

COLLEGE OF SOCIAL WORK  
UNIVERSITY OF SOUTH CAROLINA



Blueprint for Academic Excellence  
Strategic Plan  
2011-2016  
Dr. Dennis Poole  
Dean

**College of Social Work**  
**May 31, 2011**  
**Blueprint for Academic Excellence**  
**2011-2016 Strategic Plan**

**I. Executive Summary (maximum of one page, 12 point font, 1” margins)**

**A. Identify the universities in the United States which have the top 10 colleges in your disciplines and the five colleges at other United States universities which are considered to be your peers.**

The top 10 graduate schools of social work reported by U.S. News & World Report are:

- |                                       |   |
|---------------------------------------|---|
| 1. Washington University - St. Louis  | 6. University of California – Berkeley        |
| 2. University of Michigan – Ann Arbor | 7. University of Texas – Austin               |
| 3. University of Chicago              | 8. University of North Carolina – Chapel Hill |
| 4. Columbia University                | 9. University of Southern California          |
| 5. University of Washington           | 10. Case Western University                   |

The five schools of social work at other U.S. colleges and universities considered to be our peers:

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Florida State University | 4. University of Kentucky   |
| 2. University of Alabama    | 5. University of Louisville |
| 3. University of Georgia    |                             |

**B. Describe your college’s top strengths and important accomplishments achieved in the last five years.**

|                            |                                   |
|----------------------------|-----------------------------------|
| Faculty Recruitment        | Distributive Learning Progress    |
| Doctoral Program Revisions | College Research Portfolio        |
| Doctoral Student Funding   | CCFS Training & Research Contract |
| MSW Student Recruitment    | IFS Merger                        |
| BSW Program Development    |                                   |

**C. Discuss your college’s weaknesses and your plans for addressing those weaknesses.**

Faculty Consensus on Excellence in Teaching – Please see Goal 1(b)  
Faculty Consensus on Admissions – Please see Goal 1(c)  
Student Communication & Critical Thinking Skills – Please see Goal 1(e)  
Strategic Community Engagement – Please Goal 3(a-d)  
Communication & Sense of Community – Please see Goal 4(b)  
Facilities Plan to Promote Community – Plan pending  
Curriculum & Research Misalignment with South Carolina Needs – Plan pending

**II. Goals, Initiatives and Action Plans - Goals established in COSW 2010-11 Blueprint (next page)**

**USC College of Social Work  
Blueprint of Academic Excellence: January 2011 – June 2012**

**MISSION:** Promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

**VISION:** Lead Collaborative Social Change to Promote Sustainable Equity and Well-Being in South Carolina and Beyond

| <b>Goal 1</b>   | <b>Goal 2</b>  | <b>Goal 3</b>   | <b>Goal 4</b>  |
|---|--|---|--|
| <b>Strengthen Quality &amp; Sustainability of All Academic Programs</b>                                       | <b>Promote Quality through Research &amp; Scholarship</b>  | <b>Engage Communities in Strategic Partnerships</b>                                   | <b>Sustain a Vibrant, Supportive College Community</b>                           |
| a. Align Curriculum with Needs & Assets of SC   | a. Align Research with Needs & Assets of SC  | a. Develop a Common Understanding of Communities                                      | a. Secure Sufficient Financial Resources   |
| b. Promote Competence via Excellence in Teaching  | b. Increase Research Opportunities for Faculty and Students to Engage with SC Issues & Populations | b. Build & Explore Interdisciplinary & Inter-institutional Partnerships               | b. Improve Communication & Sense of Community                                    |
| c. Gain Consensus on Admission Qualifications & Implement Marketing Strategies to Enroll Qualified Applicants | c. Integrate Research, Education & Field Experiences   | c. Develop & Implement a Community Derived Engagement Plan                            | c. Develop a Facilities Plan that Promotes Community                             |
| d. Develop a System for Evaluating Competencies   | d. Pursue Opportunities to Recruit Faculty with Research Expertise in Specialty Areas              | d. Advance Community Engaged Practice Throughout the Curriculum                       | d. Effectively Apply Information Technology to Further Goals                     |
| e. Provide Supports to Enhance Communication & Critical Thinking Skills                                       | e. Advance a High Quality, Sustainable, Efficient Research Infrastructure                          | e. Establish a Community Engaged Outcome Evaluation Practice Office                   | e. Strengthen International Ties to Complement SC Focus                          |
| f. Continue to Build BSW & Undergraduate Programs   | f. Continue to Increase Research Support for PhD Students  | f. Develop an International Community Development Initiative                          | f. Establish Effective Faculty Governance  |
| g. Explore Specialty Areas of Competence in MSW Program   | g. Advance a Positive Research Culture in the College  | g. Increase Access to Academic Programs through Distance Education & Support Services | g. Develop & Implement New Development & Marketing Plan                          |
| h. Continue to Advance PhD Program in Transdisciplinary Community Engaged Research                            | h. Continue to Increase Research & Scholarly Productivity  |   | h. Foster an Environment Where Innovation & Creativity is Encouraged & Expedited |

**Faculty Identified Task Force Priorities FY 2011-12 in Blue**

## **B. Goals, Initiatives and Action Plans (representing FY 2011-2012)**

### **1. Goal 1 - Strengthen Quality & Sustainability of All Academic Programs**

**[Advance (Focus) Carolina: Teaching and Learning;  
Quality of Life in the University Community]**

The College of Social Work seeks to strengthen the quality and sustainability of all of its academic programs. In the next year efforts to strengthen program quality will focus on two primary areas: admissions and student competencies. The College is currently developing new By-Laws, which include creation of new Admissions Committee and Admission Review Panels for BSW and MSW applicants. As is the case in many social work programs across the country, deficits in students' academic and professional writing skills are a challenge. The College will be exploring, piloting, and evaluating interventions to improve student writing and critical thinking across all program levels.

With recent major revisions to the Ph.D. program and development of a new BSW degree program, innovations related to strengthening program sustainability will focus on the MSW advanced practice concentrations and graduate certificate programs, with an emphasis on exploration and development of new specialty areas to respond to changing student interests and to meet the anticipated needs of the profession and future client systems.

a. Align Curriculum with Needs & Assets of SC – Forthcoming

#### **b. Plans for upcoming year: Promote Competence via Excellence in Teaching**

- 1) By May 2011, develop clear definition of teaching excellence
  - Define qualifications for teaching
  - Establish balance of academic rigor with expertise in practice

**Responsibility:** Faculty who teach (tenured, tenure-track, clinical and adjuncts)

- 2) By May 2011, identify common characteristics of good instruction
  - Engage in regular self-evaluation
  - Use results from licensure survey as appropriate
  - Utilize available University and College resources

**Responsibility:** Faculty Development Committee

- 3) By August 15, 2011, define expectations and measures for success for student excellence

**Responsibility:** MSW and BSW Program Committees

- 4) By August 15, 2011, provide appropriate support to enhance competence in teaching
  - Establish on-going teaching consultation group for all instructors
  - Conduct a comprehensive orientation for new instructors

**Responsibility:** Faculty Development Committee

5) By August 15, 2011, model is developed for administration of sequences

- Hold substantive, regular sequence meetings and share best practices to foster a commitment to excellence

**Responsibility:** Naomi Farber, Michelle Thomas, and Sequence Chairs

**c. Plans for upcoming year: Gain Consensus on Admission Qualifications & Implement Marketing Strategies to Enroll Qualified Applicants**

By May 2011, target enrollments that balance financial realities with control of quality

- Conduct analysis of capacity and outcomes of planned growth: field needs (BSW/MSW), financial needs for solvency, staffing (faculty/staff) needs to meet student population. Projections must include the two possible university budget strategies.
- Receive market analysis of future growth potential

**Responsibility:** Dean, Chief Financial Officer, and administrative faculty and staff

By April 2011, develop a presentation on 2010 admissions on BSW, MSW and PhD programs

- Skills/performance (e.g., GPA, academic and field retention/probation)
- Geography—origin (e.g., region, state, country)
- Diversity (e.g., age, gender, race, ethnicity)
- Full vs. part-time, etc.
- Support requirements for GAs and doctoral students

**Responsibility:** Academic Program Directors and Student Services staff

By May 2011, develop description of target population/composition for (MSW/PhD) program with a focus on the relationship between student body and mission, e.g.:

- Skills/performance
- Mission orientation
- Geography—origin and placement
- Diversity
- Support requirements

**Responsibility:** Full faculty

d. Develop a System for Evaluating Competencies - Forthcoming

**e. Plans for upcoming year: Provide Supports to Enhance Communication and Critical Thinking Skills**

By January 2012, establish method for evaluating critical thinking and writing skills of applicants and define process if applicants do not meet minimal threshold of excellence

**Responsibility:** College Admissions Committee

f. Continue to Build BSW & Undergraduate Programs – Please see update on page 8

g. Explore Specialty Areas of Competence in MSW Program - Forthcoming

h. Continue to Advance PhD Program in Transdisciplinary Community Engaged Research – Please see update on page 8

## **2. Goal 2 - Promote Quality through Research & Scholarship**

**[Advance (Focus) Carolina: Research, Scholarship and Creative Accomplishment; Teaching and Learning]**

The College of Social Work seeks to promote quality through research and scholarship. Particularly important in light of the new strategic “map” for the college is the alignment of research and scholarship with the needs and assets of South Carolina. Specifically we will identify strategies to increase research opportunities for faculty and students to engage more in issues and needs of vulnerable populations in South Carolina. Integrating research with education and field experiences is part of our plan. At the same time, the college recognizes its role in a research flagship university. We will continue to increase research and scholarly productivity, advance a positive research culture, build sustainable and efficient research infrastructure, and increase research support for doctoral students.

- a. Align Research with Needs & Assets of SC - Forthcoming
- b. Increase Research Opportunities for Faculty and Students to Engage with SC Issues & Populations - Forthcoming
- c. Integrate Research, Education & Field Experiences - Forthcoming
- d. Pursue Opportunities to Recruit Faculty with Research Expertise in Specialty Areas - Forthcoming
- e. Advance a High Quality, Sustainable, Efficient Research Infrastructure - In process
- f. Continue to Increase Research Support for PhD Students - In process
- g. Advance a Positive Research Culture in the College - In process
- h. Continue to Increase Research & Scholarly Productivity - In process

## **3. Goal 3 - Engage Communities in Strategic Partnerships**

**[Advance (Focus) Carolina: Teaching and Learning; Research, Scholarship and Creative Achievement; Service Excellence]**

The COSW vision of leading collaborative social change is grounded in a deep commitment to working with and for the communities that are impacted by our research, our practice, and our educational mission to prepare excellent social workers. While many individual COSW faculty already participate in community-engaged work, Goal 3 indicates an enhanced institutional effort to embed community engagement principles and practices more fully in who we are as a College. To accomplish this goal we need first to come to an informed understanding of what we at this COSW mean by “community” and “community engagement”. We will develop an internal brief laying out our shared understanding, and that document will guide our work over the next year to identify existing community partnerships, learn from our community how we can be a good partner, and to integrate this information into strategic innovations in our scholarship, our outreach, and our design and delivery of curricula.

### **a. Plans for upcoming year: Develop a Common Understanding of Communities**

- On December 12, 2011, form ad hoc committee at faculty meeting
- By February 15, 2011, disseminate brief readings to faculty
- From May 15 to April 15, 2011, facilitate faculty dialogue and idea development
- By May 15, 2011, complete COSW internal brief
- By September 15, 2011, form COSW/Community Planning Team
- By June 30, 2012, integrate focus group/interview data with COSW input (e.g. internal brief) into community-Derived Engagement Plan

**Responsibility:** Ad Hoc Committee on Community Engagement

**b. Plans for upcoming year: Build & Explore Interdisciplinary & Inter-institutional Partnerships**

- By Summer 2011, disseminate data collection forms for social network evaluation of the communities and organizations with whom we're connected
- By August 31, 2011, complete data analysis and creation of social network map

**Responsibility:** Dana DeHart

**c. Plans for upcoming year: Develop and Implement a Community Derived Engagement Plan**

- By March 15, 2011, develop an interview guide to elicit input from stakeholders
- By Summer 2011, complete focus groups and interviews with selected community groups
- By May 15, 2011, complete compilation and comparison of national models
- On August 11, 2011, conduct 1.5 hour discussion at faculty retreat

**Responsibility:** Ad Hoc Committee on Community Engagement, Dean, and Full Faculty

**d. Plans for upcoming year: Advance Community Engaged Practice throughout the Curriculum**

- By September 15, 2011, complete review of the curriculum to identify where community is addressed and where it can be enhanced
- By December 15, 2011, develop plan for curriculum revisions
- By June 30, 2012, complete curriculum revisions (for implementation in 2012/2013)

**Responsibility:** Curriculum Review Committee, Sequence Committees, and Full Faculty

e. Establish a Community Engaged Outcome Evaluation Practice Office - Forthcoming

f. Develop an International Community Development Initiative - Forthcoming

g. Increase Access to Academic Programs through Distance Education & Support Services - Forthcoming

**4. Goal 4 - Sustain a Vibrant, Supportive College Community**

**[Advance (Focus) Carolina: Quality of Life in the University Community]**

The ability of the COSW to achieve its mission, vision and objectives depends significantly on a vibrant College community possessing ample human and financial resources supporting our strong sense of commitment. Goal 4 addresses key areas of the College that are necessary for individual members to carry out their roles and to flourish as scholars, teachers, students, and staff at their highest levels. We will focus on enhancing the governance structure, innovative strategies for financial asset growth, quality of the physical environment and information technology critical for all College members to reach their potential to contribute to our success.

a. Secure Sufficient Financial Resources - Forthcoming

**b. Plans for upcoming year: Improve Communication & Sense of Community**

- By September 1, 2011, define the characteristics of a positive College community and good citizenship
- By September 1, 2011, Identify gaps and develop strategies to foster community
  - Faculty social events
  - Town meetings/colloquia for students
  - Research ideas/brainstorming sessions

**Responsibility:** Faculty Council to facilitate discussion of COSW community

- c. Develop a Facilities Plan that Promotes Community - Forthcoming
- d. Effectively Apply Information Technology to Further Goals - Forthcoming
- e. Strengthen International Ties to Complement SC Focus - Forthcoming
- f. Establish Effective Faculty Governance – Please see update on page 8
- g. Develop & Implement New Development & Marketing Plan – Please see update on page 8
- h. Foster an Environment Where Innovation & Creativity is Encouraged & Expedited - Forthcoming

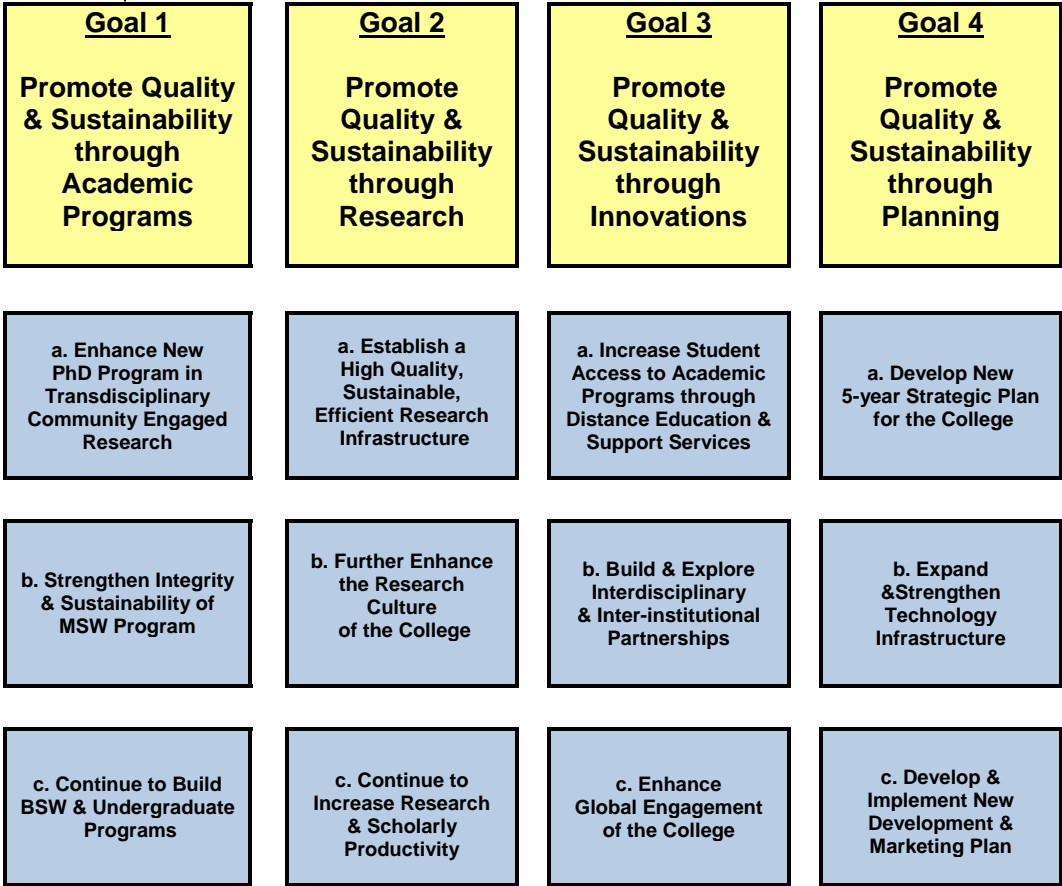


**USC College of Social Work  
Strategic Plan: January 2010 – June 2011**

**MISSION:** Promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

**VISION:** Become a leading institution for innovative, interdisciplinary approaches to educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social change.

**Advance College Mission, Vision and Goals  
through Transdisciplinary, Community-Engaged Collaborations**



## **B. Goals, Initiatives and Action Plans (representing FY 2007-2011)**

### **Goal 1: Promote Quality and Sustainability through Academic Programs** **[Advance (Focus) Carolina: Teaching and Learning]**

**Initiative 1(a): Enhance new PhD Program in Transdisciplinary Community-Engaged Research, as indicated by growth in doctoral fellowships, research assistantships, and tuition stipends as well as number and quality of applicants to the program.**

#### **Progress of Initiative 1(a):**

##### **Accomplished**

- By May 2010, assess effectiveness of research practicum
- By May 2010, revise doctoral program policy manual with annual updates
- By September 2010, develop and implement a strategic plan to expand the pool of highly qualified applicants to the doctoral program, including financial and recruitment goals
- By December 2010, secure extramural funding to support each research assistantship for 4 additional doctoral students
- By Fall 2011, assure appointment of faculty to lead development of a course on community-engaged research to be taught

##### **In Process**

- By Spring 2010, implement a new COSW “Transdisciplinary Community-Engaged Research Team Award” program to increase COSW faculty research productivity by supporting development and success of sustainable, cohesive, transdisciplinary research teams, and to enhance the doctoral program by supporting recruitment, funding and research training of highly-qualified students
- By May 2010, assess effectiveness of doctoral student advisement by faculty
- By September 2010, establish protocol for monitoring program outcomes for students in the program (including assessment of transdisciplinarity and community engagement and student scholarly productivity outside curriculum)
- By September 2010, establish protocol for monitoring program outcomes for graduates
- By December 2010, create a database for monitoring students from enrollment through post-graduation
- By December 2010, update master list of all dissertations produced
- By December 2010, clarify authority of doctoral committee for decision-making, in conjunction with the COSW ad hoc Committee on Faculty Governance
- By May 2011, create incentives for faculty to supervise doctoral teaching assistants
- By May 2011, recruit, screen, and admit class to enter 2011
- During 2010-2011 academic year, establish monthly peer research colloquium to feature doctoral studies

##### **New**

#### **Annual Program Objectives**

1. Deliver high quality program to prepare students for careers in research and higher education
  - a. Support and retain faculty who are specifically qualified to teach each social work courses in the doctoral program (ongoing);
  - b. Monitor student progress through annual reviews by May 1 of each year (ongoing);

- c. Assess integration of doctoral curriculum after each semester (ongoing);
  - d. By December 31, 2011, establish protocol for monitoring program outcomes for students in the program (including assessment of transdisciplinarity and community engagement and student scholarly productivity outside curriculum);
  - e. By September 30, 2012, establish protocol for monitoring program outcomes for graduates.
2. Provide mentoring and support for students to acquire research experience
    - a. Continue monthly peer research colloquium to feature doctoral studies;
    - b. By May 2012, develop a protocol for students and faculty mentors regarding the mentoring relationship;
    - c. By December 2011, expand research opportunities for doctoral students.
  3. Provide support for students to acquire teaching experience and advanced teaching skills
    - a. By May 2012, create a plan for incentives for faculty to supervise doctoral teaching assistants.

#### Annual Administrative Objectives

1. Assure qualified and prepared faculty assigned to teach in the doctoral program
  - a. Assure appointment of faculty to teach doctoral courses at least six months before the course begins (ongoing).
2. Improve information systems about students
  - a. By December 2011, create a database for monitoring students from enrollment through post-graduation;
  - b. By December 2011, develop a web-based information portal that features USC COSW PhD students.
3. Conduct an efficient admissions process
  - a. By May 2012, recruit, screen, and admit class to enter 2012.

#### Annual Financial Objectives

1. Increase student support
  - a. By Aug 2011, implement and monitor financial strategic plan so that at least four students in the entering class are fully funded (includes promoting faculty grants that fund g.r.a.'s);
  - b. Implement and monitor financial strategic plan so that all students receive some financial support

#### Annual Governance Objectives

1. Revise doctoral program policy manual with annual updates.
2. Clarify authority of doctoral committee for decision-making, in conjunction with the COSW ad hoc Committee on Faculty Governance.

**Responsibility:** Director of Doctoral Program (Lead), Doctoral Committee, Dean

Progress of Initiative 1(b):

### **Strengthen Integrity of MSW Curriculum & Infrastructure**

#### **Accomplished**

- By March 2010, seek and receive Graduate School approval for new (38 month) extended program of study for regular part-time MSW students
- By June 2010, implement new part-time program for regular MSW students.
- By January 2011, develop advanced-level training modules for adjunct instructors, working with CTE or independently

#### **In Process**

- By August 2009, complete student self-assessment of foundation year for Korean students; by December 2010, need to collect self-assessment data for advanced year
- By August 2010, analyze feedback from students who have taken the licensing exam
- For August 2010, implement revised syllabus for 732 (postponed)
- By December 2010, develop plan to increase licensure pass rates with action items to start Spring 2011
- By Spring 2011, develop one or more military social work electives to be offered as 768 special topics courses
- By March 2011 have four more MSW electives approved for on-line delivery
- By March 2011, develop and test one micro practice and one macro practice hybrid course

#### **New**

- By May 2011, review and discuss new (2008) EPAS standards
- By October 2011 determine what additional competencies should be defined, where in the program they will be delivered, and how they will be measured
- By September, 2011, compare new competencies to current Field outcome measures
- By September, 2011 develop survey on where recent alumni are working
- By December 2011, deliver survey to recent alumni (Six months after graduation)
- By January 2012 complete survey and summarize results
- By June 2011, begin survey of new graduates on status of social work license
- By September 2011, track and monitor the number of students who participate in the certificate programs (Drs. Brown and Leith)
- By January 2012 start implementation of first steps to add one or more new certificates or concentration areas.
- By August 2011, update dual degree advisement process for students in social work and public health and draft manual for delivery to students at orientation
- By April 2012, evaluate new public health dual degree advisement process
- By August 2011, update advisement process for law and MPA and draft manual for delivery to students at orientation
- By April 2012 explore feasibility of a field unit with COSW-hired field instructor (or use faculty as field instructor)
- By September 2011 evaluate advisement process for regional students taking foundation “J” courses
- By 2013 evaluate the “carrying capacity” of field agencies in SC/GA/NC to estimate maximum feasible MSW enrollment
- By October 2011, evaluate interest in military course electives and draft proposal for certificate

- By May 2012, enhance macro sequence by piloting two electives

**Responsibility:** Associate Dean for Academic & Student Affairs (Co-Lead) and MSW Program Director, (Co-Lead), Director of Distance Education, Dual Degree Coordinator

### **MSW Field Education**

#### **Accomplished**

- By April 2009, complete Korean translation of Field Education Manual and Forms
- By June 2009, submit plan to Dean to realign cost savings of 20 percent per semester in field liaison activities
- By August 2009, place 5 students from Greenville region in field internships at GHS for case management in the Total Health Project
- By November 2009, implement online field forms and data collection system
- By May 2010, analyze online field forms with data collection system
- By August 2010, develop new policy for suspension and termination of students from field placement
- By September 2010, secure graduate assistantships for 26 MSW
- By October 2010, continue to improve Class Climate process with USC IT staff for agency field instructor's evaluation of the field student

#### **In Process**

- By January 2011, hire part-time permanent Administrative Assistant for externally driven contractual requirements, provide year round continuity, and have access to restricted USC software systems such as IMS, USCERA, VIP, E-Verify to assist in these increased demands

#### **Pending**

- By May 2011, work with administration to plan for orderly transition for a new Director of Field Education

**Responsibility:** Director of Field Education (Lead), Korean Program Coordinator

### **Improve Internal Coordination of Student Services**

#### **Accomplished**

- By August 2010, review and revise plan for coordination of student services activities between MSW and BSW programs
- By November 2010, survey new BSW students regarding satisfaction with application process, student services, and other program feedback
- By February 2011, add PhD program staff person to student services
- By May 2011, explore possibility of clinical faculty assuming major responsibility for non-academic advisement role for foundation year students:
- By May 2011, student services will provide content specific to each program location (Charleston and Greenville)
- By June, 2009, develop "chain of command" for BSW program inquiries; by June, 2009, refine student services plan for entering BSW students (pending SACS approval); by July 2009, ensure a smooth process for BSW students from inquiry to registration by defining staff and faculty responsibilities

- By April 2010, develop and plan to ensure fluid communication between all student services staff relating to student needs to include new Admissions Coordinator
- By May 2010, identify needs and develop plan for coordination of student services activities between MSW and BSW programs

#### **In Process**

- By January 2011, develop comprehensive plan for advisement and promotion of dual degree and certificate programs (e.g., have students meet with chair of these programs at least once a year.)
- By May 2011, cross-train new part-time hire for graduate student services (Spann) and admissions (Perdomo)

#### **New**

- By May 2011, explore options for having on-site part-time student services staff/faculty advisors/program coordinators/academic support in Greenville and Charleston
- By May 2011, develop system to track student retention and graduation rates
- By August 2011, incorporate technology for summer advisement sessions in Columbia (e.g., record and make sessions available for later distribution to students who could not attend)
- By August 2011, assign faculty advisors for foundation students for professional (not simple academic) advisement tasks

**Responsibility:** Associate Dean, MSW and BSW Student Services Staff

### **Strengthen Student Support Services, especially for part-time and regional campus students**

#### **Accomplished**

- On-going, host orientation sessions for part-time students in Charleston and Greenville.
- By August 2009, develop plan to provide opportunity for weekend part-time students to access mailboxes and student services in Columbia
- By September 2009, schedule meetings and events specifically for part-time students in the MSW program who are on campus evenings and Saturdays
- By October 2009, develop experiential service learning opportunities for students for 2009-2010 academic year with topic selected by students and faculty (COSW Community in Action).
- By February 2010, schedule and hold mid-year meetings with students in Greenville and Charleston
- Beginning in August 2010, tape orientation and advisement sessions at one or both regional campus sites for later distribution as necessary
- By December 2010, assess potential advantages and disadvantages of a developing a COSW student ombudsman program
- By December 2010, track use of new student lounge and evaluate for concerns (e.g., security, clean-up)
- By March 2011, pilot “virtual open house” for recruitment at either Charleston or Greenville site
- By May 2011 schedule at least one potluck lunch social event for instructors and students at both regional sites:

- By September 2010, evaluate new process for hooding program and develop draft of procedures to be used in May 2011; plans for 2011 are underway

#### **In process**

- By July 2009, continue the development of fall MSW student orientation to be welcoming, interactive and substantive, including use of appropriate space for the event:
- By September 2009, design and implement academic support service(s) for MSW students [at regional sites]
- By October 2009, identify local academic support service(s) for MSW students in Greenville and Charleston
- By August 2011, develop academic support services/writing assistance for students at regional campuses
- By August 2011, design proposal for writing assistance program for students on Columbia campus
- By October 2011, hire GA to be in DeSaussure on Saturday and evenings

#### **New**

- By March 2011, hold “field fairs” in both regional locations - currently under review
- By March 2011, develop “virtual open house” for students interested in certificate and dual degree programs

#### **Pending**

- By Summer 2009, assist the university in setting up writing services for all students across campus for the summer. By August 2009, design proposal for in-house writing tutoring program and other assistance for MSW students for Fall 2009 - **Postponed**
- By September 2009, design and implement academic support service(s) for MSW students in Columbia - **Postponed**
- By October 2009, schedule at least one cultural diversity forum for students and plan a diversity workshop for all faculty, including adjuncts - **Postponed**

**Responsibility:** Associate Dean, Student Services Staff, Recruiter, Director of Distance Education Services, Dual Degree Coordinator

### **MSW Part-Time Satellites**

#### **Accomplished**

- By May 2010, graduate first cohort from Greenville and Charleston programs
- By Fall 2010, offer special regional adjunct training sessions
- By Spring 2011, make arrangements for students in regional cohorts to share class experiences via video-teleconferencing

#### **In Process**

- Maintain MSW regional programs in Charleston and Greenville
- By Fall 2012, assess the need for an MSW regional program in Aiken, Beaufort or Hilton Head. (Working with EduVenture, started discussion with Jane Upshaw, Chancellor at USC Beaufort)

## New

- By Fall 2011, offer the first year of the part-time program in an online format only to regional campus students
- By Fall 2012, explore possibility of offering courses at additional sites (USC Beaufort, USC Aiken) via videoconferencing
- By Fall 2012, explore possibility of offering undergraduate and certificate program courses at regional campuses (LCGC)

**Responsibility:** Associate Dean for Academic & Student Affairs (Lead), Director of Distance Education

**Initiative 1(c): Continue to build BSW and undergraduate programs, as indicated by achieving CSWE Benchmark III for accreditation and achieving enrollment targets.**

## Progress of Initiative 1(c):

### BSW Program

#### Accomplished

- By May 2009, institute outcome measures and evaluation procedures
- By August 2009, enroll 50 students in the BSW Program
- By March, 2010, complete CSWE Benchmark II document
- By April 2010, hire the BSW & Undergraduate student services support personnel
- By May 2010, implement the BSW upper division online application process
- By May 2010, implement the Child Welfare Professional Consortium Scholar's Program
- By May 2010, complete CSWE Benchmark II
- By May 2010, receive CSWE candidacy
- By July 2010, train the BSW & Undergraduate student services personnel
- By August 2010, implement the field education program
- By May 2011, develop and implement an online site for the BSW field education component

#### In Process

- By August 2010, develop and implement the field education outcomes and assessment procedures
- By August 2010, implement the comprehensive BSW program outcomes and assessment procedures
- By August 2010, maintain enrollment at a minimum of 60 students
- By January 2011, develop and implement a comprehensive plan for student advisement through the academic year
- By January 2011, develop and implement a variety of student associations
- By January 2011, develop and implement a comprehensive plan for the service-learning component of the curriculum-in process
- By January 2011, develop and implement the outcomes and assessment procedures for the service learning component of the curriculum
- By May 2011, develop and implement a marketing and public relations plan for marketing and retaining undergraduate students in the BSW program
- By May 2011, advertise, promote, and admit 50 new students into the second cohort of the BSW program



- By May 2011, develop and implement an assessment plan for students' feedback on the marketing, recruitment, incorporation, advisement and enrollment components of the program
- By May 2011, develop and maintain a comprehensive list of agencies and organizations for field placements
- By May 2011, complete Benchmark III
- By May 2011, obtain approval for two Carolina Core Curriculum courses
- By May 2012, develop the competencies, outcome measures and evaluation procedures for curriculum, field education, and other programmatic aspects
- By May/October 2012, *complete Initial Accreditation* documents to receive CSWE Initial Accreditation

#### New

- By January 2011, develop and implement a comprehensive calendar year of marketing and recruitment events to attend
- By May 2011, obtain approval for two Carolina Core Curriculum courses

### **BSW and Undergraduate Goals**

Program Goal 1: By October 2012, achieve Initial Accreditation.

- By October 2011, complete CSWE Benchmark III.
- By October 2012, complete CSWE Initial Accreditation.

Program Goal 2: Enhance the BSW and undergraduate programs by improving curriculum, space, and staffing

- By August 2011, Hire and train one additional student support services employee.
- By January 2012, hire or designate one additional faculty member to BSW Program.
- By August 2012, implement six undergraduate courses using distance education delivery (online).
- By August 2012, implement four new courses to address current topics and areas of practice.
- By August 2012, locate and allocate additional space for the social work undergraduate program for offices, student services, and instruction.

Program Goal 3: Increase enrollment by 10% each academic year.

- By August 2012, implement effective and efficient advisement and orientation sessions.
- By August 2012, implement marketing and public relations plans to advertise and promotes the social work undergraduate programs and courses on a regular basis.

### **Social Work Minor and Other Undergraduate Programs**

#### Accomplished

- By May 2010, develop and implement a “regular” courses schedule for each semester that is formatted to the needs of undergraduate students.
- By May 2010, develop a section of the Adjunct Manual for the undergraduate courses

#### In Process

- By December 2008, assess the current courses offered at the USC campus in Lancaster and determine a plan of action based on the assessment

- By January 2011, develop and implement an updated comprehensive marketing and recruiting plan for the social work minor, cognate, and electives
- By May 2011, develop and implement a marketing and public relations plan that advertises and promotes increased registrations in social work courses
- By May 2011, develop and maintain a comprehensive list of agencies and organizations for service learning
- By May 2011, develop and implement an online site for the service learning component of the curriculum
- By May 2012, determine the feasibility of expanding the social work minor/courses on other USC campuses and develop a plan of action based on the assessment

#### Pending

- By April 2009, develop undergraduate courses SOWK 201 and 222 for on-line delivery and seek approval for technology-assisted delivery format from the Committee on Curriculum and Courses
- By January 2011, develop 2 undergraduate SOWK courses for on-line delivery and seek approval for technology-assisted delivery format

**Responsibility:** Interim BSW and Undergraduate Minor Coordinator (Co-Lead),  
Director of Distance Education, Undergraduate Committee

### Goal 2: Promote Quality and Sustainability through Research

[Advance (Focus) Carolina: Research, Scholarship and Creative Achievement]

**Initiative 2(a): Establish a high quality, sustainable, efficient research infrastructure, as indicated by assessment of current and potential resources, cost-effective analysis, opportunities for funding, and development and implementation of a structural plan.**

#### Progress of Initiative 2(a):

##### New

- By December 2011, assess the overall research infrastructure of COSW/CCFS and make recommendations for improvements
- By January 2012, develop and implement a new plan to improve the College research infrastructure
- By July 2012, conduct end-year assessment of the new infrastructure, with strategic recommendations to enhance performance, and report results to faculty; revise plan accordingly

**Responsibility:** Dean (Lead), Assistant Dean for Research (vacant), Center Directors

**Initiative 2(b): Further enhance the research culture of the College, as indicated by committee and course workload assignments of faculty engaged in research, creation of efficient incentives for research, and advances in pre- and post-grant support, research colloquium/forums, and research-oriented faculty hires.**

## **Progress of Initiative 2(b):**

### **Accomplished**

- By July 2009, employ 2 external research faculty on DSS project
- By August 2009, fill SmartHOME™ Endowed Chair
- By August 2010, initiate search for I. DeQuincey Newman Chair

### **In Process**

- By Spring 2009, consider best models to incentivize faculty and create a system of bonuses/awards for those who submit grant proposals for extramural funding, as principal investigators
- By Spring 2010, develop 2-4, one-page white papers showcasing research strengths to use with Foundations and Donors to generate leads and increase funding
- By August 2010, implement individualized faculty workload performance plans with differentiation between teaching-intensive and research-intensive faculty without being disadvantaged for annual merit review
- By August 2010, implement plan to reduce faculty time in routine committee work
- By Fall 2010, invite program officers from relevant agencies (NIH, CDC, USDA, DOJ, etc) with a Social Work slant to USC to meet with faculty as part of the plan to better develop the research culture

### **Pending**

- By Summer 2010, bring researchers together from other units working in other areas of interest to the College (i.e. aging, social welfare, etc.) to discuss possible collaborative opportunities
- By Spring 2011, consider development of a COSW quarterly newsletter and creation of various brochures to highlight research activities and strengths in the College, for both internal and external use

**Responsibility:** Dean (Lead), Assistant Dean for Research (vacant) and Research Committee (Lead), Faculty Recruitment Committee Center Directors

**Initiative 2(c): Continue to increase research and scholarship productivity, as indicated by number of publications and co-publications, number of faculty grant submissions, number and amount of external awards, and IDC returns.**

## **Progress of Initiative 2(c):**

### **Accomplished**

- By Spring 2010, increase the number of faculty cross-appointed to research centers and institutes
- By June 2010, submit College research and scholarly performance report to Provost and Office of Research

### **Pending**

- By August 2010, finalize FY2010 College-wide plan to pursue extramural research funding and scholarly publications with individual faculty commitments and assignments
- By August 2010, develop a draft of a College-wide two-year plan to increase research and scholarship productivity with target metrics, assignment of responsibilities and targets for tenure-track faculty, research faculty, and Center directors

**Responsibility:** Assistant Dean for Research (Lead), Research Committee, Center Directors

**Goal 3: Promote Quality and Sustainability through Innovations**

[Advance (Focus) Carolina: Teaching and Learning; Recognition and Visibility; Service Excellence]

**Initiative 3(a): Increase student access to our academic programs through distance education and support services, as indicated by the number and types of undergraduate and graduate courses in distance or blended formats, assessment of the potential for course offerings at new “distance” sites, and adoption of a distance education plan for the College.**

**Progress of Initiative 3(a):**

**Distance Education**

**Accomplished**

- By Spring 2010, offer new on-line electives (on-line healthcare elective being developed for summer 2010)
- By Fall 2010, have SOWK 771 and SOWK 772 gerontology courses approved for on-line delivery
- By Spring 2011, develop and implement a new online elective on social work practice with military, veterans and their families that can be used as a field test course to be included as a part of an online graduate certificate program on military social work=

**In Process**

- By Fall 2011, offer two foundation hybrid (less than 50% online) practice courses (SOWK 722 and 732)

**New**

- By August 2012, explore educational partnerships with USC Upstate and LCGC in undergraduate social work education and in joint certificate program
- By Fall 2011, increase the number of online electives to 4 new additional courses
- By Spring 2012, develop, gain approval and implement a new online certificate program on social work practice with military, veterans and their

**Responsibility:** Director of Distance Education (Lead), Educational Technology Committee, Technology Staff, MSW Curriculum Committee

**Initiative 3(b): Build and explore interdisciplinary and inter-institutional partnerships, as indicated by achievement of targeted outcomes in the Inter-University Child Welfare Academic Consortium, developing a strategic plan for the COSW/GHS/IAH partnership, reinvigorating or sun-setting the SC Institute for Gerontology, expanding the COSW/DSS training and research partnership, expanding student enrollments in certificate programs, and exploring a certificate program in military social work.**

**Progress of Initiative 3(b):**

## **Inter-University Consortium**

Develop an Inter-University Consortium of Programs offering BSW and MSW degrees within the State of South Carolina, partnering with the South Carolina Department of Social Services (DSS), with The Center for Child and Family Studies as the grantee and administrator of the South Carolina Professional Development Consortium (SC PDC).

### **Accomplished**

- Completed and published the SC PDC Policy and Procedure Manual. (CCFS/Consortium)
- Piloted a SC PDC scholar pre-employment training at DSS for scholars. (CCFS/Consortium/DSS)
- Received approval of proposed syllabus for the Child Welfare Courses, SOWK 674 and SOWK 675 (COSW/CCFS)
- Implemented syllabus for SOWK 674 and SOWK 675 for BSW and MSW students in the Child Welfare Scholars Program. (COSW/CCFS)

### **In Process**

- By March 2011, develop a brochure for graduating scholars regarding employment requirement (CCFS/Consortium)
- By March 2011, develop recruitment videos for field instructors and students. (CCFS/Consortium)
- Ongoing, recruit students (BSW/MSW) for Certification in Child Welfare. (COSW/CCFS)
- SC PDC is partnering with DSS to develop a career ladder and enhance existing in-service training opportunities for DSS staff, which may earn graduate-level credit in participating consortium programs (CCFS/Consortium/DSS)

### **New**

- Explore the possibility of developing SOWK 674 and SOWK 675 into an online course. (COSW/CCFS)
- Explore the possibility of enrolling DSS employees to receive a stipend in the COSW as participant in the consortium's Child Welfare scholars Program. (COSW/DDFS/DSS)

**Responsibility:** Interim Associate Director, The Center for Child and Family Studies, (Lead), Associate Dean, Interim Undergraduate Minor Coordinator.

## **Develop Strategic Plan for COSW/GHS/IAH Partnership**

### **In Process**

- By December 2010, establish a plan to work closely with Greenville Hospital Systems to submit collaborative grants in areas of mutual interest, particularly under the "Total Health" umbrella

### **New**

- By December 2010, submit at least two collaborative research grants of mutual interest between GHS and COSW.
- By December 2010, determine feasibility of moving MSW classes to GHS.

**Responsibility:** Dean, Teri Browne, Centenary Faculty at GHS (Lead)

## **Reinvigorate the SC Center for Gerontology**

### **Pending**

- By April 2009, recruit consultant to conduct a SWOT analysis of the Center
- By August 2009, complete on-site analysis, with report and strategic recommendations
- By September 2009, determine feasibility of these recommendations, fiscally and politically
- By November 2009, receive endorsement from USC Provost and SCCG Board of Directors of the COSW strategic administrative plan
- By January 2000, begin implementation of the new plan or “sunset” the SCCG

**Responsibility:** Dean (Lead), SCCG Director, SCCG Board

## **Expand Enrollments in Graduate Certificate Programs**

### **New**

- By December 2010, increase enrollment in Gerontology Certificate Program by 30%
- By December 2010, increase enrollment in Addictions Certificate Program by 30%
- By December 2010, explore feasibility of developing military social work certificate program.
- By January 2011, implement special topics course in military social work.

**Responsibility:** Arlene Andrews, Nancy Brown, Teri Browne, Katherine Leith, Jo Ann Regan

**Initiative 3 (c): Enhance global engagement of the college, as indicated by sustaining and increasing student enrollments in the Korean MSW Program, implementing two study abroad courses, and adopting a vision of “global culture” in our new strategic plan.**

**Progress of Initiative 3(c):**

### **Korea-Based Part-time MSW Program**

#### **In Process**

- By February 2010, begin recruitment of students for the 7<sup>th</sup> cohort of the program

#### **New**

- By April 2011, decide if enrollment will be adequate to implement the program
- By June 2011, if feasible, begin classes for the 7<sup>th</sup> cohort

### **Collaborative Agreements, Study Abroad, Exchanges, and Research**

#### **Accomplished**

- By June 2010, host social work students from Taiwan Normal University

#### **In Process**

- By June 2009, offer two study-abroad courses during the summer
- By August 2009, initiate 2 collaborative international research projects

#### New

- By June 2011, implement two study-abroad courses

**Responsibility:** Dean, Associate Dean for Academic Affairs, Coordinator for Korea-based MSW PT Program, Director of MSW Field Program

#### **Goal 4: Promote Quality and Sustainability through Planning**

**[Advance (Focus) Carolina: Teaching and Learning; Recognition and Visibility]**

**Initiative 4(a): Develop a new 5-year strategic plan for the college, as indicated by the completion of this plan by December 2010 as well as the new governance document on or before this date.**

**Progress of Initiative 4(a):**

#### **COSW Strategic Plan**

##### **Accomplished**

- By May 2010, identify consultant to conduct strategic planning retreat in fall 2010
- By September 2010, conduct strategic planning retreat with faculty and administrative staff
- By February 2011, complete first draft of Blueprint for Academic Excellence based on new COSW strategic plan

**Responsibility:** Dean, Full-time Faculty and Full-time Administrative Staff

#### **Clarify Governance & Administrative Roles & Responsibilities**

##### **In Process**

- By Summer 2011, revise COSW governance policies, beginning with priorities identified by the Office of the Provost.

**Responsibility:** Sadye Logan (Chair), Ad Hoc Committee on Governance

**Initiative 4(b) Expand and strengthen the technology infrastructure, as indicated by implementing new videoconferencing capabilities, upgrading classrooms to smart classrooms, moving the server room to the computer lab, implementing VMW and ESX servers, investigating research network infrastructure upgrades, and creating a COSW intranet.**

**Progress of Initiative 4(b):**

##### **Accomplished:**

- By April 2010, complete Thornwell 127 Conference room
- By April 2010, convert from current html based website to Content Management Website.
- By May 2010, current DVD's converted to digital files.
- By August 2010, current VHS tapes converted to digital files.
- By August 2010, build Video Library Web Server.
- By June 2010, convert remaining CCFS and COSW physical servers to virtual.

- By August 2010, move server room to Thornwell Lab (new construction)
- By August 2010, implement VMWare ESX servers (High Availability) and SAN.
- By August 2010, install media cabinet in 1731 Conference room.
- By August 2010, update the videoconferencing capability of the College to allow for more delivery of courses linking the Columbia campus with regional campuses particularly macro courses

#### **In Process**

- By June 2010, Lab and Classrooms joined to domain.
- By August 2010, move Thornwell Annex COSW users to existing Gigabit switch.
- By June 2011, research upgrading Classrooms to Smart Classrooms.
- By August 2010, create FileMaker Pro database server

#### **Pending**

- By December 2009, create one “Smart Classroom”, principally for instruction of doctoral students in advanced research
- By August 2010, implement video conferencing capabilities to DeSaussure 333.

#### **New:**

- By Spring 2010, complete and disseminate results of an online Computer & Technology Survey of social work students to assess their current technological needs and capacities –discussed in Ed Tech Committee but have not approved a survey or disseminated
- By August 2010, create COSW intranet.
- By June 2011, investigate Research Network Infrastructure upgrades.

**Responsibility:** Director of Technology (Lead), Education Technology Committee, Technology Staff, CCFS

#### **Initiative 4(c): Develop and implement a new development and marketing plan.**

#### **Progress of Initiative 4(c):**

#### **Development Plan**

##### **Accomplished**

- The College’s \$957,625 in new cash commitments during FY10 was the second largest amount in school history.
- Several individuals or families made new or repeat contributions:
  - The Sidnah Jo Conner Endowed Doctoral Fund in Social Gerontology was increased by \$30,000.
  - The Colgate Darden family established a doctoral research fund for restorative justice in schools at \$22,000.
  - Bobby Dobson began a student support fund at \$25,000.
  - Bill Deemer is supporting doctoral research in financial social work on a year by year basis.

##### **In Process**

- Continue to steward all major gift donors.
- Continue to improve the fellowship application process.
- Continue collaborating with the new development officer in Foundation Relations.
- By June 2011, utilize the college’s first “case for support” and other mini-case statements in pursuing support.



- By June 2011, finalize the new COSW campaign website (via Cyberwoven)
- By June 2011, submit 12 philanthropic proposals.

#### New

- By September 2011, have developed a core team of volunteers to help with the identification, cultivation and solicitation of individuals and foundations.

**Responsibility:** Development Officer (Lead)

### Marketing Plan

#### Accomplished

- Established Facebook and Twitter communication, targeting newly admitted students and applicants
- Established recruitment goal and metrics for prospective student contacts, applications, acceptances, and enrollments
- Established a process for acceptance of admissions by focusing on converting admitted students to matriculated students for fall enrollment through the usage of email, and personal phone calls
- Established an effective metrics report to assess various strategies for recruiting methods.
- Completed and provided written guides of funding available (how to apply and deadline dates) for prospective students
- Ongoing, communication with COSW IT to ensure website is up-to date and conveys all that COSW has to offer
- Reviewed all written material to ensure all information pertinent to fees, contacts, applicant packages, marketing material are up to date
- Established weekly meetings with field placement, and admissions to discuss process improvements and best practices for admissions and recruiting
- Expanded pool of contacts by utilizing search service such as the GRE to identify target populations. (Employ lists of contact data for those who are interested in graduate studies)
- Increased open house attendance from 42 prospective students in 2010 to 130 prospective students for 2011
- Increased applicant pool by 120 applications for 2010

#### In Process

- January 2011, continue to assist and advise students professionally, courteously, and effectively with regard to applications and other matters relevant to the pursuit of enrollment
- Throughout 2010-2011: Timelines for mailings assessed by the date of inquiry, i.e. immediately after inquiry, CD and letter are mailed. 10 days following, view book is mailed. 10 days after, first post card is mailed. 10 days following, second post card is mailed. 10 days after, a phone call is placed to student. 10 days following, third post card is mailed. 10 days after, email is sent. The timeline will assist with the effectiveness of tracking students and recruitment.
- January 2011, continue to maintain and increase communication between and within the graduate school staff, faculty, students, and administration
- Ongoing February 2011, continue to host virtual information sessions involving faculty and staff for out-of-state prospective students
- Ongoing February 2011, meet with student services, and admissions to discuss process improvements and best practices for admissions and recruiting

- Ongoing by March 2011, continue to hosts onsite open house events at the Lowcountry and upstate site area for students interested in part-time studies
- Ongoing By March 2011, maintain and update metrics reporting for prospective student contacts, applicants, admissions, acceptances, and enrollments for all MSW cohorts, advertisements, and campus visits
- Ongoing, March 2011, attend graduate school fairs in the South Carolina region, the Southeast region, and nation with a focus on Columbia, Charleston, and Greenville
- Ongoing, March 2011, track inquiries and applicant data (non-admit) from 2007-2010
- March 2011-July 2011, encourage acceptance of admittance by focusing on converting admitted students to matriculated students for fall enrollment through the usage of email, personal phone calls, from staff offering to discuss any concerns and answering additional questions
- April 2011, continue to explore opportunities for recruiting military personnel and veterans.
- April 2011, gather and summarize available research and media reports on effects of the economic downturn on student enrollment nationally, regionally and in SC and review implications
- April 2011, update process, and procedures i.e., mailings and follow up calls, open houses, information sessions, graduate school fairs, surveys, applicant tracking, metrics, and student visitations
- Throughout 2011-2012, determine feasibility of federal funding to assist Department of Social Services employees who wish to receive their M.S.W. degree on a part-time basis
- June 2011, complete marketing and recruiting plan addressing timeliness of responding to student inquiries, and recruitment strategy.
- June 2011 continue to engage alumni in recruiting efforts.
- July 2011, identify and focus on recruitment and marketing for underrepresented minority groups i.e., men, individuals with disabilities, and veterans.
- August 2011-September 2011 promote MSW program on campus by setting up tables around campus and distributing information to students.
- Ongoing throughout August-November 2011, utilize student led activities at various colleges and universities to host information sessions

### New

- February 2011, implement virtual information sessions involving faculty and staff for out-of-state prospective students.
- February 2011, Lowcountry and Upstate Open houses will also be available virtually for students unable to attend. Students that participate virtually will have opportunity to chat with and receive information from faculty and staff as prospective students who are present at the open house.
- March 2011, Maintain inventory control of all marketing material
- March 2011 Complete visitation correspondence packages for prospective students confirming visits to campus. Contents of package will include, map of campus, introduction letter, directions to campus, and parking information to be sent out after time and date of visit is established.
- March 2011-May 2011 Complete follow up phone calls of all prospective student visits to campus
- April 2011 Complete MSW student profile to include GPA, class size and demographics, faculty expertise for marketing purposes and distribution

- May 2011, work with director of distance education to create marketing material for military certificate program
- June 2011, evaluate and access 2011 recruitment strategy
- June 2011-July 2011 create marketing material focusing on underrepresented groups in the program.

**Responsibility:** Dean (Lead), Recruiter, Development Officer, Assistant Dean for Research (vacant)

**Appendix  
Unit Statistical Profile**

**A. Instructional**

1. Number of entering freshman for classes Fall 2008, Fall 2009, Fall 2010, and their average SAT and ACT scores.

| <b>Number of Entering Freshmen &amp; Average Scores</b> | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> |
|---|------------------|------------------|------------------|
| # new fresh/ACT   | 0/0              | 0/0              | 9/25             |
| # new fresh/SAT   | 0/0              | 1/1200           | 9/1182           |

2. Freshmen retention rate for classes entering Fall 2008, Fall 2009, and Fall 2010:

Not applicable

3. Number of majors enrolled in Fall 2008, Fall 2009, and Fall 2010 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral).

| <b><u>Student Head Count</u></b> | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> |
|----------------------------------|------------------|------------------|------------------|
| Undergraduate                    | 0                | 13               | 65               |
| Masters                          | 497              | 519              | 586              |
| Certificate                      | 6                | 5                | 13               |
| First Professional               | 0                | 0                | 0                |
| Doctoral                         | 22               | 22               | 25               |
| <b>Total</b>                     | <b>525</b>       | <b>559</b>       | <b>689</b>       |
| <b><u>FTE Students</u></b>       | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> |
| Undergraduate                    | 44               | 52               | 73               |
| Masters                          | 493              | 496              | 567              |
| First Professional               | 0                | 0                | 0                |
| Doctoral                         | 15               | 12               | 14               |
| <b>Total</b>                     | <b>552</b>       | <b>560</b>       | <b>654</b>       |

4. Number of entering first professional and graduate students Fall 2008, Fall 2009, Fall 2010 and their average GRE, MCAT, LSAT scores etc.

Not applicable

5. Number of graduates in Fall 2009, Spring 2010, and Summer 2010 by level (undergraduate, certificate, first professional, masters, doctoral).

| <b><u>Degrees Awarded</u></b> | <b>Fall 2009</b> | <b>Spring 2010</b> | <b>Summer 2010</b> |
|-------------------------------|------------------|--------------------|--------------------|
| Undergraduate                 | 0                | 0                  | 0                  |
| Masters                       | 5                | 195                | 11                 |
| Certificate                   | 1                | 3                  | 3                  |
| First Professional            | 0                | 0                  | 0                  |
| Doctoral                      | 0                | 2                  | 1                  |
| <b>Total</b>                  | <b>6</b>         | <b>200</b>         | <b>15</b>          |

Placement of terminal master's and doctoral students:

| <b>Name</b>       | <b>Degree Awarded</b> | <b>Placements</b>  |
|-------------------|-----------------------|--|
| Kendra DeLoach    | Ph.D., May 2010       | Post-doctoral Fellow with USC Department of Psychology   |
| Jay Palmer        | Ph.D., May 2010       | Assistant Professor, Winona State University, MN   |
| Melissa Reitmeier | Ph.D., August 2010    | Director of Quality Assurance and Training at Protection and Advocacy for People with Disabilities, Inc. |

6. Four, Five and Six Year Graduation rates for three most recent applicable classes (undergraduate only):

Not applicable

7. Total credit hours generated by COSW (regardless of major) for Fall 2009, Spring 2010 and Summer 2010:

| <b><u>Student Credit Hours</u></b> | <b>Fall 2009</b> | <b>Spring 2010</b> | <b>Summer 2010</b> |
|------------------------------------|------------------|--------------------|--------------------|
| Lower Division                     | 84               | 270                | 30                 |
| Upper Division                     | 696              | 789                | 9                  |
| Professional                       | 0                | 0                  | 0                  |
| Grad 1                             | 5956             | 5818               | 1704               |
| Grad 2                             | 107              | 100                | 8                  |
| <b>Total</b>                       | <b>6843</b>      | <b>6977</b>        | <b>1751</b>        |

8. Number of undergraduate and graduate credit hours, stated separately, taught by tenured and tenure-track faculty, by instructors, by non tenure-track faculty (clinical and research), and by temporary faculty (adjuncts):

| <b>Number of Credit Hours Taught</b> | <b>Tenured, Tenure-Track</b> | <b>Instructors</b> | <b>Full-Time Non-Tenured Track</b> | <b>Adjunct</b> | <b>Total Credit Hours</b> |
|--------------------------------------|------------------------------|--------------------|------------------------------------|----------------|---------------------------|
| <b>Summer 2010</b>                   |                              |                    |                                    |                |                           |
| Undergraduate                        | 0                            | 39                 | 0                                  | 0              | 39                        |
| Masters                              | 361                          | 465                | 51                                 | 827            | 1704                      |
| Doctoral                             | 8                            | 0                  | 0                                  | 0              | 8                         |
| <b>Total</b>                         | <b>369</b>                   | <b>504</b>         | <b>51</b>                          | <b>827</b>     | <b>1751</b>               |
| <b>Spring 2010</b>                   |                              |                    |                                    |                |                           |
| Undergraduate                        | 0                            | 265                | 132                                | 662            | 1059                      |
| Masters                              | 1513                         | 832                | 151                                | 3322           | 5818                      |
| Doctoral                             | 100                          | 0                  | 0                                  | 0              | 100                       |
| <b>Total</b>                         | <b>1613</b>                  | <b>1097</b>        | <b>283</b>                         | <b>3984</b>    | <b>6977</b>               |
| <b>Fall 2009</b>                     |                              |                    |                                    |                |                           |
| Undergraduate                        | 55                           | 279                | 111                                | 335            | 780                       |
| Masters                              | 1704                         | 357                | 143                                | 3752           | 5956                      |
| Doctoral                             | 107                          | 0                  | 0                                  | 0              | 107                       |
| <b>Total</b>                         | <b>1866</b>                  | <b>636</b>         | <b>254</b>                         | <b>4087</b>    | <b>6843</b>               |

9. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank), for Fall 2008, Fall 2009, and Fall 2010 (by department where applicable):

| <b><u>Tenure Track Faculty</u></b> | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> | <b><u>Visiting Faculty</u></b> | <b>Fall 2008</b> | <b>Fall 2009</b> | <b>Fall 2010</b> |
|------------------------------------|------------------|------------------|------------------|--------------------------------|------------------|------------------|------------------|
| Professor                          | 4                | 3                | 5                | Professor                      | 0                | 0                | 0                |
| Associate Professor                | 8                | 9                | 6                | Associate Professor            | 0                | 0                | 1                |
| Assistant Professor                | 9                | 7                | 7                | Assistant Professor            | 0                | 0                | 0                |
| <b><u>Research Faculty</u></b>     |                  |                  |                  | <b><u>Clinical Faculty</u></b> |                  |                  |                  |
| Professor                          | 1                | 1                | 1                | Professor                      | 0                | 0                | 0                |
| Associate Professor                | 0                | 1                | 1                | Associate Professor            | 0                | 0                | 2                |
| Assistant Professor                | 3                | 2                | 4                | Assistant Professor            | 0                | 0                | 1                |
| <b><u>Lecturers</u></b>            | 1                | 1                | 1                | Instructor                     | 2                | 4                | 3                |
|                                    |                  |                  |                  | <b><u>Adjunct Faculty</u></b>  | 40               | 39               | 45               |

10. Total continuing education units (standard University CEUs or Institutional CEUs) generated for Fall 2009, Spring 2010, and Summer 2010. Percent of credit hours, by undergraduate major, taught by faculty with highest terminal degree.

Not applicable

**B. Scholarship, Research, and Creative Accomplishments**

1. Numbers of publications in calendar years 2008, 2009, and 2010 by category:

| <b>Publications</b>       | <b>2008</b> | <b>2009</b> | <b>2010</b> |
|---------------------------|-------------|-------------|-------------|
| Books                     | 2           | 2           | 5           |
| Book chapters             | 5           | 13          | 6           |
| Refereed articles         | 35          | 17          | 40          |
| Non-refereed publications | 10          | 5           | 11          |

2. Number of research paper presentations at national or international conferences in calendar year 2010:

48

3. List the national awards, scholarships, and fellowships awarded to faculty in calendar year 2010:

8

4. Number of performances and/or juried exhibitions at national or international venues in calendar year 2009: Not applicable

5. Summary of sponsored research activity to include grant applications submitted and awarded, arranged by sponsoring agency.

**Sponsored Research Activity July 1, 2009 through June 30, 2010**

**National Institutes of Health**

Submitted: 13

Awarded: 6

**Department of Justice**

Submitted: 1

Awarded: 1

**HHS (other than NIH)**

Submitted: 13

Awarded: 8

**South Carolina State Agencies**

Submitted: 2

Awarded: 2

**Private Foundations**

Submitted: 28 (12 GA)

Awarded: 20 (12 GA)

**Commercial**

Submitted: 3 (2 GA)

Awarded: 2 (GA)

**Sponsored Research Activity July 1, 2009 through June 30, 2010**

**Local Government**

Submitted: 2 GA

Awarded: 2 GA

**Other**

Submitted: 5 (2 GA)

Awarded: 5 (2 GA)

6. Total Extramural Funding processed through SAM in FY 2010:

|       |                  |
|-------|------------------|
| COSW  | \$9,987,416      |
| IFS   | <u>1,417,950</u> |
| Total | \$11,405,366     |

Federal Extramural funding processed through SAM in FY 2010:

|       |                    |
|-------|--------------------|
| COSW  | \$7,838,761        |
| IFS   | <u>\$1,220,568</u> |
| Total | \$9,059,329        |

7. Total research expenditures per tenured/tenure-track faculty for FY 2010, by rank and by department, if applicable:

Professor, Tenured: \$132,982  
 Associate Professor, Tenured: \$3,909  
 Assistant Professor, Tenure-track: \$135,468

8. Amount of sponsored research funding per faculty member (by rank, type of funding; e.g., federal competitive vs. non-competitive, state, etc., and by department, if applicable):

| <b>Faculty Rank/Name</b>                                | <b>Type of Funding</b>   | <b>Amount</b> |
|---|--|---------------|
| <i><b>Professor</b></i>                                 |  |               |
| Dr. Arlene Bowers Andrews                               | State - (STA); Research (competitive)                            | \$20,666.00   |
| Dr. Arlene Bowers Andrews                               | Private Foundations, Non-Profit - (PHI); Service (competitive)   | \$18,020.00   |
| Dr. Dennis Poole  | Private, Foundations, Non-Profit - (PHI); Service (competitive)  | \$42,500.00   |
| Dr. Terry A. Wolfer                                     | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$34,972.00   |
| <i><b>Associate Professor</b></i>                       |  |               |
| Ms. Sunny Sinha, PhD student with Dr Naomi Farber, Co-I | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$5,000.00    |
| Dr. Melinda Forthofer                                   | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$110,000.00  |
| Dr. Maryah Fram   | Federal - (FED); Research (competitive)                          | \$25,000.00   |
| <i><b>Assistant Professor</b></i>                       |  |               |
| Dr. Teri Browne   | Federal - (FED); Research (competitive)                          | \$421,091.00  |



| <b>Faculty Rank/Name</b>                   | <b>Type of Funding</b>   | <b>Amount</b>  |
|--|--|----------------|
| Dr. Teri Browne                            | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$10,988.00    |
| Dr. Rita Chou                              | Federal - (FED); Training (noncompetitive)                       | \$6,480.00     |
| Dr. Rita Chou                              | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$50,000.00    |
| Dr. Darcy A Freedman                       | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$650,000.00   |
| Dr. Yoonsook Ha                            | Federal - (FED); Research (competitive)                          | \$26,620.00    |
| <b><i>Research Professor</i></b>           |  |                |
| Dr. Suzanne Baxter                         | Federal - (FED); Research (competitive)                          | \$396,000.00   |
| <b><i>Research Associate Professor</i></b> |  |                |
| Dr. Elsbeth L. Brown                       | Private, Foundations, Non-Profit - (PHI); Service (competitive)  | \$49,982.00    |
| <b><i>Research Assistant Professor</i></b> |  |                |
| Dr. Dana Denise DeHart                     | Federal - (FED); Research (competitive)                          | \$157,388.00   |
| Dr. Cynthia Caroline Flynn                 | Federal - (FED); Research (competitive)                          | \$1,574,556.00 |
| Dr. Cynthia Caroline Flynn                 | Federal - (FED); Training (competitive)                          | \$6,798,897.00 |
| Dr. Cynthia Caroline Flynn                 | Federal - (FED); Service (competitive)                           | \$40,000.00    |
| Dr. Irene Luckey                           | Federal - (FED); Research (competitive)                          | \$149,300.00   |
| Dr. Irene Luckey                           | Private, Foundations, Non-Profit - (PHI); Research (competitive) | \$21,000.00    |
| Dr. Johnny Jones                           | Federal - (FED); Training (competitive)                          | \$199,978.00   |
| Dr. Sacoby Wilson                          | Federal - (FED); Research (competitive)                          | \$95,765.00    |
| Dr. Sacoby Wilson                          | Federal - (FED); Service (competitive)                           | \$612,694.00   |
| Dr. Sacoby Wilson                          | Private, Foundations, Non-Profit - (PHI); Training (competitive) | \$90,000.00    |
| <b><i>Instructors</i></b>                  |  |                |
| Mr. James Ward                             | Private, Foundations, Non-Profit - (PHI); GA (non-competitive)   | \$32,219.00    |
| Mr. James Ward                             | Local Government - (LOC); GA (non-competitive)                   | \$7,425.00     |
| Mr. James Ward                             | Other - (OTH); GA (noncompetitive)                               | \$4,850.00     |
| Mr. James Ward                             | Commercial - (COM); GA (noncompetitive)                          | \$10,000.00    |
| <b><i>Other (Project Staff)</i></b>        |  |                |
| Ms. Cheryl Wilson Worrell                  | State - (STA); Training (competitive)                            | \$23,875.00    |
| Ms. Janet Lynn Finesilver                  | Other - (OTH); Training (competitive)                            | \$10,961.00    |

9. Percentage of unit faculty with sponsored research activity (by rank and type of activity):

|                       |                                    |
|-----------------------|------------------------------------|
| Full professors:      | 60% (research; service; training)  |
| Associate Professors: | 33% (research; service; training)  |
| Assistant Professors: | 57% (research; training)           |
| Research Professors:  | 100% (research; service; training) |

10. Number of patents, disclosures and licensing agreements in calendar years 2008, 2009 and 2010:

Not applicable

11. Number of proposals submitted to external funding agencies during calendar year 2010 (by type):

| Number of Proposals | Type of Funding               |
|---------------------|-------------------------------|
| 46                  | Federal; Research             |
| 5                   | Federal; Service              |
| 6                   | Federal; Training             |
| 13                  | Foundation; Research          |
| 3                   | Foundation; Service           |
| 33                  | Foundation, GA Training       |
| 1                   | State; Research               |
| 1                   | State; Training               |
| 5                   | Local government; GA Training |
| 1                   | Commercial; Research          |
| 3                   | Commercial; GA Training       |
| 2                   | Other; Training               |
| 2                   | Other; GA Training            |

**C. Faculty Hiring**

1. Number of full-time faculty hired and lost for AY 2008, AY 2009, and AY 2010 (by department, if applicable, and by rank). Give reasons for leaving if known.

| Full-Time Faculty Hired by Rank      | AY 2008-09 | AY 2009-10 | AY 2010-11 |
|--------------------------------------|------------|------------|------------|
| Assistant Professor                  | 2          |            | 2          |
| Assistant Professor - 2 CP and 1 FEI | 3          |            |            |
| Associate Professor - CP             |            |            |            |
| Professor – CoEE Endowed chair       |            | 1          |            |
| Assistant Clinical Professor         |            |            | 1          |
| Associate Clinical Professor         |            |            | 2          |
| Instructor                           | 2          | 1          |            |
| Research Assistant Professor (CCFS)  |            |            | 3          |

| <b>Full-Time Faculty Lost by Rank</b> | <b>AY 2008-09</b>   | <b>AY 2009-10</b>                   | <b>AY 2010-11</b> |
|---------------------------------------|---------------------|-------------------------------------|-------------------|
| Assistant Professor                   | 2 relocation        | 1 relocation<br>1 non-reappointment | 1 relocation      |
| Associate Professor                   |                     | 1 transfer to ASPH;<br>1 relocation |                   |
| Professor                             | 1 Retirement - TERI |                                     |                   |
| Instructor                            | 1 non-reappointment | 2 non-reappointment                 |                   |
| Research Assistant Professor (CCFS)   |                     | 1 relocation                        |                   |

2. Number of post-doctoral scholars (PhD, non-faculty hires) in FY 2008, 2009, 2010:

None

3. Anticipated losses of faculty by year for the next five years. Supply reasons for departure if known and describe planned hiring over the next five years.

2013 – 1 (TERI end period)

2015 – 2 (TERI end period)

4. Number of post-doctoral scholars (PhD, non-faculty hires) in FY 2008, 2009, 2010:

None

5. Anticipated losses of faculty by year for the next five years. Supply reasons for departure if known and describe planned hiring over the next five years.

2013 – 1 (TERI end period)

2015 – 2 (TERI end period)

#### **D. Funding Sources**

1. All funds budget (total, A-funds, E-funds, etc.) as of July 1, 2008, 2009, and 2010.

| <b>COSW Available Funding<br/>( Includes Program Funds )</b> | <b>July 1, 2008</b> | <b>July 1, 2009</b> | <b>July 1, 2010</b> |
|--|---------------------|---------------------|---------------------|
| College "A" Funds  | \$4,295,561         | \$5,086,778         | \$4,389,284         |
| College "E" Funds  | 432,160             | 463,607             | 706,124             |
| <b>Total Available Funding</b>                               | <b>\$4,727,721</b>  | <b>\$5,550,385</b>  | <b>\$5,095,408</b>  |

2. Gifts and pledges received in FY 2010:

Total cash gifts: \$957,626

Pledge Payments Received: \$21,416

New Cash: \$936,210

Number of donors: 152

Campaign 7/1/2007 through 6/30/2010: \$2,339,292

Campaign goal: \$4,000,000