

University of South Carolina TRIO Programs 2010 Blueprint for Service Excellence

- I. **Mission:** TRIO Programs at the University of South Carolina provide college access and educational opportunity services to individuals who are economically disadvantaged and without a family history of four-year college completion. The Programs support the efforts of The University to achieve the highest academic standards while maintaining a strong commitment to access and educational success for a diverse student population.

- A. **Goal #1:** Address the University’s efforts to promote access and opportunity for students from families with low-income through the Opportunity Scholars and Ronald E. McNair Programs.
 - a. **Link: Division Goal #1A:** Teaching and learning – Enhance the richness of the student experience in and beyond the classroom.

 - b. **Initiatives:**
 - i. Provide services that promote the academic success of OSP and TRIO McNair participants.
 - 1. **KPI:** The enrollment levels in the OSP and TRIO McNair programs.
 - **KPI Methods -** Reviewing enrollment rosters and monitoring students’ involvement in program activities to determine the enrollment of at least 200 OSP participants and 25 TRIO McNair participants.

 - **KPI Results:** Recruitment goals were achieved, according to official rosters submitted to the U.S. Department of Education. The Opportunity Scholars Program enrolled a total of 490 students since fall 2002. Of that number, 73 left the University without graduating, 2 transferred, 142 graduated with bachelor degrees, and 273 students remain enrolled. The following chart provides a breakdown by cohort.

Table 1. OSP Student Performance By Cohort, 2002 to 2009					
Year	Enrolled	Grad	Dropout	Transfer	Total
2002		34	13		47
2003	2	40	11		53
2004	6	39	13		58
2005	13	26	10		49
2006	44	3	13		60
2007	44		6		50
2008	60		7	2	69
2009	106				106
Total	273	142	73	2	490

Table 3. University of South Carolina Retention Report All First Time Students by Cohort									
Year	Cohort Size	2nd Year Return Rate	3rd Year Return Rate	4th Year Return Rate	4 Year Grad Rate	5th Year Return Rate	5 Year Grad Rate	6th Year Return Rate	6 Year Grad Rate
1993	2,298	80%	70%	65%	30%	34%	55%	8%	60%
1994	2,347	78%	67%	60%	28%	32%	49%	8%	55%
1995	2,593	79%	69%	64%	31%	31%	53%	7%	58%
1996	2,635	80%	71%	65%	33%	31%	55%	7%	60%
1997	2,925	80%	71%	65%	36%	28%	58%	6%	61%
1998	2,760	81%	73%	68%	40%	27%	60%	6%	64%
1999	2,598	82%	74%	69%	41%	26%	61%	6%	65%
2000	2,477	81%	73%	68%	40%	26%	59%	6%	62%
2001	3,229	82%	73%	67%	40%	26%	59%	6%	63%
2002	3,503	84%	75%	71%	45%	25%	64%	5%	67%
2003	3,443	85%	76%	72%	46%	25%	66%	5%	
2004	3,337	83%	74%	70%	46%	24%			
2005	3,677	86%	76%	72%					
2006	3,646	87%	78%						
2007	3,690	87%							

3. KPI: Financial aid renewal.
 - KPI Method: Compiling July 1 reports to determine if at least 95% of all continuing OSP students completed requirements for financial aid renewal by June 30th year.
 - KPI Results: The status of this performance objective will be determined in July. As of May 21st, 186 of 211 (88%) students had completed 2010 FAFSA forms on file with the Office of Student Financial Aid and Scholarships. Of the 25 with incomplete information, two plan to transfer and one is on academic probation. All other students are in the process of completing FAFSA applications. We expect completed applications from 204 students (97%) before June 30th.
- ii. Provide instruction and services through the Ronald E. McNair Post-baccalaureate Achievement Program to promote graduate school opportunities for students under-represented in graduate education.
 1. KPI: Completion of summer research requirements.
 - KPI Method: Reviewing faculty reports on student performance in the summer research component to determine if at least 90% of all participants completed all summer research requirements.

- KPI Results: At the end of 2009 summer term, all of the 15 TRIO McNair summer participants had completed research requirements, including a written prospectus and a presentation at the SAEOPP McNair Conference in Atlanta. During the 2008-09 academic year, 41 of 49 TRIO McNair participants had completed undergraduate research projects. These results were determined from federal performance reports submitted to the U.S. Department of Education in December 2009.
2. KPI: Graduate school applications
- KPI Method: Reviewing reports compiled by the program coordinator and submitted to the U.S. Department of Education to determine if at least 90% of all eligible participants applied for graduate school admission.
 - KPI Results: At the end of the 2008-09 academic year, of the 12 graduating seniors that participated in the TRIO McNair program, 9 applied for graduate admissions and 6 went on to enroll as graduate students. These results reflect a 75% rate for submitting application and a 50% rate for graduate school attendance. These results were determined from federal performance reports submitted to the U.S. Department of Education in December, 2009.

The TRIO McNair program had the following graduate school placements at the end of the 2009-10 academic year.

- Six students will enter PhD programs in clinical psychology, education policy, higher education administration, African American Studies, human development and culture, and educational psychology.
- Ten students will enter programs at the masters level in educational administration, social work, exercise science, media studies, clinical psychology, women's studies, social foundations in education, restaurant management, and community mental health counseling.
- Four students will enter law school.
- One student will enter medical school.
- One student has been awarded a recruitment fellowship that pays full tuition, an \$18,000 stipend for his first and final years, and a \$16,500 assistantship for his middle years.
- One student received a McNair recruitment fellowship, which is worth just over \$24,000/year, covering most tuition and health insurance and paying \$16,000 as a stipend.
- One student received the Illinois Distinguished Fellowship, which includes \$20,000/yr for 3 years.

- One student received an assistantship with an \$8000 stipend and full tuition.
 - One student received the Bunton-Waller Graduate Award, which includes a stipend of \$14,600 and full tuition for two years. (Penn State says the award totals \$41,000/year)
- iii. Engage OSP and TRIO McNair participants in educationally purposeful activities.

1. KPI: Number of workshops that encourage students involvement with campus services.

- KPI Method: Conduct at least two workshops each semester that facilitate student engagement in undergraduate research, the Career Center, supplemental instruction, mentoring, conference opportunities, and study abroad programs.
- KPI Results: The following 2009-10 workshops were completed to facilitate student engagement with campus services.

Fall Semester

- Magellan Guarantee (September 2 and 14) – Undergraduate Research
- Job Shadowing (October 27) – Career Center
- Study Abroad and NSE (October 14) – Study Abroad and Student Engagement
- Resume/Cover Letter Writing (November 4) – Career Center
- Interview Skills (November 19) – Career Center
- Financial Aid (November 11) – Financial Aid

Spring Semester

- Empowerment Speaker (January 14) – Walter Jackson Jr. and Multicultural Student Affairs
- Part-time Jobs/Internships (January 21) – Career Center
- Networking (February 16) – Career Center
- FAFSA Completion (February 24 and March 2) – Financial Aid and TRiO staff
- Stress Management (March 1 and 24) – Counseling and Human Development Center
- Etiquette (March 3) – HRTM: Dr. Sandy Strick
- Dress for Success (March 29) – Career Center
- Life after Graduation Workshop (April 6) – Tabitha Epperson and Natalie Bernardina
- Magellan Guarantee (April 13) – Undergraduate Research

Throughout Academic Year

- Partner with McNair Program on Graduate School workshops: i.e. Graduate School Panel, Application Workshops, etc.
- KPI Method: Sponsor travel for at least two students to participate in study abroad opportunities and for at least two students to make presentations at research conferences.
- KPI Results: The OSP had three participants in the Spring Break Service Trip to Jamaica sponsored by Preston College. This travel is designed to provide a combined group of Preston, Journalism, and TRIO students with firsthand knowledge and interactions with rural Jamaica. Students earn 3-credits in a special topics Journalism course (Community, Culture, and Communication) led by Dr. Keith Kenney. The course includes regular class meetings throughout the semester in addition to the Spring Break trip to Jamaica.

The OSP also sponsored study abroad for a TRIO McNair Participant in Liverpool, England. The purpose of this travel is to provide a select group of low-income, first-generation TRIO participants, who are participants in federal TRIO programs, the opportunity to gain academic credit and develop critical thinking skills through study abroad.

iv. Engage and collaborate with faculty on educationally purposeful activities.

1. KPI: Professional development support for OSP instructors.

- KPI Method: Sponsor a Community of Practice on teaching low-income, first-generation college students through the Center for Teaching Excellence.
- KPI Results: The OSP established a Community of Practice with the Center for Teaching Excellence that focuses on teaching first-generation and low-income college students. The Opportunity Scholars Program faculty actively engage with teaching concerns and professional development that aim to enhance instruction for this particular community of students. The partnership with the Center for Teaching Excellence involves use of their facilities and campus advertisement services on invited speakers. The Community of Practice development team, lead by Kendra Cusaac and assisted by Paul Beasley, Michelle Cooper, and invited guests, the team prepares approximately six workshops each year for the twelve instructors and two graduate assistants. These workshops vary in content but all address the central goal of helping the faculty develop strategies and adopt best practices that best serve the students we assist in an effort to help them achieve academic success in the classroom as well as on the campus. Community of Practice activities for the 2009-2010 school year included the following:

1. July 2009: Faculty orientation to the Opportunity Scholars Program and its goals, structure, and student makeup. Detailed coverage of the student expectations and the definitions of first generation and low income, as well as an understanding of how these factors affect college student performance. An overview of the ways in which the OSP operates through linking and collaboration in its courses in order to create a learning community that best serves its students.
 2. August 2009: Kathleen Gabriel (California State U, Chico). Dr. Gabriel specializes in teaching at-risk and unprepared college students. Her workshops included civility and cooperation in the college classroom, creating an atmosphere for promoting appropriate behavior and techniques for handling inappropriate behavior. She also provided information on teaching unprepared students, strategies for promoting success and retention in higher education, and familiarizing students with learner-centered teaching.
 3. September 2009: Student learning styles and teaching strategies – a workshop that began with analysis of a student survey and different learning styles and then reviewed ways to incorporate multiple learning strategies into the classroom.
 4. November 2009: Communication styles – this workshop aimed to make faculty aware of the ways in which they communicate with students and how a particular communication style can impact students differently. The goal was to work with faculty in becoming more approachable and understandable to all students.
 5. March 2010: The OSP is hosting an OSP orientation and meeting with Dr. Harris Pastides, University President.
 6. April 2010: TBA
2. KPI: OSP courses evaluations.
- KPI Method: Students' evaluation ratings for each courses will average at least 4.
 - KPI Results: During fall and spring semesters of 2009-10, the OSP taught 21 different classes with 12 instructors. Eleven of the 12 had an overall evaluation average above 4. The average for each individual evaluation statement (see chart below) exceeded the success criteria.

Table 4. OSP Fall, 2009 Course Evaluation Results for 21 Classes		
Please respond to the following statements on your bubble sheet using a 5-point scale with 5 being "strongly agree" and 1 being "strongly disagree."		
Evaluation Statement	Fall Rating	Spring Rating
1. My instructor displays a clear understanding of the course topics.	4.73	
2. My instructor is able to explain difficult material.	4.55	
3. My instructor has an effective style of presentation.	4.43	
4. My instructor seems well prepared for class.	4.65	
5. My instructor holds the attention of the class.	4.47	
6. My instructor is enthusiastic about the material.	4.65	
7. My instructor is careful and precise in answering questions.	4.58	
8. This course supplies me with a range of challenges.	4.48	
9. My instructor makes me feel involved with the course.	4.46	
10. I feel free to ask questions in the class.	4.60	
11. I feel that I am an important member of the class.	4.38	
12. I understand what is expected of me in this course.	4.58	
13. My instructor encourages classroom discussion.	4.60	
14. Exams accurately assess what I have learned in this course.	4.36	
15. Exams are fair.	4.40	
16. Directions for course assignments are clear and specific.	4.59	
17. My instructor helps me when I have problems with the material or assignments.	4.63	
18. My instructor's explanations and comments are helpful.	4.52	
19. My instructor is readily available for consultation.	4.62	
20. My instructor returns papers quickly enough for me to benefit.	4.38	
21. My instructor deals fairly and impartially with me.	4.58	
22. I recommend this course.	4.29	
23. I would enjoy taking another course from this instructor.	4.37	
24. I have put much effort in this course.	4.47	
25. I feel that I have done well in this course.	4.28	

v. Provide facilities, programs and services that meet the needs and expectations of students and other constituents.

1. KPI: Improve exiting facilities and acquire additional office space to accommodate the activities of each program.

- KPI Method: Determine from student surveys the extent to which the OSP fosters a supportive student environment (e.g. workshops, tutoring, mentoring, faculty office hours, social activities, classrooms, computer lab, OSP courses, OSP advisement, and cultural events)
- KPI Results: Student surveys and focus groups reveal that the OSP fosters a supportive student environment. Survey and focus group results revealed:

- OSP, getting involved, and meeting new people were among the things students enjoyed most about their freshmen year at USC. Dorms and meal plans were among the things students enjoyed least.
- Finances, freedom, and meeting new friends were some of the personal concerns of OSP freshmen when they started in the fall.
- Students say they utilized the following academic services this year: OSP supplemental instruction, tutoring, and studios; ACE; and Tutor Track. Students felt the services were helpful overall.
- Students felt OSP cultural events were a good way to encourage them to step outside of their comfort zone. They enjoyed the movies and discussions more than the musical events.
- Students expressed that they felt OSP mentors were helpful with giving advice on various matters such as classes and professors; however, they would like to see more frequent and meaningful relationships built between the mentors and mentees.
- Students particularly enjoyed the etiquette, stress management, and empowerment workshops. They also appreciated having the option to attend Discovery Day as a workshop. They did feel that some of the workshops (i.e. resume writing, interviewing skills) were duplications of what they learned in high school.
- Overall, the things students liked about the OSP program were the small classes, relationships with professors, ease with which they could talk to staff and peers, University 101, and the family environment. They did express that they would prefer more OSP course offerings and a lower minimum number of classes to receive the tuition reduction.
- Students feel OSP has helped them adjust to college life by enabling them to meet new people and make contacts on campus early.

B. Goal #2: Promote college access for low-income and potential first-generation college individuals residing in Richland County, South Carolina.

a. Link to Division Goal #4: Service Excellence—Improve quality of life beyond the university by engaging the educational and research expertise of faculty, staff, and students and by promoting community service.

b. Initiatives

i. Conduct an Upward Bound project to provide its participants with the skills and motivation necessary to enter and succeed in postsecondary education.

1. KPI: Strengthen students secondary school academic preparation for college.

- KPI Method: At least 85% of all students will show one year or more improvement in academic skills and competencies as measured by standardized tests and grades.

- KPI Results: The improvement in academic skills for Upward Bound participants will be determined in May, 2010.
2. KPI: Provide quality college placement services.
- KPI Method: As measured by Upward Bound records, at least 90% of the seniors will be accepted to postsecondary institutions.
 - KPI Results: Over the past three years (2006-07, 2007-08, & 2008-09) the Upward Bound has placed 74 of 88 seniors in postsecondary education for an 87% placement rate. Federal performance reports submitted each year provide this information. Upward Bound has recently received new leadership and redefined college placement procedures to improve its performance in this area.
 - KPI Method: As measured by Upward Bound records, the college placement rate for UB students will be at least 20% higher than the college attendance rate for target high schools.
 - KPI Results: According to the education profile of Richland School District One compiled by the South Carolina Department of Education, the Upward Bound placement rate of 87% is 17% higher than the district's placement rate of 70%. However, Upward Bound recruits students exclusively from four schools that have the lowest placement rates in the district. For graduating seniors in 2007-08, Eau Claire High School had a 52% placement rate, Columbia High School had a 62.7% placement rate, Lower Richland High School had a 53% college placement rate, and WJ Keenan High School had a 73.1% placement rate. This information is provided by the South Carolina Department of Education's report, 2007-08 S. C. High School Completers Enrolled In 2008-09 College Freshman Classes.
- ii. Conduct a Talent Search project to encourage program eligible youths to complete secondary school and enroll in postsecondary education.
1. KPI: Students' secondary school academic preparation.
- KPI Method: As measured by reports from participating schools, 90% of non-senior secondary participants served during each project period will be promoted to the next grade level at the end of the academic school year.
 - KPI Results: This is the first year for this evaluation criterion. Talent Search staff receive student grade reports from each district by June 30th of each year.
 - KPI Method: As measured by reports from participating schools, 90% of high school seniors (and their equivalents in alternative education programs) will

graduate from secondary school or receive a certificate of high school equivalency during each academic year.

- KPI Results: As reported in federal performance reports on the 2008-09 academic year, The Talent Search program had 209 participants who were high school seniors. Of this number, 207 (99%) earned their high school diplomas.

2. KPI: College placement services.

- KPI Method: As measured by Talent Search records, 90% of college-ready project participants will apply for financial aid during each academic year.
- KPI Method: As measured by Talent Search records, 90% of college-ready participants will enroll in a program of postsecondary school education during the fall immediately following their senior year of high school.
- KPI Results: Of the 207 high school seniors that graduated at the end of the 2008-09 academic year, 199 (96%) enrolled in postsecondary education (2008-09 Federal Performance Report). All of these participants completed the federal FAFSA.

iii. Conduct an Educational Opportunity Center project to provide the general public information on the financial aid and college admissions processes, and assistance to individual adults with the college and financial aid application process.

1. KPI: Completion of secondary school requirements.

- KPI Method: As measured by EOC records, at least 30% of participants who have not completed secondary school requirements will enroll in educational programs to obtain high school diplomas or high school equivalency certificates.
- KPI Results: According to 2008-09 federal performance reports, the EOC served 43 adults who lacked high school credentials. At the end of the year, 34 of these participants enrolled in adult education programs.

2. KPI: College placement services

- KPI Method: As measured by EOC records, at least 70% of college-ready participants will apply for financial aid.
- KPI Method: As measured by EOC records, at least 70% of college-ready participants will apply for college admission.

- KPI Method: As measured by EOC records, at least 50% of college-ready participants will enroll in postsecondary education by the next fall term.
 - KPI Results: According to 2008-09 federal performance reports, the EOC served 1,382 college ready participants. 1,140 of these participants received both financial aid and admissions assistance, and 758 enrolled in postsecondary education.
- C. **Goal #3**: Hire, retain and advance highly qualified staff and provide professional development resources and opportunities. Create a supportive student-centered environment.
- a. Link: Goal 2C: SA/AS recruits, hires and retains high quality staff, and engages staff in professional development opportunities that meet their needs and expectations.
 - b. Initiative: Provide professional development opportunities for continuous improvement of staff.
 - i. KPI: Faculty Development through the Center for Teaching Excellence
 - KPI Method: This effort will be evaluated by a faculty survey.
 - KPI Results: The survey will be completed prior to August 2010.
 - ii. KPI: Staff development opportunities
 - KPI Method: At least five staff development activities will be evaluated by a staff survey.
 - KPI Results: The survey will be completed prior to August 2010.
- D. **Goal #4**: Diversity- Foster a diverse and vibrant academic environment where all are welcome and all can excel.
- a. Initiative: Develop recruitment strategies to enroll a diverse group of Gamecock Guarantee recipients.
 - i. KPI: Student enrollment results
 - KPI Method: Gender and race diversity within each cohort
 - KPI Method: Geographic diversity within each cohort
 - KPI Results: The 2009 Gamecock Guarantee cohort included 125 students with a slight majority of females (51%), 58% White, 28% African American, and 14% other. This enrollment reflects the diversity among all students who meet Pell Grant eligibility (USC Financial Aid).

- b. Initiative: Provide programs that advance student learning about diversity and multiple perspectives.
- i. KPI: OSP cultural enrichment activities
- KPI Method: Provide an analysis of the cultural diversity represented in the schedule of cultural enrichment activities.
 - KPI Results: OSP cultural enrichment activities included the following activities that provided students exposure to diverse cultural offerings.
 1. Empowerment Presentation: "What is Diversity?"
 2. Andrew W.K – Hard Rock Philosopher
 3. Celebrating Hispanic Heritage:
 4. Reading by Martha Hamilton, foreign correspondent for the Associated Press.
 5. "Platanos and Collard Greens": A Romantic Comedy Theatrical Production
 6. Reading by Kwame Dawes, Distinguished Poet in Residence at USC.
 7. The Last Lecture Series
 8. USC Jazz Combos Recital
 9. Institute for African American Research Seminar: "An Evaluation of the Shop Talk Movement: Community-Driven Colorectal Cancer Awareness and Education in Barbershops and Beauty Shops" presented by Ms. Michelle Williams
 10. The Nutcracker
 11. Study Abroad Fair

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Top three priorities for Fiscal Year 2011:

1. Acquire additional space for outreach programs.
 - Work with Facilities Management to identify existing space that can be modified to accommodate the activity of Outreach Programs.
 - Investigate the feasibility of space rental.
 - Work with community partners to encourage contributions of office space.
2. Upgrade BTW facilities to accommodate the activities of the Opportunity Scholars Program.
 - Budget carry-forward funds for facilities improvement.
 - Request stimulus funding for renovations.
 - Develop a fund development plan to improve BTW facilities.
3. Hire, retain and advance highly qualified staff and provide professional development resources and opportunities. Create a supportive student-centered environment.