

Francis Marion University
2005-2006 Institutional Effectiveness Summary Report

The following academic programs and student support programs have completed their institutional effectiveness reports based on learning outcome assessments and qualitative surveys. The major changes are printed in red.

Biology Programs

Planned Outcomes from 2004-2005 in Place

- Implemented the use of computer-interfaced laboratory exercises in about half of the lab sections of our first semester introductory biology course (Biol 105). These new exercises are designed to supplement (in some cases may replace) the more traditional "wet" laboratory exercises that have been in place for many years. The computers were acquired with funds from the HP *Technology for Teaching* grant. Our department (primarily through the efforts of a statistical study being conducted by the PI of the grant) will assess the effectiveness of this approach in anticipation that it might improve student learning and become more widely applied in our freshmen courses.
- Two new courses were developed and approved:
 - A course on the biology of sex, which fits into the university's Gender Studies minor.
 - A cell physiology course (with pharmacological and modern microscopy components) primarily designed for biology majors.
- New equipment acquired and installed for teaching and research:
 - Camera/projector system for the human anatomy teaching lab
 - A professional quality light microscope primarily for research use
 - One additional video-microscopy/VCR projection system and several light microscopes for the introductory biology teaching labs.
 - Microscopy system for our new histology lab.
- Began renovation of LSF 209 to serve as a laboratory to accommodate our increasing level of research activity. Burroughs and Chapin funds were used for this purpose.
- Converted excess space of MSB-218 (a freshmen biology teaching lab) into wet lab space for two new faculty
- A website for our student seminar and research opportunities awareness program, called PURE (Program for Undergraduate Research Experiences), was created and presentations were given by student for the first time this year.
- We have begun a feasibility study of a master's degree program in the biological sciences. We had a meeting with various representatives from Clemson University to discuss the level of faculty and student interest/need in establishing such a program here. Possible collaborative undertakings between Clemson and Francis Marion were

discussed as well. A committee was appointed within our department to further study the matter.

Improvements Planned for 2006—2007

- A committee has been appointed to develop an assessment protocol that should help us evaluate with greater certainty how well these courses help our students meet general education goals regarding knowledge and application of science. Assessment will begin in Fall semester 2006. A benchmark will be formulated as part of the protocol development.
- Starting next year our most critical needs will be to provide 1) office space for new full-time and current part-time faculty and 2) teaching laboratories to accommodate the continuing rise in student enrollment (mostly pre-nursing students), and to 3) hire new faculty to replace retiring faculty. Our commitment to support FMU's expanding nursing program places these needs in the forefront. The following is a brief description of submitted proposals awaiting approval.
 - Convert excess space in MSB-222 (freshmen biology teaching lab) into a wet lab for research use.
 - Convert MSB-221 (currently temporary offices for faculty and storage space) into a teaching laboratory to help relieve LSF-210 from unwieldy multiple use (5 laboratory courses are currently taught in this lab, a room mostly designed for teaching microbiology). This has become a critical space utilization and course scheduling problem in part because of the continuing rise in enrollment of pre-nursing students taking microbiology.
- To meet our expanded enrollment, two new faculty members were hired and will begin teaching next year.
- Hire at least one new faculty for the 2007-2008 academic year to replace retiring ones.
- Obtain 7 offices spaces for our new and part-time faculty
- Obtain more storage space for field equipment.
- Devise a solution to improve the management of our greenhouse facilities.
- We are still considering possible ways to increase membership and participation in Ecology Club.
- Burroughs and Chapin funds will be used for further laboratory-related improvements under consideration.
- We will continue to examine and apply traditional and new teaching strategies, especially with regard to new technologies and the potential improvements that they offer.
- The new fluorescence microscope will be installed for use in the new cell physiology course and for faculty and students working on research projects.
- Complete the feasibility study for a masters degree program

Chemistry

Planned Outcomes from 2004-2005 in Place

- A new course, **Advanced Biochemistry (Chem 408)**, has been developed to satisfy departmental accreditation requirements of the American Chemical Society.
- DVD players have been purchased and installed for classroom use.
- Data from the department's High Pressure Liquid Chromatograph and Gas Chromatographs are now computer acquired.
- Continuing emphasis on computational chemistry at all course levels.
- Several faculty members are utilizing on-line quizzes from textbook data banks.
- The National Science Foundation research grant awarded to Dr. LeRoy Peterson, Jr. funded for collaborative undergraduate research with the University of South Carolina is in its third year, and is expected to be renewed.
- Dr. Kris Varazo has been awarded an EPSCOR-BRIN grant, with work to begin this fall.
- Dr. Jennifer Kelley's position has been converted from a temporary instructorship to a tenure track position.
- A new temporary instructor has been hired beginning in the Fall 2006 semester.
- A new turbomolecular pump for the Gas Chromatograph/Mass Spectrometer has been purchased to eventually replace the one currently in use, which has outlasted its 25,000 hour projected lifetime by more than 100 per cent

Improvements Planned for 2006—2007

- **Recruitment of chemistry majors through a High School Senior Invitation/Visitation Program on a Saturday in the Fall 2006 semester** The acquisition of a "SmartBoard" for use in room LSF 304 has been approved, and plans are to install additional "Smart Boards in the labs.
- Several faculty members are planning on utilizing ARIS, an electronic homework management system.
- Renovation of the third floor McNair laboratories is needed.
- A new software upgrade is available for our NMR Spectrometer which would allow faster and more efficient acquisition of spectra plus allow new types of spectra and data treatment that is currently unavailable to us.
- A committee has been appointed to discuss a method for assessment of the FMU general education requirement based on student results on selected Chem 150 and Chem 101 questions or exercises.

School of Education

*Early Childhood Education (ECE)
(Undergraduate)*

Planned Outcomes from 2004-2005 in Place

- Development of new assessment procedures of student progress and faculty tasks:
 - Work Sample (overall)
 - Internal Check-Professor using TDC
 - External Check – No outside check occurred in 2005/2006
 - Work Sample (overall)
 - Internal Check-Professor using TDC
 - External Check – No outside check occurred in Fall 2005

Improvements Planned for 2006—2007

- High expectations for teacher candidates' performances continued to be expressed to classes. To this end, candidates practiced with each other, different approaches in demonstrating the competencies indicated on the Classroom Observation Record. For example, candidate's practiced the asking of higher level questions and not just recall questions.
- Teacher candidates were required – for their formal observation by the course professor – to have learners engage in active learning (i.e., movement, group interactions).
- Recommendations for Future Terms: Enhancing Teacher Candidates' Performances
- Candidates will continue to be placed in schools/classrooms serving children of poverty, candidates will have to continue to document relationships between that poverty and children's academic achievement. For instance, candidates will have to note – in narrative and graphic forms- how children of poverty are performing in school if their parents don't support the school in any manner.
- Candidates will then have to pose and answer questions such as these, when they teach: How will I connect with parents to upgrade a child's achievement? How will I connect with the parents to maintain a child's strength if he/she is doing well in school?

Early Childhood Education (EC)
(Advanced/Graduate)

Planned Outcomes from 2004-2005 in Place

Improvements in Place

- **Obtained continuing accreditation of programs by NCATE.**
- Graduate candidates are required to write implications of brain development research for their practices as classroom teachers. Candidates are given examples of factors, such as parent support, school administrators, and money to consider as they write their implications. Thus, candidates' writing contains specific examples.
- Both parent and childcare provider groups have some knowledge of and experiences with children's developmental milestones and developmentally appropriate activities, via the FMU program annual workshop and other sources. Thus, workshop participants can reasonably rate candidates on their knowledge and performance as indicated through the workshop itself and a prepared folder of print materials. Also, candidates have begun to develop the workshop with all activities, materials, and decorations relating to the theme. For example, the children's librarian [from the local public library] displayed a number of books on "the ocean".
- Finally, this workshop connects to the FMU Center of Excellence on Teaching Children of Poverty, because most of the participants themselves represent lower income families, and they work with low-income children, some of whom have exceptional needs.
- Candidates' report includes information on children's diverse backgrounds.
- Candidates present some of the unit activities during the Family/ Community Workshop. The unit itself is given to Workshop participants for use with pre-school and/or school-age children. Also, instructional movement has received substantial attention in the unit

Improvements Planned for 2006—2007

- **Community support group encourages work with children from a community organization, such as the Boys and Girls Club. The difficulty would be ensuring that candidates have access to parents to do the interview that is part of the assessment. We will work to solve such a problem to continue to build university and community relations. In the meantime, students will continue to work with classroom children.**
- Candidates have suggested that they share brain development information with participants during the Family/ Community Workshop.
- Program coordinator will endeavor to involve males from parent groups, childcare centers, and community agencies that serve children/families.
- Candidates suggest that Workshop participants be given an opportunity to think about and share with each other) an activity to add to the unit. An experience on health and safety (for example) would serve practical purposes.

School of Education Teaching Materials Center;

Planned Outcomes from 2004-2005 in Place

- The upgraded AlphaWord 1.6 and Calculator SmartApplet has been installed on the AlphaSmart 3000 text processors.
- Equipment inventory sheets for most pieces of equipment were revised to include: a list of all items, a photo with the items numbered, and replacement cost. This greatly decreased the number of items lost by the student checking out the equipment.
- A SMART Board has been set up for faculty and students to use for presentations.
- Replacement items have been purchased for those missing from digital camera or video camera kits.
- A desktop folder has been put on the computers to include the software for the Casio HP, Intel, and Vivitar digital cameras and the Sony digital video cameras.
- Five new Dell computers replaced some of the older ailing computers. All appropriate software was installed.

Improvements Planned for 2006—2007

- The *Handbook for Student Assistants* is being revised with input from student assistants to include new procedures. This handbook is used as a reference quite often by returning student assistants as well as by new student assistants.
- Student assistants need to be trained on more of the equipment that students are checking out for their classes so they can help them more effectively.
- New scanners are needed to replace older ones that don't work with Windows XP.
- A \$4,955 grant was awarded by the Information Technology Committee to purchase additional handheld PDAs and software used in the schools for teaching and assessment.
- A Promethean Board has been set up for faculty and students to use for presentations.
- Workshops are planned for faculty and students using the SMART Board and the Promethean Board.
- The updated version of *Inspiration 8.0* software will be installed on all computers in the Teaching Materials Center and in Innovation Place.
- Computers need to be purged of anything students have saved or downloaded. Then the hard drives need to be defragged for more efficient use.
- The collection of print and non-print materials needs to be weeded for out-dated or little-used items. Then, newer materials need to be reorganized into the newly acquired space.

*Bachelor's of Arts English Program
Planned Outcomes from 2004-2005 in Place*

- Develop additional courses to support professional writing program. During the exit interviews, professional writing majors frequently report that they have limited options for upper-level courses. These students are sometimes compelled to complete courses (English 340, for example) that have no direct tie to their career goals. PWAC has worked to develop additional courses to support the department's fastest growing program and should have proposals ready for the department during the next academic year.
- Hire replacements for retiring senior faculty members. During AY 2005-2006 at two senior faculty members in English retired. Hiring appropriate tenure-eligible replacements has been the department's primary goal. The department has hired two exceptionally promising replacements.
- Assess the balance of temporary and permanent faculty. The English program has hired a number of permanent faculty over the past few years and continues to meet AAUP guidelines. Over the past two years, however, the department has had difficulty filling temporary positions. Equally important, the university's enrollment has grown significantly and continues to grow. Over the past year, the department has had several meaningful discussions about temporary and permanent faculty lines. To date, however, the uncertainty about the impact of the 4/3 teaching load (scheduled to begin in during the semester of 2007) has prevented the department from reaching any firm conclusions.

Improvements Planned for 2006—2007

- Develop a "Fiction Festival" for the university and surrounding community. The university president has allocated significant resources for the development of a Fiction Festival to be held on campus on November 9-11. To date, the committee has developed a tentative schedule, a promotion plan, and has issued contracts to several writers of national reputation. The Fiction Festival will become a major extra-curricular activity for the department and will be integrated with several of the department's academic programs.
- Continue to upgrade office and instructional computers. The department allocated \$18,000 for technological upgrades during the 2005-2006 AY. It will allocate at least that much for the 2006-2007AY.
- Revise hiring procedures for tenure-track faculty. During the 2005-2006 AY, several members of the department raised concerns about the department's hiring procedures. The Advisory Committee has met to discuss these concerns and has developed a series of suggestions for improvement, which will be presented to the department in fall, 2006.

English Composition Program

Planned Outcomes from 2004-2005 in Place

- We held an orientation for new English Department faculty, introducing them to the composition courses, English 111 Lab procedures, Writing Center procedures, and departmental policies.
- We co-hosted (along with the Swamp Fox Writing Project) a visit by Dr. Kathleen Blake Yancey, Kellogg W. Hunt Professor of English at Florida State University and Vice-President of the National Council of Teachers of English. Dr. Yancey met with English faculty and Writing Center staff, presented her research on literacy and writing spaces, and held a workshop for the Swamp Fox Writing Project on electronic portfolios.
- We continued to use optional supplemental texts in composition classes. In the fall, the supplemental text was Ron Rash's *One Foot in Eden*, and in the spring we used Jon Tuttle's play *The Hammerstone*. In the fall, Ron Rash visited campus, and the department hosted a reading where Rash read from his prose and poetry and answered student questions. In the spring semester, *The Hammerstone* was produced by the Department of Fine Arts. The English department hosted a colloquium featuring a conversation among the play's director, D. Keith Best, actors in the show, and the playwright, Jon Tuttle.
- We solicited feedback from the department on the goals for each of the writing courses and the English 111 Lab. After compiling these suggestions, clarified objectives were approved by the department.
- We reviewed textbooks for English 112 and updated the recommended textbook list.
- Dr. Jo Angela Edwins worked with Academic Computing to install ghosting software on the computers in the English 111 Writing Lab. This software will enable us to clear unwanted files from the computers, remove viruses, and update software more easily.
- Dr. Edwins created a listserv for the English 111 Lab Tutors to encourage conversation about tutoring issues and provide extra support for lab tutors.
- We completed the editing of *FINAL DRAFT*, our annual collection of outstanding student papers.
- We prepared an application for the CCCC Writing Program Certificate of Excellence.
- We conducted an evaluation of the composition program and will present those findings to the department in the fall.

Improvements Planned for 2006—2007

- We continue to be troubled by the PRAXIS I failure rate and will consult with the English Department as well as the School of Education on ways of improving student performance.
- We will continue to attempt to get Academic Computing to improve the now temporary computer wiring in the Writing Lab.
- We will hold a meeting of English 111 faculty in the fall before classes begin to discuss assignments for the English 111 Lab papers.
- In the fall we will form a committee to examine new English 200 textbooks for adoption.
- We will host a colloquium in the Fall 2006 semester with Andre Dubus III, author of the Fall 2006 supplemental text *House of Sand and Fog*. In Spring 2006, we will use *Ecology of a Cracker Childhood* as our supplemental text and will hold a colloquium.

- We will conduct a workshop on commenting on student writing for all faculty in the fall semester. The topic of our spring workshop will be decided upon by the First-Year Writing Advisory Committee.
- We will reflect upon and revise the assessment procedures for the program.
- We will discuss the possibilities of expanding *Final Draft* to include course descriptions and objectives for the composition program, as well as policies concerning drop/add and plagiarism.

History Undergraduate Program

Planned Outcomes from 2004-2005 in Place

- Consistent with planned improvements in the History Program IE Report, 2004-05, p. 4, the History Program resumed the search in fall 2005 for a Europeanist with a specialization in nineteenth century Europe to complement the existing position in twentieth century Europe. To produce a larger pool of applicants with a broader spectrum of teaching capabilities, the history faculty opened the position to applicants in all areas of specialization in nineteenth century Europe. **As planned, the person hired is well qualified to teach courses in the history of nineteenth century Europe. The new person can also teach Medieval History, which means that the History Program will continue to offer that course.** Consistent with student requests for expanded course offerings, the new faculty member will also offer course work in history of the British Isles and history of the British Empire without significantly reducing existing offerings.
- Consistent with planned improvements in the History Program IE Report, 2004-05, p. 4, the Department Chair determined the feasibility of installing in one of the classrooms traditionally used by the Department of History the hardware and software necessary for a “smart classroom” to be operational by the beginning of Fall Semester 2005, depending upon the availability of funding. With the support of the Provost and other institutional sources, technology for a “smart classroom” was installed in FH210A and was operational by the beginning of Fall Semester 2005. As anticipated, the History Faculty found the technology available in FH210A particularly effective for classroom instruction. Additionally, students have begun using the technology for their in-class presentations.
- Consistent with planned improvements in the History Program IE Report, 2004-05, p. 4, a member of the History Faculty submitted a course proposal for inclusion in the Gender Studies Program. With the unanimous support of the History Department and the Gender Studies Committee, the proposed course, “Family and Gender in EurAsian Perspective”, successfully passed through the University faculty approval process and appears in the Francis Marion University *Catalog, 2006-07* as History 321.
- As planned (History Program IE Report, 2004-05, p. 5) a member of the History Faculty volunteered to serve on the Gender Studies Committee.

Improvements Planned for 2006—2007

- **To take advantage of the capabilities of the newly hired historian to expand course offerings, the History Program will propose in fall 2006 new courses with titles such as “Europe in the Nineteenth Century,” “History of the British Isles,” and “History of the British Empire”.** The British Empire course will have particular emphasis on India and British Africa.
- To replace a retiring historian, The History Program will undertake in fall 2006 a search for a Europeanist with a specialization in twentieth century Europe to complement the existing position in nineteenth century Europe. We will look for someone who can help us maintain existing offerings and, if possible, expand our offerings. In advising sessions, through informal conversations, and on the Exit Questionnaire, students

continue to express interest in expanding the course offerings in the History Program. Until such time as the History Program is authorized additional faculty, increased variety in history course offerings will have to come from faculty members with broad preparation.

- Present requests among historians to schedule classes in the “smart classroom” exceed the scheduling possibilities in FH210A. Consequently, the History Faculty at the end-of-year meeting asked the Department Chair to investigate the possibility of installing in another of the classrooms traditionally used by the Department of History the hardware and software necessary for a second “smart classroom”. Depending upon the availability of funding, the History Faculty would like the “smart classroom” operational by the beginning of Fall Semester 2006. The availability of a second “smart classroom” would also aid in recruiting new faculty interested in teaching with that technology.
- Student ratings on question #7 of the Francis Marion University Student Rating Form continue to be a matter of concern for the Department of History. Student ratings of instruction in history courses during Fall 2005 were unchanged from Fall 2004, but the university mean improved in Fall 2005 over Fall 2004 by one-hundredth of a point, which meant that the student ratings for instruction in history courses during Fall 2005 was slightly poorer than the university mean. Student ratings of instruction in history courses during Spring 2006 improved slightly over student ratings for Spring 2005, but the Spring 2006 ratings were still below the university mean.
- Members of the Department have agreed to review their individual student ratings for Fall 2005 and Spring 2006, identify particular weaknesses, and address those weaknesses during the 2006-07 school year. Special emphasis will be placed on Spring 2007. We will watch the student evaluations in 2006-07 with the expectation that the rating for question #7 will improve.
- As noted in the planned improvements described in the History Program Report of IE Activities 2002-03, p.6, the History Department in consultation with the Provost decided to postpone offering a military history course until ROTC enrollment increased. The War in Iraq reduced the availability of military resources for ROTC programs, and the ROTC program available at FMU has been closed for the foreseeable future. If and when the ROTC program at FMU is reinstated, the Department of History will consider the advisability of offering a military history course to complement the program. (See also, History Program Report of IE Activities, 2001-02, p. 3.)

Mass Communication Program

Planned Outcomes from 2004-2005 in Place

- We submitted a monthly target timeline on Sept. 15, 2005, for our plan to assume the supervision of programming on Channel 11. The first seven goals were met during this year and the final two, developing a prioritized list of most needed equipment and software and; expanding student-developed programming, were not scheduled to be met until the fall. That is due to the need to have our newest hire, Ms. Williams, to provide her expertise.
- We hired Valerie Williams to lead the cable access project and she will work with Susan Giusto in the fall to meet the two remaining goals. In addition to bringing to our department experience behind the camera with both of the predominate local television stations, Her appointment moved us forward on our department's goal of creating a faculty that is more diversified in professional experience, gender and race. She is a lifelong resident of Florence which should prove to be an asset in programming choices.
- We delayed making major audio/visual equipment and computer purchases last year in order to obtain a collaborative decision of Ms. Williams and Mrs. Giusto. However, we did obtain a significant resource in obtaining the national recognized CNN Newsource. This is a satellite-delivered series of news feeds provided a number of times each day.
- We submitted, on Sept. 29, 2005, a comprehensive proposal for the establishment and operation of a student-run internet radio station. The proposal deals with the structure, the role of our department, the location of a studio on campus, projected costs and the anticipated student support. We also offered labs for editing broadcast journalism material for a full year for the first time.
- An important addition to our Department web site is a link to scholarship information for students who are majoring in mass communication. It was posted this year by our webmaster, Bill Loewenstein.
- We developed a procedure that, in effect, expanded internship opportunities for our students. For those majors who have not qualified for the MC 498, Communication Internship, we have put them in contact with local employers who have an interest in work place opportunities. This alternative is not an academic program and is entirely up to the student to follow through. Thus, we cannot be sure how many took advantage of the opportunity. We know of at least five, Angie Bessinger, Lindsay Reilly, Dwayne Malcolm, Jamie Durant and Beth Hutson all participated and reported their satisfaction.
- We exchanged long range proposals with the Department of Political Science on preparing televised interviews of the 2008 presidential candidates who visit our campus. The project was sidetracked when David White, the professor with whom we were working, suffered a long illness.
- A new course cleared all of the internal reviews and was added to our curriculum. It was Online Journalism, a missing piece of our convergence track and will be initially offered in the fall.
- Our faculty became increasingly involved in the community during the year Tim Hanson joined the board of Montessori School of Florence; Susan Giusto supervised the Community Forum on Openness in Government sponsored by the League of Women Voters; Bill Loewenstein consulted with Florence physician, Dr. Stephen Imbeau, in advance of two conference presentation that Dr. Imbeau delivered during the year to the National Conference

on Practice Management and the International Conference on Allergy Disease. and Dave Sacash consulted with and made a presentation to the Companion Technology in Columbia. He explained the role on how a strategic communication plan is pulled together.

- The Student Media Association began meeting weekly with a regular attendance of about 30 students..
- Each of our two faculty members scheduled for third-year peer review of progress toward tenure were given extremely positive statements by their The majority of tenured faculty members on each committee was from other departments.
We began initial work during the spring semester on developing input for the University's Quality Enhancement Plan that will be assessed during the SACs review process. The materials submitted constitutes the beginning of what will be a continuing process during 2006-2007 and beyond.
- The new Online Journalism course, to be taught for the first time this fall, reasonably completes our Convergence Track. Providing faculty in other departments the pre-advising circulars for our students has eliminated some advising problems.
- The most important improvement in place includes the continued diversification of both the full-time and adjunct faculty. We believe that the new alternative internship program has provided more opportunities for real-life work place experience for our majors.

Improvements Planned for 2006—2007

- We want to develop a system of student outcome measurements during the year.
- We hope to expand the editing lab opportunities for our students next year and continue the quest for our own classroom/lab. With a growing faculty, we need to work with the administration to identify more office space and facilities.
- With the team that will work with the cable access channel and the broadcast journalism track in place, we will develop a procurement schedule for the needed audio-video equipment.
- We want to have a proposal, possibly a joint proposal with the Department of Fine Arts, to offer our students additional course opportunities in visual journalism and graphic arts.
- In 2006-2007, the department will continue work on the goals for last year, building on the foundation previously reported. We look for continued expansion the role of the professional advisory committee.
- We hope to advance our proposal to amend the general education requirement that would provide choices for students in meeting the public speaking requirement that now consists solely of completing Speech 101.
- We will seek to get each of our faculty to participate in at least one professional conference and to continue to offer their considerable abilities to the surrounding community.
- We will make a new attempt to develop a curriculum skill ladder, identifying the communication skills sets that are to be introduced, reapplied or advanced for each skills course and establish connectivity between courses.
- We will continue to promote participation in the university honors program and consider creating an honors society for our mass com majors.

Mathematics Program

Planned Outcomes from 2004-2005 in Place

- We have upgraded to MAPLE 9. We also have two mathematics server computers that are used to “shadow” the PC-Labs. These servers have an image of the labs software but ease of re-installation.
- We have four new technology classroom outfitted with smart board technology and laptops for faculty use.
- The department has submitted for and received another NSF Undergraduate Research Conference mini- grant.
- We continue to monitor and improve Math 120 and Math 121. These courses, Math Modeling and Problem Solving, are algebra based courses (similar in content structure to 105 and 111) but with large technology and applications component. The student handbook was enlarged and improved. They are pre-requisites for Math 140, Business Calculus. We are conducting a test on student performance in Math 140 based on Math 121 as a prerequisite (instead of Math 111). If the test proves successful, then Math 121 might totally replace Math 111.
- The department encourages more participation in conferences and workshops. This allows the faculty to learn from outside FMU and allows other to learn about FMU.
- We established several working committees to improve the mathematics program and curriculum.
- FMU is a conducting a grant for Sumter 17 that involves our faculty in improving middle school mathematics education.
- We are involved with a Curriculum Project with the school of education. The purpose is to produce modules for every standard from k-8th grade.
- The Senior Exit Survey was made a requirement in the Math 499 capstone course making a very likely a student will complete it and turn it in.
- Dr. Tom Fitzkee is taking the lead. The conference was a success.
- Dr. West is developing a plan to allow us to access and rate potential improvements to our general education course offering. See planned improvements section.
- Dr. Fox is continuing to be the Contest Director of the International Mathematical Contest in Modeling. Currently, many faculty serve as regional judges exposing them to student work in mathematical modeling.
- We are planning new statistics courses to allow for a statistics collateral to meet future needs.
- The new computer labs have been a huge success.
- Dr. Allen named as Mamie Gray Professor of Mathematics for 2005-2006.
- Dr. Ramey named as Mamie Gray Professor of Mathematics from 2006-2007.
- Dr. Fox awarded the Board of trustee’s Research and Scholarship Award for 2005-2006.
- MSP Partnership grant with Sumter 17 School District awarded for 2004-2007. Jane Gower and Bill Whitmire delivered geometry content and sketchpad content to the mathematics faculty.
- Hired 3 new faculty members. One to allow the beginning of the 21 CR teaching load for tenured & tenured track faculty.

- Replaced the computers in Mathematics Computer Lab #1 with ACS computers that are faster than the ones currently installed. With these changes this will facilitate more use of lab #1.

Improvements Planned for 2006—2007

- Plan to modify the graduate program for secondary education to match the way we teach the curriculum.
- Plan to offer a collateral and eventually a minor in statistics.
- Plan to study the data from Math 121 and Math 140
- Plan to improve the scientific computing offerings
- Plan to improve mathematics placement of both freshman and transfer students by incorporating a placement exam that matches our curriculum.
- Plan a methodology to continue to assess general education performance in mathematics

Nursing Program

Planned Outcomes from 2004-2005 in Place

- **Accredited by the National League of Nursing.**
- Implementation of standardized testing (HESI) upon completion NURS308: Adult Health II, NURS 305: Pharmacology, NURS: 307: Psychiatric and Mental Health Nursing; NURS: 401: Nursing Care of Children and their Families; NURS: 403: Women's Health Nursing and NURS: 406 Knowledge: Synthesis Practicum to evaluate and compare FMU student performance to the national standards. Benchmark of acceptable performance to be determined by faculty.
- Developing methods to assist the incoming Juniors with Nursing Math problems will be offered for the first time in Fall 2006.
- Curriculum and Evaluation/Program Committees formed.
 - Student representation
 - The program will monitor the admission, retention and graduation rates
- To assess our goal of developing professional nurse with the critical thinking skills to work with the profession of nursing.
- Developing evaluation tools for students to evaluate clinical agency, preceptors, clinical faculty, and in of curriculum competencies.
- Caring Circle will allow students to meet with faculty on an ongoing basis to address course specific issues.
- Elected Faculty Senator and nursing faculty to sit on college committees.
- All students are required to keep a Reflective Writing Journal of activities and are required to submit a portfolio of examples of careplans, clinical experiences, as well as professional practice issues.
- Monitoring faculty scholarly activities.

Improvements Planned for 2006—2007

- **Completion of National League for Nursing Accreditation Commission Self Study Report.**
- **Collection of data on student performance in theory and clinical.**
- Revision of the DON Student Handbook.
- Review all brochures as to their effectiveness and revise if necessary.
- Seek funding to support faculty scholarly activities.

Physics Program

Planned Outcomes from 2004-2005 in Place

- The department continues to offer the South Carolina Physics Scholars Institute (SCPSI), which serves to introduce outstanding high school seniors to the Physics program at FMU and serves as a recruiting tool. Out of approximately 30 students attending the event, 8 have committed to attend FMU in the fall.
- Substantial revisions of the laboratory components have been made in PHYS 310 and 314 (Electronics and Modern Physics) which could be considered “updates” and which address perceived student deficiencies.
- The use of computers in the introductory laboratories continues to be developed and now can include acquisition of video data. Interestingly, in some cases the use of computers has been decreased or minimized where it was determined that it actually hindered students’ understanding.
- Dr. Anderson has completely revised the PHYS 306 and 406 courses (Computational Physics and Advanced Computational Physics) which includes a programming refresher and a basic review of numerical techniques and their applications.
- New topics have been added to PHYS 415 (Radiation Biology): internal dosimetry and compartmental modeling.

Improvements Planned for 2006—2007

- Dr. Fulmer plans to introduce a study of robotics technology and the requisite programming skills into PHYS 310 (Electronics).
- The department has received the necessary approval to offer a collateral in Astronomy, and will introduce two new astronomy courses, ASTR 201 and 202.
- There are plans to upgrade the some of the software in the Computational Physics Laboratory.
- A new laptop computer set has been ordered which will be used primarily in the introductory laboratories and will relieve much of the “shuffling” of lab schedules due increased use of these systems. They will also offer increased capabilities over the laptops currently in use.

Psychology Undergraduate Program

Planned Outcomes from 2004-2005 in Place

- The professor of record for this year's introductory laboratory gave an in-depth examination of the entire introductory laboratory with the assistance of the graduate assistants and a co-principal investigator of the NSF grant used to create the course found that the lab exercises had shifted drastically from the original design of the model. As a result, the entire laboratory was completely restructured to again focus on research methods and hands-on exercises on major issues in each area of introductory. In addition, the nature of the written exercises was modified to explicitly fit each exercise. A manual for these changes have been created.
- The retreat is planned to take place on August 18-19, 2006 and examination of the undergraduate curriculum, course content, and long-range strategies are currently on the agenda.
- Student evaluations of new facilities, on-line support systems, value of new equipment and laboratory were included in this report (results above).
- The ACAT was not available, but the legal controversy appears to have been resolved and the test is scheduled for Spring, 2007.
- A workshop on application for graduate schools was not implemented, but will be considered during the August, 2006 is an agenda item.
- An undergraduate manual was not developed, but faculty provided print-outs of the Academic Audit were provided and students rate these as highly valuable in their planning.
- The departmental portfolio procedures are still not fully operational and must be reviewed.

Improvements Planned for 2006-2007

- After detailed study of our existing laboratory layouts, faculty with heavy involvement in research and the introductory psychology laboratory prepared a detailed plan for physical modifications. This plan was considered and approved by the entire faculty (See Appendix 2). Initial estimates for cost of each change have been obtained. The department needs to prioritize the changes to enable completion of planned changes.
- Begin implementation of planned changes to laboratories.
- Include the following issues for faculty August 2006 retreat:
 - Development of a long-range strategy for the undergraduate curriculum
 - Review of courses included in undergraduate curriculum
 - Purchase of an online system for research participants.
 - Undergraduate manual
 - Discussion of faculty availability during courses
 - Discussion of turn-around time for student assignments
 - Review of portfolios for use in program evaluation.
 - Review of MASP
 - review of course contents in core courses in the master's program in terms of the Licensed Professional Counseling standards

- Review of undergraduate portfolios with consideration of obtaining an on-line system for student use.
- Review of course sequencing in the clinical/counseling MASP.
- Course numbering for the MASP.
- Differentiation of for Spring and Fall sections in MASP.
- Removable of the substance abuse concentration from the catalog.
- MASP admission process.
- Consideration of shift in the MASP into a full-time student system.
- The department needs to develop a project management model for implementation of those changes and strategic goals decided upon by the faculty at the August 2006 Retreat.

Master's in Applied Psychology Program

Planned Outcomes from 2004—2005 in Place

- A program review folio for the School Psychology Option was submitted to the National Council for Accreditation of Teacher Education (NCATE) in September 2005. The folio was forwarded to and reviewed by the National Association of School Psychologists (NASP). The Option was found to be in substantial compliance with the majority of standards so that it was reaccredited for another 5-year cycle. This represents the second time that the 10-year-old program has received NASP approval and national recognition/accreditation through NCATE.
- In last year's report a goal was established to increase the stipend of \$3,000 per semester for graduate assistants. This was accomplished in that beginning in Fall 2006 graduate assistants working at the front desk will earn \$3,500 per semester and teaching assistants will earn \$4,000 per semester.
- In addition, a new graduate assistantship was added by the Career Office that will pay \$3,500 per semester.
- One new \$250 scholarship was added to fund a student.
- A School Psychology Option program requirement implemented 2 years ago is now in full effect. Internship supervisor and intern exit interviews had indicated that internships beginning during spring semester tended to lead to unsatisfactory experiences. However, since some students were still on track to begin spring internships, certain individual schedules could not be revised. December 2005 marked the graduation of the last student who began internship during a spring semester. All newly entering students have had program plans developed that lead to internships beginning during fall semester for the past 2 academic years.
- A formal proposal for an Adult Clinic was presented to the Provost.
 - The following are activities relating to last year's planned improvements concerning the Center for the Child:
 - During the current year through the efforts of President Carter the South Carolina State Legislature approved \$585,000 in recurring money to operate the FMU Center for the Child.
 - In conjunction with the School of Education a community outreach program was developed to consult with area childcare programs.
 - An architectural feasibility study was completed
 - An RFP was developed seeking bids for a private vendor to run the Center's child care program. A vendor has been selected.
 - Solicitation of donations continued.
 - Chair of the Psychology Department was named to be Director of the Center for the Child.

Improvements Planned for 2006—2007

- Specific plans for a specialist degree in school psychology will be presented for Department review. Efforts to develop a specialist degree for the School Psychology program continued to move forward and an expanded proposal will be presented to the department for consideration during fall 2006. The proposal will contain

recommendations deriving from graduate exit interviews, the alumni survey, recommendations included in the NCATE/NASP accreditation review, and continuing review of national and state certification and licensure requirements.

- The Department was unable to successfully conclude a search for two experimental psychologists (cognitive/ neuroscience) who teach key courses in the graduate program. The Department is developing strategies to improve the likelihood of recruiting new faculty. In relation to this the Department will review the search ads, salaries offered and the search process.
- The issue of enhancing financial assistance for graduate students remains a priority. There will be another review of graduate assistantship stipends to see if those need to be adjusted again. Also, fund raising efforts are planned to endow a scholarship in memory and honor of Dr. Gary W. Hanson. This will be a scholarship earmarked for graduate psychology students. Efforts will especially target scholarships for out-of state students to assist with the significantly higher tuition.
- In conjunction with the Provost's Office, a more formalized Institutional Review Board will be developed and instituted to assist in research and grant writing efforts.
- As building of the Center for the Child moves forward this year plans for the developmental clinic will proceed to include: development of clinic procedures, securing funding for clinic material/test kits, discussions of how to integrate the graduate curriculum and practica into the clinic.
- A faculty planning "retreat" will be held prior to the fall semester for review of assessment data and discussion of the Department initiatives outlined above.

School of Business

Planned Outcomes from 2004-2005 in Place

- Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors. The School of Business hired Dr. Charles Carpenter in Accounting and Dr. Yong Shin in MIS. These hires greatly strengthen the teaching, leadership, and scholarly output of our faculty.
- Establish an endowment fund for the School of Business. The Dean of the School of Business continues to work closely with the Director of the FMU Foundation in fundraising efforts.
- Increase enrollment, majors, credit hours, and graduates from the School of Business. Enrollment numbers have steadily increased over the last five years. Encouraging all students who have interest in business to enroll in BUS 150 appears to have helped in increasing the number of business majors. Continuing to develop the advising system, improving the internship program, and helping to improve our placement services should add to the desire of students to major in business and pursue business careers. Also, to increase opportunities for business students to gain exposure to the business world, the business faculty support clubs and organizations for students. The Marketing Club is very active, inviting speakers and holding workshops on such timely topics as resume writing and etiquette. The Society for the Advancement of Management sponsored a student group in a national case competition in 2002 and developed a resume booklet for distribution to potential employers in 2003. Beta Gamma Sigma, the AACSB honorary society, regularly initiates our top students into this organization. The FMU chapter for Beta Gamma Sigma has been named a premier chapter for the past two years. This chapter successfully completed a canned food drive in fall 2004 for a local food bank.
- Increase the opportunity for Business students to have work experience during their college career and improve placement activities provided for Business students. We have developed an internship program. We need to further develop this program from the business side as well as the student side. We see great opportunities here for our students. The marketing and management areas have taken the lead in the internship program. We hope to build on their successes by developing finance and MIS internship programs. The accounting and economics areas should follow suit in future years.
- Increase the opportunity for Business students to have international educational experience during their college career. We continue to encourage students to participate in international travel/study opportunities. In 2005 and 2006, the two School of Business students studied in Australia and one studied in Germany. We would like to have four or more business students involved every year in these exchange programs.
- Maintain an up-to-date curriculum that prepares students for careers in Business. The School of Business continues to develop a process to assess learning goals. In 2005-2006, rubrics developed to assess learning goals were administered and evaluated by faculty. At the summer retreat, this process will be refined. Also at the retreat, each discipline will review prerequisites, courses, and requirements within the areas to determine if changes need to be made. Results from the trial study of the rubrics will be shared with the faculty for use in this curriculum evaluation process.

Improvements Planned for 2006—2007

- Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors. In fall 2006 we will seek faculty members in accounting, finance, management, and marketing. We will look to fill two accounting positions (financial and managerial). The finance position will be shared with the nursing program and will cover health care finance. We will again seek a person to head up the area in non-profit management. We will seek a new Ph.D. in marketing to bring that high demand area to three terminally qualified faculty members.
- Establish an endowment fund for the School of Business. We will continue to aggressively pursue funding for School of Business initiatives.
- Increase enrollment, majors, credit hours, and graduates from the School of Business. We will work to increase enrollments at the University and in the School. School faculty members participate in the reception for scholarship recipients held in the spring, the Guidance Counselor Bus Tour in the summer, summer orientations for freshmen and transfers, the summer move-in of freshmen in August, and Open Houses in fall and spring. Each of the university-sponsored programs is designed to increase enrollments and retention.
- Increase the opportunity for Business students to have work experience during their college career and improve placement activities provided for Business students. We plan to improve the process, encourage more local businesses to become involved, and encourage more business students to take advantage of this program. With approximately 70 percent of our students holding part time or full time employment to support the funding of their education, the benefits of an internship is sometimes a hard sell.
- Increase the opportunity for Business students to have international educational experience during their college career. We would like to involve at least four students in the exchange programs each year.

Maintain an up-to-date curriculum that prepares students for careers in Business. The focus of the summer retreat will be the establishment of a process to assess learning goals. We will host a consultant expert in the area who will guide us through the process of developing goals and means of measuring these goals as dictated by the new AACSB standards. This program will not only help us to satisfy AACSB requirements but will establish a structure for continuously evaluating and improving our curriculum.

Speech Program

Planned Outcomes from 2004-2005 in Place

- Following last year's evaluation and in an effort to improve Speech 101 and consistency among instructors, I created and distributed a "Speech 101 Skills and Guidelines" sheet (see appendix). This document was created through examination of many public speaking textbooks and other public speaking resources, including recommendations by The National Communication Association, online discussions among Communication scholars, and discussions with colleagues in the Communication field and was intended as a first step toward stronger consistency.
- While this represents a potential improvement, it is up to the individual instructors to make it work. The Speech program and particularly the Speech 101 course face the unique challenge of integrating instructors from different departments, academic background, academic rank, and interest in Speech 101.
- Given the evaluation problems made evident by this year's results, I have already met with the Provost set plans for improvement in motion. Those will be discussed in the next section.

Improvements Planned for 2006—2007

- We need to continue to work toward ensuring that instruction in Speech 101 remains consistent across sections and across instructors. We recognize that a more consistent vision and application of the goals of Speech 101 will ensure that all students taking Speech 101 will receive similar instruction and evaluation. Toward that end I have ensured that all Speech 101 instructors will meet before the start of the Fall 2006 semester. Further, that meeting will be attended by at least one member of the Administration who will stress the importance of remaining consistent across sections of Speech 101.
- During this meeting, we will watch recorded samples of student speeches and discuss proper evaluation of them. Together we will create a more consistent approach to evaluation. We will also discuss our various approaches to teaching the course (philosophy, assignments...etc.), identify commonalities, and come to a consensus on what the course must include. The result will be a final version of the Speech 101 "Skills and Guidelines" sheet that I distributed last year.
- In regard to assessment of the course as a whole, we will be moving to a system that involves pre and post testing of students' speaking ability. The establishment of the 65% benchmark seems arbitrary and does not do much to indicate student proficiency. We plan to re-work the entire process. The details of our new system of assessment will be determined in the next months and will in part be a result of the meeting we have planned. In general terms, some or all of the Speech 101 instructors will choose a sample of students from their sections and will evaluate their performance at both an early point and a late point in the semester. The goal is to show that the students' speaking ability has improved as a result of the course. Decisions that still need to be made include, what instrument is to be used in the pre and post evaluations and how precisely to interpret the data that those tests produce.

Theatre Arts Program

Planned Outcomes from 2004-2005 in Place

- In March 2005 the NAST Commission on Accreditation voted to continue Francis Marion University in "good standing."
- Locally developed exit exam.
- It is recommended that the current exit exam process be maintained.
- Exit interviews.
- It is recommended that the current exit survey/interview process be maintained.
- Portfolio reviews.
- The design faculty continues to supervise student development in the design/technology track, working toward the enhancement of the student portfolios.
- Juried acting performances.
- To address the weakness indicated by the adjudicators, the acting faculty has will dedicate more time in lower division acting courses to develop the students' awareness of character physicalization and movement (Theatre 203: Acting I and Theatre 205: Acting II).
- Juried direction of one-act plays.
- This theatre arts assessment process was not applicable this academic year. The next assessment in this area is scheduled for November 2006
- External examiners (NAST).
- As required by NAST to maintain full university accreditation, the theatre arts degree program completed its self-study/renewal process in October 2004.
- Annual faculty reports.
- Continue actions in the areas of instruction, scholarship/creative activity and service as fulfillment of faculty obligation to the University.
- Archival records - audience attendance records.
- The 2006-2007 University Theatre season will include:
 - *Dark of the Moon*
 - director: Gourley
 - October 25-28, 2006
 - *This Is Our Youth*
 - director: Best
 - February 22-24, 2007
 - *Fools*
 - director: Gourley
 - April 12-14, 2007
- Annual alumni survey.
- Continue actions in data base development regarding alumni whereabouts and theatrical activities.

Improvements Planned for 2006—2007

- Francis Marion University received a \$10 million grant from Drs. Bruce & Lee Foundation to build a performing arts center in downtown Florence. FMU will partner with the City of Florence to build the Francis Marion University Center for the Performing Arts. This

facility, estimated to cost around \$17 million, is projected to include a large theatre, a smaller auditorium, office space, instructional space, and exhibit space. The completion date is projected for late summer 2008 for a fall 2008 opening.

- Continue development of locally exit exam. The theatre arts faculty continues the process of refining this exam to reflect curriculum and faculty changes to ensure that the exam is thorough and complete. In addition, the faculty hopes to refine the exam to evaluate transfer students more fairly, as some of their core courses may not reflect the same requirements in certain areas expected by the instructors at this institution.
- Exit interviews. The theatre arts faculty continues the process of refining this survey process to reflect program changes and to ensure that the survey/interview format is thorough and complete. Due to input from this set of interviews, theatre faculty is discussing the addition of a capstone course to further educate students about expectations and opportunities in the theatre world.
- Portfolio reviews. The theatre arts design faculty plans include continued emphasis on documentation of student work and creative efforts through University Theatre productions. Additionally, continued emphasis is being placed on computer aided design applications.
- Beginning fall semester 2005 the Department of Fine Arts had the ability to award scholarships on an annual basis for the next full academic year. This schedule allows the program to better entice talented high school and/or transfer students interested in theatre at FMU. As a result of these changes, at least two scholarship offers had been made by May 1, 2006.
- The physical plant engineers and the chair had begun preliminary discussions as to the design and feasibility of a fine arts "annex" building to ease some instructional space need as well as other space needs when some exceptional news came from the administration.
- Annual faculty reports. The theatre arts faculty will continue actions in the areas of instruction, scholarship/creative efforts, and service as fulfillment of faculty obligation to the University.
- Archival records - audience attendance records. Continual efforts are being made to improve publicity via local media and the University's Community Relations Office.
- Annual alumni survey. The theatre arts faculty will continue to revise and further develop the current theatre arts alumni survey to more accurately gather needed information that will facilitate strengthening of the program and assisting current students upon graduation.

Visual Arts Program

Planned Outcomes from 2004-2005 in Place

- **Performance Appraisal** As a result of previous evaluations, several modifications to the program have been implemented to increase student involvement in the professional art world:
- **Greater interaction between students and community** has been initiated, as is evident in both the formal and informal internship opportunities that have developed with local businesses and arts organizations.
- Despite tight budgeting constraints, the program continues to sponsor fieldtrips and maintain a visiting artist program.
- **Portfolio Development and Review** The structure of having an external adjudicator review the graduating student work has been in place for several years now. We feel the method is fair and impartial and that it benefits both the student and faculty. We intend to incorporate as many suggestions as are feasible for our program. As an additional review, the advanced graphic design students participate in peer and professional reviews.
- **Program Growth and Development**
 - Mrs. Pompe initiated and two track specialty in photography. Students can select either a digital track or an analog track.
 - Mr. Fry has established an internship course whereby students can obtain credit for their paid and unpaid internships.
- **Discipline Promotion and Support**
 - Mr. Gray organized a national juried exhibition of contemporary ceramic art. The exhibition was housed in the Hyman Fine Arts Center Gallery and featured artwork from 64 ceramic artists across the United States.
 - Francis Marion University will host a regional conference for the American Ceramic Society's Potters Council this summer. Approximately 150 ceramic artist from the southeast region are expected to attend the 3-day surface design symposium.
- **Annual Faculty Review and Evaluation** Improvements made within the last few years regarding greater faculty involvement in the art department's governance continue to help us in planning for future projects as well as for the usual semester expenditures. The items purchased through technology grants are incorporated into the appropriate courses and changes in coursework are reflected in course syllabi, archived in the chairman's office.

Improvements Planned for 2006—2007

- **Portfolio Development and Review:** Discussion continues regarding the implementation of a sophomore portfolio review. Mr. Gately has produced a list of criteria and presented it to the faculty for consideration. It is hoped that such a review would ensure that all foundation coursework required for art majors would be completed before any substantive exploration in the four major disciplines. Such a review could also be beneficial for scholarship determinations.

- The department has already acknowledged a need to implement a Senior Seminar Course, whereby all the senior exhibition requirements could be unified under one course heading. No further developments have occurred with this matter.
- Program Growth and Development
 - Facilities
 - There are still plans to remove the art trailer and the photo studio contained within. A temporary location may need to be found in another building until plans are established for the possible addition to the Hyman Fine Arts Center. These plans will be dependent upon the construction of the Performing Arts Center in town.
 - Course Additions / Revisions
 - Mr. Gray (Ceramics) plans to develop an additional course in the area of ceramic sculpture thus creating a dual track within the ceramic discipline and allowing students to pursue either ceramic sculpture or pottery. Also, plans are being considered to develop a ceramics course for non-majors.
 - A Senior Seminar course is being developed by Mr. Anderson to act as a capstone course for all visual arts majors. This course will address many professional topics that are not consistently address in the advanced studio courses and will be used to make senior exhibition requirements more uniform.
- Alumni Feedback
 - The visual arts program plans to continue with the alumni exhibition on a three to five year cycle. Alumni surveys will be conducted in conjunction with these events.

Rogers Library

Planned Outcomes from 2004-2005 in Place

- Implemented a second-generation integrated library system as a member of ALPSC, the Academic Library Portal for South Carolina, an eight-member consortium whose sole function was to identify and acquire a second-generation integrated library system. During FY 2005-2006, such a system was implemented by the participants, USC and their regional campuses, Clemson, South Carolina State, the Citadel, the College of Charleston, Florence-Darlington Technical College, Aiken Technical College, and FMU;
- Brought up remote access to electronic resources via WAM, “Web Access Management,” a module available through the new integrated system; customer requests for this functionality had moved this service to the top of our “urgent” list;
- Noted tripling of electronic access statistics during the fiscal year, from 143,000 in FY 2004-05 to more than 420,000 during this fiscal year; evidence leads us to conclude that the WAM mentioned above contributed significantly to this large increase in usage;
- Began planning for organization restructuring for FY 2006-2007, based on pending staff retirements and the opportunity to reinvent our staffing structure; fifteen of our twenty-three staff members will be impacted directly by these proposed changes, which were approved by the administration and deemed overdue improvements in how we are structured; intended outcome is to improve services and afford staff greater leadership and creativity opportunities;
- Continued to use consortia purchasing to avoid costs of electronic resources when purchased by individual libraries;
- Continued active participation in PASCAL, the Partnership Among South Carolina Academic Libraries;
- Expanded access to electronic information thanks to “Collegiate DISCUS,” the access provided by legislative funding of this project through PASCAL and CHE;
- Worked to maintain state funding for “Collegiate DISCUS” and other PASCAL initiatives;
- Began planning for expansion of the Progress Energy Technology Center from seventeen computer stations to thirty-six, tentatively
- Installed wireless access throughout library facility;
- Added color printing to services provided for customers
- Planned and implemented statewide annual LIBRIS Conference for all academic library employees, thereby aiding professional growth and development opportunities for FMU library staff members;
- Discontinued a small number of periodical subscriptions as a result of departmental discipline-specific holdings evaluations and decisions;
- Continued to enhance library’s web pages to conform to revised campus format requirements;
- Continued to emphasize library’s public relations operations to better promote library services to its customers;
- Continued project to replace all overhead lighting with more effective and more energy efficient bulbs (some areas were dark, especially stack sections where fixtures were few and far between);

- Continued to provide computer competent student workers for the Progress Energy Lab so as to better meet needs of customers seeking assistance;

Improvements Planned for 2006—2007

- Complete training and “going live” of next modules of the eight-member South Carolina academic library consortium which share an integrated system; modules include “Universal borrowing” and “PASCAL Delivers,” features that allow customers to initiate their own interlibrary loans and then have the items delivered to Rogers Library within twenty-four hours, regardless of location within the state consortium;
- Increase “Universal Borrowing” and PASCAL Delivers” services as other South Carolina institutions join the network; this includes existing III customers---Winthrop, Coastal Carolina, Furman, Wofford, Presbyterian College, Lander, Bob Jones, and other state colleges—and members of SCILS, the dozen or so technical colleges that migrated last year to the second generation integrated library system provided by SIRSI;
- Implement restructuring of library staffing so as to provide enhanced services and enable staff to expand leadership skills and increase opportunities for creative solutions within the various areas of services;
- Continue to seek ways to implement academic departmental liaison so that each academic department is linked to a librarian who works closely and deliberately with that discipline to improve and expand library services to that area;
- Continue to use appropriate professional growth and development opportunities to improve staff training, staff technological advancement, and staff’s ability to serve patrons;
- Continue to seek methods to improve funding for books and thereby acquire more books, while continuing to provide strong level of access to digitized information;
- Continue to expand public relations work so as to promote library services and how learners profit from those services and resources;
- Continue to upgrade microform reader/printers to more technologically advanced and efficient equipment;
- Maximize utilization of the myriad electronic resources to which the library provides access;
- Improve web presence so as to facilitate user interface and access;
- Plan for staffing replacements as retirements loom in the not-too-distant future;
- Continue and expand relationships with PASCAL, SOLINET, ALPSC, DISCUS, the Carolinas Consortium, and other consortia endeavors to contain or avoid costs, expand offerings, and improve programs;
- Identify ways to move or store certain ranges of abstracts that now receive extremely limited usage. Once this space is available, then relocating the Progress Energy Technology Center to this area and possibly expanding number of computers there to address growing customer usage of and need for PCs. Then, with the old lab space available, to seek ways and means to develop that area into a vending room/coffee shop type facility so as to meet customer needs for such services.

Writing Center

Planned Outcomes from 2004-2005 in Place

- The position of Assistant Director of the Writing Center has been established and a new faculty member has been hired for this position, scheduled to begin in August 2006.
- The Writing Center has increased in total number of tutorials and user requests for the 2005-2006 school year, setting facility records in both categories.
- The Writing Center Workshop Series has continued successfully into the 2005-2006 school year, setting a new record for workshop usage.
- A study of cognitive development skills exercised in writing center tutorials was conducted and new assessment materials have been generated for the Writing Center. These materials will be implemented in August 2006.
- Eleven new tutors were recruited and trained by the new director for the Fall 2005-Spring 2006 school year.
- Tutor training has increased in frequency this year, with semi-monthly skill-based sessions on APA, commas, resumes, and tutoring strategies. Undergraduate tutors have also received additional instruction on handling undiagnosed and diagnosed learning disabilities, tutoring in awkward situations, maintaining FERPA policies, and addressing regional dialect issues. Frequent informal training sessions are ongoing.
- Two old computers were replaced with newer computers cycling out of faculty offices.
- Additional VERB materials have been generated by our professional writing intern this spring.

Improvements Planned for 2006—2007

- Investigate options for offering year-round Writing Center services.
- Investigate options for coordinating data collection with the university's student records database.
- Investigate options for increasing the physical space of the Writing Center to meet growing student needs.
- Coordinate tutor training exercises and workshop schedules with the new Assistant Director.
- Increase number of VERB resources.
- Continue investigation of email delivery for instructor notes.
- Pursue naming possibilities for the Writing Center in conjunction with the university development office and the Dove Commission for the renovation of Founders Hall.