

MINUTES OF USC LANCASTER FACULTY MEETING ON AUGUST 28, 2009

Special Orders

Lisa Hammond discussed the upcoming SACS reaffirmation of accreditation. A PowerPoint presentation was distributed, see **Appendix I**. The assessment committee evaluated three learning outcomes for five degree programs at USCL during the 2008 – 2009 academic year. Those outcomes were: “Effective Written Communication”, “Textual Analysis”, and “Documentation”. The percentage of students scoring 4 (out of 6) or higher in each category were 62.8%, 60.8%, and 40.0% respectively. Lisa noted that none of them met their learning outcome goal of 70%, probably due to the fact that the introductory courses at USCL have relatively high failure rates compared to other courses. This is because our students are typically not well prepared for college when they enter USCL. The committee will be looking at more advanced sophomore level classes next where the failure rates are lower. They expect the student scores to be better in these courses.

Faculty need to make sure their syllabi include student learning outcomes consistent with program goals. Faculty may also be asked to provide samples of student work, and should make sure they provide samples that accurately reflect student effort. Faculty may also be called upon to help develop general rubrics for assessing work in their specific areas of study.

For the 2009-2010 academic year, the committee will evaluate three new learning outcomes that are broader in scope: “Effective Persuasive Communication”, “Analytical Reasoning and Problem Solving”, and “Scientific Literacy”. For the 2010-2011 academic year, all five associate degree programs will be assessed, but with more specialized learning outcomes specific to the individual degree program (for instance, nursing literacy and skills for the Associate Degree in Nursing). It is expected that the results for these programs will be very favorable based on our students’ scores on the NCLEX RN certification exams, which were higher than the SC or national average in 2005, 2006, and 2008.

The provost has called for white papers on a five-year Quality Enhancement Plan designed to improve student learning. A \$2,500 prize will be awarded for the four best papers. For more information, see <http://kudzu.ipr.sc.edu/effectiveness/>

Walt Hanclosky, Associate Director for Teaching Effectiveness at USC Columbia, spoke about Learning Outcomes Assessments. A handout was distributed, see **Appendix II**. From his perspective, the USCL faculty members are doing very well with integrating learning outcomes into their courses. He stated that all learning outcomes should contain a subject, verb, and object, with the verb being the most important component. SACS is requiring learning outcomes because studies have shown that learning is enhanced when we focus on outcomes. Good learning outcomes should reflect clear and explicit purposes, maintain strong educational values, be relevant to real world applications and learners, and emphasize formative (not summative) evaluation. Some strategies that are being employed include inquiry learning, learning centered learning, rubric analysis, flow chart structuring, external peer review, active learning, and item analysis.

Approval of Minutes

The minutes of the April 3, 2009 faculty meeting were approved.

Reports of Officers

Dean Catalano: report provided last week at the Faculty Retreat.

Dean Cox: A written report was submitted, see **Appendix III**. Dr. Cox noted that if faculty members are going to be out of the office, they should let the academic affairs office know. Also, because of the swine flu epidemic, we may have large numbers of students missing class for legitimate purposes this fall.

Student Affairs (Collins): A written report was submitted, see **Appendix IV**.

Library (Eliades): The library is working with half of its normal budget this year, which is really only enough money for necessary items. If you need any items, submit requests to Shari Eliades.

Counseling Center (Evans): The center has a new therapist, Ms. Alexis Sanders. Tracey Craig is coordinating services for 16 students with documented disabilities this semester. If you have any questions about special accommodations for those students with disabilities, please contact Tracey or Dianne.

TRIO Programs (Bailey): A written report was submitted, see **Appendix V**. Ms. Bailey thanked the faculty for helping students to perform well academically. The TRIO programs office supports students who are first generation college students typically from lower income families. Their office is open to suggestions and ideas from faculty. Ms. Bailey extended special thanks to Tracey Craig, Terri Polenski, and Erin Moon-Kelly for helping students in their program this summer.

Security (Rutledge): Due to increased numbers of students on campus, parking is limited between the hours of 8:00 and 10:00 am. Additional faculty parking spaces will be marked over the next few weeks. This year there will be a uniformed police officer on campus each day to help with various issues. For true emergencies, you should dial 9-911 from your campus phone or 911 from a cell phone.

System Committee Reports

Regional Campuses Faculty Senate: The next meeting will be held on Friday, September 25 in Columbia. There is a kick-off reception meeting on Thursday night, September 24, from 6:00 – 7:30 pm. Our campus is entitled to 9 senators and we currently only have 7 senators. Elections for 2 additional senators will be conducted later at this meeting. Danny Faulkner suggested that we elect tenured faculty for those senator seats, due to the fact that all of the voting senators from USCL are untenured. He felt that we needed to have people on the senate with institutional history and a deeper understanding of the issues relating to faculty at the regional campuses. Lisa Hammond and Fran Gardner were nominated for these two seats.

Provost's Advisory Council (Hammond): The provost's office is very interested in hearing faculty voices on a number of issues. Several faculty members at USCL are concerned about the grade forgiveness policy requiring courses be retaken on the same campus where they were initially taken. This policy was not reviewed or approved by the regional campus faculty. The Provost intended to raise the issue at an upcoming USC Columbia Faculty Senate meeting.

Local committee Reports

Native American Studies Program (Gardner): See attached report in **Appendix VI**.

New Business:

Elections were held for the two open seats on the Regional Campuses Faculty Senate. Lisa Hammond and Fran Gardner were elected to fill the two vacant USCL seats on the Regional Campuses Faculty Senate.

Attending:

S. Alhaddad, P. Barry, N. Bohonak, C. Bundrick, A. Burg, B. Burgin, F. Burke, S. Campbell, J. Catalano, C. Catledge, R. Collins, W. Collins, K. Covington, M. R. Cox, S. Criswell, N. Davaut, S. Eliades, S. Emanuel, D. Evans, D. Faulkner, F. Gardner, A. Golonka, L. Hammond, L. Harris, D. Hassell, N. Hazam, K. Holland, J. Holt, S. Hunt, K. Jackson, B. Obi Johnson, L. Martek, B. Nims, P. Parker, S. Penuel, T. Polenski, C. Priest, K. Richardson, David Roberts, J. Rutledge, A. Saunders, T. Scarlett, W. D. Thurman, R. Van Hall, S. Williams, A. Yingst, T. Barnes-Baily, T. Craig, E. Moon-Kelly.

Faculty Secretary: Submitted as PDF on September 29, 2009 by Bettie O. Johnson

9/2/2009



Assessment @ USCL



**Southeastern Association of
Colleges & Schools**

SACS reaffirmation of accreditation timeline

- Fall 2010: documents due to SACS
- Spring 2011: SACS onsite review team



Learning Outcome 1, 2008-2009

Effective Written Communication

- Students will be able to write coherent expository, persuasive, and analytical essays.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).



	All Goals	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Learning Outcome 1
Learning Outcome 2
Learning Outcome 3
Learning Outcome 4
Learning Outcome 5



Results for Revised Learning Outcome 1

Learning Outcome 1: Students will be able to write coherent expository, persuasive, and analytical essays.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	4	3.9%
5 (Generally High Quality)	22	21.6%
4 (Solid in Quality)	38	37.3%
3 (Uneven in Quality)	32	31.4%
2 (Generally Weak)	5	4.9%
1 (Very Weak)	1	0.9%
Percentage Scoring 4 (out of 6) or Higher		62.8%
Overall Average Score		3.8



Subscores for Learning Outcome 1: In addition to the overall score for Effective Written Communication on Learning Outcome 1, all 102 essays from ENGL 301 and 302 were scored within three subcategories below to better identify areas needed for improvement.

Level of Achievement	Subscore 1 Content		Subscore 2 Organization		Subscore 3 Style/Mechanics	
	No.	%	No.	%	No.	%
6 (High Quality)	3	2.9%	2	2.0%	3	3.0%
5 (Generally High Quality)	27	26.5%	17	16.6%	15	14.6%
4 (Solid in Quality)	41	40.2%	42	41.2%	40	39.2%
3 (Uneven in Quality)	28	27.5%	28	27.4%	25	24.5%
2 (Generally Weak)	2	2.0%	11	10.8%	14	13.7%
1 (Very Weak)	1	0.9%	2	2.0%	1	1.0%
Percentage Scoring 4 (out of 6) or higher		69.6%	59.8%	60.8%		
Overall Average Score		4.0	3.7	3.7		

9/2/2009

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Learning Outcome 2, 2008-2009

Textual Analysis

- Students will be able to analyze written texts, including literary and non-literary texts.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).

USCLANCASTER Carolina

Results for Revised Learning Outcome 2
Learning Outcome 2: Students will be able to analyze written text, including literary and non-literary texts.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	0	0.0%
5 (Generally High Quality)	6	16.0%
4 (Solid in Quality)	11	24.0%
3 (Adequate in Quality)	21	44.0%
2 (Generally Weak)	5	10.0%
1 (Very Weak)	2	4.0%
Percentage Scoring 4 (out of 6) or higher		40.0%
Overall Average Score		3.4

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Learning Outcome 3, 2008-2009

Documentation

- Students will be able to locate secondary sources and integrate them into a paper using appropriate academic documentation techniques.
- 70% of all students should obtain a score of 4 (out of 6) or higher on the [Written Communication Skills Rubric](#).

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Results for Revised Learning Outcome 3
Learning Outcome 3: Students will be able to locate secondary sources and integrate them into a paper using appropriate academic documentation techniques.

Level of Achievement	Number of Artifacts Scored	Percentage of Artifacts
6 (High Quality)	0	0.0%
5 (Generally High Quality)	2	4.3%
4 (Solid in Quality)	8	17.4%
3 (Adequate in Quality)	4	8.7%
2 (Generally Weak)	6	13.1%
1 (Very Weak)	26	56.5%
Percentage Scoring 4 (out of 6) or higher		21.7%
Overall Average Score		2.9

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Learning Outcome 1, 2009-2010

Effective Persuasive Communication

- Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.

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Learning Outcome 2, 2009-2010

Analytical Reasoning and Problem Solving

- Students will be able to apply the methods of mathematics, statistics, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.

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Learning Outcome 3, 2009-2010

Scientific Literacy

- Students will be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.

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Learning Outcomes, 2010-2011

Individualized for each associate degree, for ex: Learning Outcome 5, Associate Degree in Nursing Nursing Literacy

- Students will be able to demonstrate foundational understanding of nursing practices and skills.

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Registered Nursing Programs
NCLEX-RN Passing Rate

	2008			2009			2010			2011		
	Pass Rate %	#	Total	Pass Rate %	#	Total	Pass Rate %	#	Total	Pass Rate %	#	Total
National	87.28	8138	9339	88.22	11872	13469	89.37	12811	14338	86.79	12124	13957
South Carolina	88.4	339	383	88.33	347	393	87.66	355	405	83.88	313	373
York Technical College	89.28	34	38	84.44	34	40	88	35	40	81.67	38	46
USC Lancaster	100	11	12	88.4	26	31	94	31	34	100	15	15

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What does this mean for you?

- All syllabi must include Student Learning Outcomes consistent with our program goals.
- You may be asked to provide a set of sample student work for assessment purposes.
- You may be asked to help develop general rubrics for assessing work in your discipline (biology, chemistry faculty to develop a scientific literacy rubric).

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On the larger scale?

- How can we use the information we gather during assessment to improve our teaching and our students' learning?
- As our institution continues to grow, how do we need to adapt to ensure improved student success in the classroom?

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Quality Enhancement Plan

A five-year project designed to improve student learning. See <http://kudzu.ipr.sc.edu/effectiveness/> for the Provost's call for white papers: \$2500 prize for the four best papers.

9/2/2009



More Information

Check the 5: Disconnected Network Drive under Faculty Organization for the complete plans and reports for all five associate degrees.

And if you're crazy enough to want to volunteer to serve on the Assessment Committee, contact Ron Cox or Lisa Hammond. ☺



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Everyone has the power to be an excellent teacher. We're here to help.

Learning Outcomes Assessment

1. Learning Outcomes may be written for curricula, syllabi, limited group-related lessons or individual lessons.
2. Syllabi Learning Outcomes contain a:
Subject verb object
Students will project income/employment theoretical statistics
3. Assessment for Learning Outcome(s) for group or individual lessons contain a Degree statement of measureable performance e.g.
Students will comparably compute income/employment statistics using supplied criteria and data from current government buyout programs of General Motors and other supplied corporations.
4. GUIDELINES FOR LEARNING OUTCOMES ASSESSMENT
 - Reflect clear & explicit purposes
 - Maintain strong educational values
 - Maintain relevance to real world application
 - Maintain relevance to learners
 - Emphasize formative (episodic) rather than summative (singular/final) evaluation
 - Integrate learning into a curriculum
5. STRATEGIES FOR LEARNING OUTCOMES ASSESSMENT
 - Learner-Centered Learning
 - Rubric Analysis
 - Flow Chart/Work Breakdown Structure
 - Peer Assessment
 - External Review
 - Inquiry Learning
 - Active Learning
 - Item Analysis for multiple choice & true/false exams



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Everyone has the power to be an excellent teacher. We're here to help.

Elaborated verbs using the Revised Bloom/s Taxonomy (Higher levels of learning are listed in descending order to emphasize recommendations toward deeper Learning Outcomes)

List contains 165 verbs for use in curricula, syllabi &/or lesson plan development.

6. Create (Highest level of learning)

a. Generate -- Hypothesize, theorize, research, experiment, explore

b. Plan -- design, devise, solve, propose, formulate, prepare, systematize, improve, innovate, refine

c. Produce -- Write, construct, produce, compose, invent, create, program, build

5. Evaluate

a. Check -- Detect, monitor, coordinate, test

b. Critique -- Grade, score, judge, reason, appraise, assess, defend, estimate, argue, rank, rate, support, review, critique, justify, recommend, prove, disprove, refute, qualify, criticize, verify, evaluate, discuss.

4. Analyze

a. Differentiate -- Select, discriminate, distinguish, differentiate, focus on, point out

b. Organize -- Analyze, breakdown, outline, sketch, draw, diagram, chart, tabulate, separate, subdivide

c. Attribute -- Ascribe, depict, describe, infer, deduce

3. Apply

a. Execute -- Carry out, calculate, compute, operate, process, execute, follow, perform, use, utilize, practice

b. Implement -- Adapt, demonstrate, determine, conduct

2. Understand

a. Interpret -- Represent, clarify, paraphrase, reproduce, change, modify, convert, transform, translate, restate, rewrite, quantify

b. Exemplify -- Illustrate

c. Classify -- Group, categorize

d. Summarize -- Generate, synthesize, assemble, combine, compile, integrate, consolidate

e. Compare -- Contrast, map, match, correlate

f. Explain -- Sequence, diagnose, troubleshoot, repair, redesign, predict, prescribe

1. Remember (Lowest level of learning)

a. Recognize -- Identify, select, label, arrange, order, repeat, copy, duplicate, match associate

b. Recall -- Locate, retrieve, list, name, reproduce, state, describe, cite, recite, define, quote



M. Ron Cox, Jr., Ph.D.

Associate Dean for Academic & Student Affairs

REPORT TO THE FACULTY – 28 August 2009

If you have not already done so, please make sure that the Academic Affairs Office receives a copy of your course syllabi (one for each section), as well as an up-to-date copy of your office hours. Please send to Pam Ellis, either in paper or electronic format.

If you have to miss class, or are going to be out of your office during your posted office hours, please let the Academic Affairs Office know so that, if students come by asking, we will be able to let them know. (Students are fond of complaining that professors are “never in their offices.” We know that this is not the case, and your cooperation in this regard will help us keep students informed.)

SWINE FLU – You will no doubt hear much more about the impending pandemic from other USCL officials. I am simply asking that Professors take into account that we will probably be dealing with cases on this campus, and to please factor that into consideration when you are enforcing your class attendance and work-submission policies.

USCL’s Assessment Committee is now being headed up by Professor Lisa Hammond. Over the coming months, you will be receiving e-mails from Lisa with requests for information, including (for some of you) asking you to make copies of particular assignments or projects for purposes of assessment. PLEASE make every effort to cooperate with the Assessment Committee and to comply with the requests. This is extremely important from the perspective of our reaccreditation efforts with SACS.

PALMETTO PROGRAMS – The Bachelor of Arts in Organizational Leadership degree received full CHE and SACS approval in June 2009 and is now available to students at USCL. Blake Faulkenberry and Stephen Campbell serve as primary advisors for students in the BOL program, while I serve as secondary advisor. Since June, I have advised 35 USCL students who are considering this degree.

The Bachelor of Arts in Liberal Studies degree continues to grow at USC Lancaster, which currently has the largest number of BLS students in the system (67 students fully admitted to the program as of 01 July 2009, along with about 100 more who have indicated their intention to enter the program). Three USCL students have graduated with the degree as of May 2009. Lisa Hammond and Steven Criswell are primary advisors for the BLS program, while I (again) serve as secondary advisor.

At the recent **FALL PROVOST’S MEETING** in Columbia, incoming Provost Michael Amiridis indicated that he plans to visit each academic unit within the University over the coming year, including the Regional Campuses. He made it very clear that his goal is to meet with FACULTY, not administration. He also mentioned the upcoming **SMALL GRANTS PROGRAM** for the Humanities, which he stated would be available to faculty on Columbia and the Regional Campuses as well. I do not have much information yet on the program.

Report to Faculty

August 21, 2009

- **Athletics**—The AD and coaching staff have been busy over the last several months recruiting and helping student-athletes get on board. New policies include a modified study hall partially monitored by and held in the Academic Success Center (mandatory 5 hours per week for first semester freshmen and students below a 2.5 GPA; no show, no play) and the implementation of a drug and alcohol testing policy. The **Athletics Advisory Committee** will be meeting soon. If you're interested in serving please let your Division Chair or me know. The following is an excerpt from a recent report from the Athletics Programs:
This Fall, USC Lancaster will enter its fourth year supporting academics through athletics with 93 student athletes (two international students and 12 out-of-state students). Ninety-three student athletes now represent approximately 10% of the student body at USCL. The Golf team has sustained a team GPA of over 3.0 for three AY with an average of 3.2 in 08-09. USC Lancaster welcomes the addition of new soccer coach-Randy Jordan. Coach Jordan is currently nationally certified by the United States Soccer Federation, and prior to being selected to lead the Lancers, served from 2004-2009 as the head varsity coach for the boys program at Andrew Jackson High School.
USCL will again field teams in five sports in 09-10, and women's softball will begin in the Fall of 2010. No academic support dollars are used to fund or expand athletics programs. Money for softball will be generated by freeing up existing dollars in the budget.
The success of the USCL athletics programs can be attributed to the support received from the faculty, staff, and administration of USCL. The Lancer Club supports academics through scholarships. If you would like to help support athletics at USCL please contact the athletic department at (803) 313-7094 or visit the web page at <<http://usclancaster.sc.edu/athletics>>.
- **Study Abroad**—We are planning a trip for academic credit to China (Beijing, Xian and Shanghai) for Maymester 2010. Leaders are Catalano, W. Collins, Humphrey, Hunt, and Judge. A Facebook page to chronicle the progress of and planning for the trip has been established. On Facebook, search for *University of South Carolina Lancaster Study Abroad* and become a "fan." The first interest meeting for students has been scheduled for Sept. 17, 2009 at 12:15 in Medford 233. **LONG RANGE PLANNING:** The 2011 trip will be some combination of England, Ireland, and Scotland.
- **Student Life/Activities**—Campus organizations have been asked to submit their budget requests to Laura Humphrey. Campus-wide activities have been scheduled for Fall 2009. Please see the link on the home page for a list of scheduled events. Be reminded that any campus activities/events can be publicized in the weekly *Campus News*. Send news items to Ms. Laura Humphrey (<humphrlb@gwm.sc.edu>) by Friday the week before you'd like them to appear.

Appendix IV (page 2 of 2)

- **Future Housing**—The Educational Foundation of the University of South Carolina Lancaster continues to pursue on-site housing options for students. As of last week, the developer has been given an extra 45 days to secure funding. However, it appears now that the buildings won't be ready until the Fall of 2011. The two buildings in phase I will be located in the trees across Hubbard Drive from Hubbard Hall and will include 188 beds. In keeping with the Master Plan for future growth and expansion of this campus, USCL will benefit from these additional facilities. However, we are not responsible for leasing or managing the property which will include a dedicated space for the Foundation and space for security. This is a turn-key operation initiated and negotiated solely by the Foundation on behalf of the campus.
- **Security**—I would like to thank Dr. John Rutledge for his attentiveness to security needs over the summer and especially during the late registration period earlier this week. There were lines this week, but there were few ill-tempered folks. Paul Johnson, John Rutledge and I visited Gaston College in July to see a demonstration of their campus emergency alert system called *Lynx*. It appears that this is an efficient and cost-effective way to notify authorities and others on campus when suspicious activities or emergencies take place. More on this later.
Be reminded that if an emergency occurs—health related, fights, suspicious behavior—simply dial 9-911 from a campus phone and identify the building on campus where you're located. Don't try to find Dr. Rutledge or any other campus security personnel as they may be in class or off-campus at the time.
- **UNIV 101**—The semester begins with 10 sections of UNIV 101 and 135 students enrolled and meeting TTh at 8:00 AM. There are three non-generic sections—business, health, and community service—and there is a second-eight weeks, evening section.
- **Other items...**

Behavioral Intervention Team (BIT)—Planning continues for the eventual implementation of BIT—a team of faculty and staff from counseling, academic and student affairs and the health clinics who will respond to cases of student crises (emotional, suicidal, behavioral, etc...). A protocol (adapted from USC Columbia) is in place and a website has been designed (although it is not yet active) to support the intervention process. The team will be meeting again on Tuesday, Aug. 25, 2009. More information to come...

H1N1 and seasonal flu Information—USC Columbia has established a web page with information regarding minimizing the effects of flu outbreak. Follow this link for more information: < http://www.sa.sc.edu/shs/H1N1_flu.shtml >

We will be posting "staying healthy" flyers around campus at USC Lancaster and Lynn Baker will be talking with UNIV 101 students about flu facts and flu symptoms.

**USCL TRiO Programs
2008-2009 Academic Year Report
USCL Faculty & Staff Retreat Friday: August 21, 2009**

Opportunity Scholars Program (SSS) Highlights

- Served **161** college students
- 115 Female, 45 Male, and 103 African American, 53 White, 5 Other Race Indicated
- **71%** persisted towards completion of the academic programs in which they were enrolled
- **76%** met academic performance levels required to stay in good academic standing earning a GPA of “C” or better
- **37%** of eligible participants graduated and or transferred within two years of their initial entrance
- Summer Grant Aid: **\$9,492**: Provided the opportunity for **15** OSP students to enroll in USCL Summer Classes
 - Early Start (3 week intensive program): **35** participants
 - Students earned 4 college credits :University 101 & PEDU 110

**Early Start Statistics
(2005-2008)**

Early Start Year	Predicted GPA	Actual GPA	SAT Average
2005	2.097	2.756	868
2006	1.977	2.547	794
2007	1.949	2.611	828
2008	1.923	2.376	838

**GPA Data Comparisons
OSP Participants vs. USCL Students (non-participants of OSP)
(2005-2009 Academic Years)**

Female Students

Academic Year	OSP AA Females	USCL AA Females	OSP White Females	USCL White Females
2005-2006	2.82	2.48	2.59	2.902
2006-2007	2.621	2.073	2.633	2.302
2007-2008	2.389	2.040	3.367	2.050
2008-2009	2.530	2.237	2.96	2.848

Male Students

Academic Year	OSP AA Males	USCL AA Males	OSP White Males	USCL White Males
2005-2006	2.41	2.27	2.16	2.59
2006-2007	2.621	1.616	2.803	2.117
2007-2008	2.078	2.040	2.612	1.831
2008-2009	2.251	1.811	2.958	2.610

**TRiO OSP Project Performance Outcomes
Persistence/Good Academic Standing/Graduation/Transfer Rates**

Academic Year	Good Academic Standing	Persistence Rate	Graduation Rate*	Transfer Rate*
2004-2005	81%	73%	27%	19%
2005-2006	82%	83%	25%	17%
2006-2007	81%	74%	34%	53%
2007-2008	80%	73%	33%	34%
2008-2009	76%	71%	29%	35%

* % of eligible participants graduated and or transferred within two years of their initial entrance

Upward Bound Program Highlights

- Served **49** high school students from LHS, AJ, and Buford
- 30 Female, 19 Male
- Held **24** Enrichment sessions over the 2008-2009 Academic Year
- **89%** of all participants earned a GPA of “C” or above
- 97.4% of all participants advanced to the next grade level
- 100% of all seniors applied to and were accepted into a program of post secondary education
- 9 2009 graduates attending the following post secondary institutions:
 Lander (2), Frances Marion (1), SC State (1), USC Aiken (1), Clemson (1), College of Charleston (1), USC Lancaster (1), Tri County Tech-*bridge to Clemson* (1)
 - **Summer Enrichment Program**
 - 55Students participated
 - Toured 5 college campuses-*Emory, Johnson & Wales, Winthrop, Allen, Benedict*
 - College Campus Experience at USC Aiken (2 nights & 3 days)
 - Six week academic program at USCL: courses included English, Math, Life Skills, College 101, Business Management, Spanish, Drama, and Sims

GearUp Scholars Highlights

- Served **116** high school students from LHS, AJ, and Buford
- Held **24** Enrichment sessions over the 2008-2009 Academic Year
 - **Summer Enrichment Program**
 - Toured 5 college campuses
 - College Campus Experience at USC Aiken (2 nights & 3 days)
 - Six week academic program at USCL: courses English, Math, Life Skills, College 101, Business Management, Spanish, Drama, and Sims

Appendix VI (page 1 of 2)

Highlights from Native American Studies Program

Stephen Criswell continues to run the program beautifully, especially in terms of finding grant money. Last year among all of us on the committee we applied for, I believe, eight grants. Many, though not all, were successful, but it was enough to keep us moving forward.

Claudia Heineman Priest continues to work on the Catawba language dictionary and has made important publishing contacts this summer.

Brent Burgin has two interns in the archives this semester who are doing work towards their Palmetto Programs degrees.

Brent Burgin has also had a number of speaking engagements throughout SC where he is heavily promoting our program and the archive and we are beginning to see increased usage from visiting scholars especially from the UNC system.

Visiting scholars and our own here at USCL are beginning to publish from the wealth of material in our archives and Brent is welcome to working with you no matter your discipline.

Chris Judge and Stephen Criswell co-authored a paper on Native American Place Names in SC and Chris will deliver that paper at Council on Geographic Names Authorities, in Charleston next month.

We will also host the Kolb Site Exhibit in the spring. This is the site that Chris has been studying for years in the PeeDee. Chris is also working on chapters about the Kolb site to be included in a book to be published this year.

Brittany Taylor curated the Georgia Harris exhibit and the Animal Effigy exhibit last year and continues to do a beautiful job working with the gallery and in the archives with Brent. She also won two awards for the poster design for Archeology Month. The State Library named her design one of the ten most important documents of the year and the other award was from the Society of American Archeology.

Denise Keating who is a graduate student working in the library has also volunteered to work in the archives and we are very pleased to have her join our group.

Digitizing project has been underway for a while and we are now coming to a finished project and will be working with Lori Harris to develop a website to host this information.

Our website hosts lots of stuff now, the Georgia Harris exhibit is online and lots of other materials. More coming. We are considering starting a blog about our program highlights so our conversation can broaden.

Native American Studies week will be held March 26 through April 2; we will have a festival type opening or closing (not sure which just yet) great pottery collecting opportunities for you all; we'd love your ideas on programming.

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Lastly, we are very sorry to have lost Nicole Auguste to the Savannah College of Art and Design, but she wants to continue to work with us in the archives and other projects. So I hope that we'll continue to see her on campus periodically.

If you are interesting in working with this highly productive committee, please call me. We always have room for more ideas and expansion of this program.

Highlights from the Native American Studies Archive

Current activities:

1. Restoring and processing oral histories. They will be housed here and also in the South Caroliniana Library but we will have all publication rights. Tapes recount reservation life primarily from 1900-1940. In many ways the Catawba equivalent of the WPA slave narratives.
2. I have two BLS interns this fall. One is currently transcribing the WWII Battle of the Bulge experiences of Catawba Marvin George. Dr. Mary Hjelm is very much behind what we are doing and is actually coming by to see the archive and tour on September 9th during her campus visit.

Visitors to the Archives: (Last 18 months)

- About a dozen Indian chiefs and over 100 Native Americans including – Catawba, Cherokee, Lumbee, Waccamaw, Choctaw, Monacan, Lakota, etc.
- 4 Museum Directors/Managers
- 3 Directors of Native American Studies Programs – UNC, Wake Forest, UNC Pembroke
- Roughly a dozen archaeologists/anthropologists and about 20 archivists, including most of the staff of the state archives.
- 6 Ph. D candidates - 4 from UNC, 2 from USC
- Faculty from nine universities:
 - UNC, UNC Charlotte, UNC Pembroke
 - USC, USC Spartanburg
 - Wake Forest
 - Warren Wilson
 - Catawba College
 - Winthrop

Also –

- The NMAI (National Museum of the American Indian) in D.C. has called twice for photographs
- 2 refereed journal articles published from research in the archives this year by USC Lancaster Professors Lorene Harris and Dr. Nicole Auguste (who will continue to work with us in her new job at SCAD).