholarships to recruit new students.</p>	<p>1. College of Arts and Humanities: Develop criteria for new scholarships to maximize the recruitment of new talented students to our programs.</p> <p>2. College of Business and Public Affairs: Student Activities Committees were established for each department.</p> <p>3. College of Education: Information on scholarships will be placed on the College website.</p> <p>4. College of Mathematics and Sciences: The college had already achieved this action item. The college,</p>	<p>1. Criteria were developed for the new Spanish Education scholarships as well as Music, and three new Arts scholarships, which were added for the recruitment of new freshmen, transfers, and MAT students. Previous existing scholarships had been discussed and more targeted criteria developed.</p> <p>2. Accomplished: Excellent results were obtained, with recommendations for additional changes received from the Department of Business.</p>	<p>Delete Action Item 2e2 and replace with the following:</p> <p>a) Annually assess the effectiveness of mechanisms/procedures in place for the awarding of departmental/college scholarships for the purpose of recruiting freshmen/new students. Develop and implement new strategies where needed.</p>

	<p>therefore, will have each department review their policies and procedures with the intent of determining their effectiveness.</p> <p>5. Office of Enrollment Services: Develop a method to identify students and award aid, as much as is feasible, in support of the recruitment strategy in Action Item 2a1.</p>	<p>The Department of Political and Social Sciences will revise their process in 2005-2006.</p> <p>3. Information related to scholarships in the Department of Teacher Education has been placed on the Department's website.</p> <p>4. While the effectiveness was not determined, this task is still in process; departments have exchanged ideas and information relating to scholarships for incoming students</p> <p>5. The bulk of the academic year was spent by the Financial Aid Office in preparing for, migration to and continuing configuration of Banner Financial Aid software. In addition, the incumbent Director left to take another position on April 6, 2005. Effort should continue in coming year.</p>	
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Goal 5: Assure the Long-term Stability of the University

Objective 5d. Ensure the maximum effectiveness of the management of the University

ACTION ITEM	ACTION PLAN	ACTION OUTCOMES	RECOMMENDATIONS
<p>5d1. Complete a review of each existing academic program and recommend any necessary restructuring, combining, or deletion.</p>	<p>1. Charge all college deans with restructuring all academic programs within their colleges in order to:</p> <p>a) Ensure that all academic majors have a core of courses central to the major.</p> <p>b) Delete all courses that have not been taught within six years</p> <p>c) Revise all emphases, minors, and certificates not fitting requirements or guideline of the State Commission on Higher Education</p> <p>2. Develop and implement plans to improve academic programs at risk because of low CHE productivity standards.</p>	<p>Action plan 1a: All but two academic programs achieved the goal set forth in action plan 1a. Those two programs plan to meet this goal for the 2005-06 academic year.</p> <p>Action Plan 1.b: A number of courses were deleted but overall progress towards this goal was minimal.</p> <p>Action Plan 1.c: Accomplished</p> <p>2. The University received notice from the SC CHE to submit a rational for why the Spanish secondary certification degree should not be terminated. The University put forth a proposal, which should rectify the situation. Specifically, a grant proposal to address the low productivity was developed, submitted and funded. Eight new</p>	<p>a) Continue!</p> <p>b) Continue to work to meet all action plans developed and implemented for the 2004-05 academic year.</p> <p>c) Assess and report on the productivity status of the Spanish degree program.</p> <p>d) See recommendations under Action Item 5d2 since 5d1 and 5d2 are related.</p> <p>e) Recommend combining action items 5d1 and 5d2 for the 2005-06 academic year.</p> <p>f) Determine which courses within an academic program are functioning gate keeping courses (that, is have high failure rates and wash a student out of a program) and develop plans to decrease the failure rate without lower the standards or quality of the courses.</p>

		scholarships for the degree program were funded and funds were obtained to provide summer camps for high school students interested in pursuing degrees in Spanish.	
5d2 Complete a comprehensive review of potential new programs, which may be added	Charge each College and academic department to undertake a comprehensive study of new programs, which may be added.	<p>Upon discussion of action items 5d1 and 5d2, the action plans, the decision was made to table implementing this action plan for the following reasons:</p> <p>a) A number of academic programs are not meeting productivity standards set by the State's Commission on Higher education. We should therefore give priority to developing plans to increase the productivity of these programs before putting our limited resources into exploring new programs.</p> <p>b. As shown in a recent report by the VPAA, there is limited ability to increase CHP by the existing full-time faculty.</p>	<p>a) As early as possible in August, the VPAA will meet with Academic Department Chairs, College Deans, the Chair of the Faculty Senate and Curriculum committee to</p> <p>b) Undertake a comprehensive review of all academic programs and their curriculum for the purpose of restructuring curricula and the sequence of course offering to more effectively offer courses.</p> <p>c) Charge the College Dean and Department Chair of all programs at risk for low productivity to develop a plan for removing the at risk program within two calendar years.</p> <p>d) Charge the college deans and department chairs to study and develop, where feasible, plans for offering existing programs at the University Center of Greenville.</p>

<p>5d3. Ensure that everyone in an Academic management position receives appropriate and ongoing training to improve leadership and management skills.</p>	<p>Direct each College Dean to address this action item.</p> <ol style="list-style-type: none"> 1. College of Arts and Humanities: Provide opportunities where possible. 2. College of Business and Public Affairs: Funding will be provided to encourage professional development. 3. College of Education: Provide opportunities where possible. 4. College of Mathematics and Sciences: Funds will be provided for chairs and the dean to attend conferences and seminars relating to leadership and management skills 	<ol style="list-style-type: none"> 1. The dean and chairs were given special training in Banner and Bearcat Web above and beyond the workshops for faculty. The college dean along with the Science Dean and the Director of Assessment were supported to go to Florida for training in the IDEA student evaluation system. 2. Female faculty and staff encouraged to attend “Women in Higher Education” Conference. 3 staff members and 4 faculty members attended with financial support. Dean of College attended 3 conferences that provide training during year. 2 faculty attended conference on Mentoring and I faculty attended conference on accreditation issues. 3. No activities undertaken for the year. 4. All chairs and the dean together attended a conference on sexual harassment. Individuals 	<p>Continue!</p>
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Modified06/09/05