ATT III

1) Coastal Carolina University #2

Abstract

Enhancing Interactivity in Teaching and Learning Beyond the Classroom Walls

The Coastal Carolina University Technology Plan, developed through the comprehensive efforts of students, faculty, and administrators, combines strategic goals with practical implementation to increase technological capability. Assessed yearly, the detailed plan denotes strengths, weaknesses, and future plans for campus technology. Several of the weaknesses noted by this plan will be addressed through this proposal: 1) Lack of classroom technology; 2) Limited equipment for students; and, 3) Limited technical support. Therefore, the overall goal for this proposal is to utilize technology to improve and expand the teaching-learning process on the Coastal Carolina University campus. Funding of this proposal will increase technical and pedagogical expertise needed by faculty for the effective use of technology-based curriculum by creating a Faculty Technology Center and an associated faculty development program. Faculty, staff, and students will have greater access to technology resources through the development of two Technology Learning Classrooms in each academic college and one in the campus library, through upgrades to existing student computing laboratories and through the creation of a Notebook Computer Library. The proposed activities will target faculty development, address diverse student learning styles, increase the application of technology for the underserved, and remove barriers that prevent the integration of technology-enhanced instruction into various disciplines. Formative and summative measures will be used for project evaluation. Overall evaluation design will yield timeliness of project implementation, assess project successes, determine program effectiveness, and measure student/faculty satisfaction with instructional technology.

- Implement document imaging and management solutions for library reserves and student records information.

South Carolina State University requests $1,066,300 to implement the goals of the proposed project as outlined above. Meeting these goals will enable South Carolina State University to improve the quality of teaching, learning, and service through better access to information resources by faculty, staff and students from within, as well as from outside, the University. Implementing this project will make the University competitive with other higher educational institutions in providing access to knowledge bases for students, thus preparing technology savvy graduates that can compete for employment in high-tech fields within South Carolina and globally.

3) **The Citadel #2**

Abstract

Expanding Multimedia Resources to Improve Teaching and Learning at The Citadel

The Citadel currently has 16 multimedia classrooms and auditoriums with ceiling-mounted projectors, but this is not nearly enough. All of these classrooms are booked solidly throughout the day, and new multimedia classrooms are completely scheduled almost as soon as they are designed. We are clearly moving toward a future in which multimedia resources will play an important role in almost every course we offer.

This proposal seeks $498,500 to convert 20 traditional lecture classrooms to multimedia classrooms – and to purchase multimedia instructional content for course use. We will also expand The Citadel's multimedia training and support programs for faculty by hiring a new full-time multimedia specialist. However, this position will be funded with non-grant funds and will continue after the grant ends.

Converting 20 traditional lecture classrooms to multimedia classrooms will benefit almost every student on campus. We have good reason to believe that our students will learn more, and we know from experience that they will be more engaged in the learning process.

More than doubling the number of multimedia classrooms on campus will also encourage more faculty to use multimedia resources in their courses – because they will have greater access to classrooms in which they can project these resources.

In preparing this grant proposal, the project co-director interviewed all 17 of the college's teaching department heads. All support this proposal, and they quickly identified more than 70 lecture rooms they would like converted to multimedia classrooms as soon as possible.

However, support for this project is strongest among Citadel faculty, who are frustrated by the college's shortage of multimedia classrooms and the problems they encounter when they try to use the older multimedia cart systems we originally purchased.

4) **The Citadel #1**

Abstract

Integrated Library Management System

PROJECT SUMMARY

The Citadel is requesting funds to purchase and install a new Integrated Library Management System, with additional components to enhance the current teaching and learning environment. Over the past decade, The Citadel has placed increased emphasis on the integration of multimedia technology into classrooms to supplement, and even replace, traditional teaching methodologies. From the initial development of one multimedia classroom in 1991, these limited resources have been heavily utilized throughout the academic year and in Maymester and summer sessions as well. The Citadel is committed to enhancing the teaching/learning environment. Helping each faculty member grow as a teacher is an institutional priority. This means providing students and faculty access to the latest in information management hardware and software and making available well-trained staff to help them utilize this technology effectively. The Citadel believes that the virtual library is at the very heart of any interactive learning environment. The Citadel is currently working with many of the Technical Colleges and 4-year institutions across the State to purchase an Integrated Library Management System, the foundation on which a statewide virtual library will be based. The Citadel currently has a 13-year old library system that is out of date and insufficient to support the current needs and technological expectations of its students and faculty. An Integrated Library Management System would add significantly to The Citadel's capacity to provide each classroom interactive access to electronic information for the enhancement of teaching and learning. The additional components of Digital Archival software, Virtual Reference, ILLIAD Interlibrary Loan Management software, and a meta-search product such as SFX, would provide students and faculty members, through electronic access from where ever they might be working, every function that can be performed inside the walls of the library. The Citadel is requesting $150,000 from CHE to complete this project. The cost of the Integrated Library Management System and the additional components is estimated based on a vendor's quotes for similar products.

5) **USC-Beaufort #2**

Abstract

Network Infrastructure to Support Increased Technology Use

Abstract/Project Summary

The University of South Carolina Beaufort is at a pivotal point in its transition from a two-year institution to a baccalaureate degree granting university. To fulfill its changed mission, USCB is seeking all necessary approvals to offer its first four-year degree program beginning in January 2003, with five additional degrees beginning in August 2003.

As part of efforts to support additional faculty, students and programs, and to raise the campus to a higher level of excellence, USCB seeks to improve the technology infrastructure that supports all university functions from classroom teaching and learning to administrative student support systems. Based on our mission, "bring[ing] the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry," this project will substantially strengthen the institution's basic grid of technology to assist faculty in teaching more effectively and staff in better supporting students.

From the onset, "lack of technology infrastructure" has replayed itself in meetings. Utilizing SEIR-TEC's technology planning resources and expertise within the USC system, this project not only focuses on the expensive yet easy target of technology infrastructure, but also continually returns to outcomes that will serve to increase student access and success. Dr. Bill Hogue, Chief Information Technology Officer from USC Columbia, has assisted USCB faculty, staff and administration with updating its IT plan during Fall 2002 and preparing this grant proposal. USCB is very committed to this project, which meets institutional goals of improved student access, creating a student-oriented admissions, registration, financial aid, and advisement systems, and better fulfilling its primary mission of teaching.

Through this grant, we seek funding to improve network connectivity within the institution among our campus sites, but also between USCB and other institutions of higher education. Faster, more reliable connectivity and improved access to library information resources will allow USCB to maximize information, faculty and staff resources for improved student success. Historically underserved students (33% of USCB students are non-traditional and 65% are low income or first generation) will be better accommodated as we improve infrastructure to institute distance education, innovative classroom technologies and improved student services. Our non-traditional students

especially need additional exposure to technology to meet the challenges of today's changing workforce, as outlined in CHE's *Strategic Plan for Higher Education: 2002.*

Improvements in connectivity infrastructure and access will not only address immediate technology needs for the growing campus, but also lay the groundwork for improvements in classroom technology, including implementation of "smart" classrooms and possibly campus-wide wireless networking. Improved connectivity will also allow seamless interfacing among other universities distance education systems, once such a system can be installed at USCB. *High-speed connectivity is the first step.* Establishing high-speed connectivity is essential to providing access to information resources bases for students and equip students with the knowledge and skills they need to compete in the regional job-market. This project's investment in USC Beaufort's infrastructure will lead ultimately to increasing recent graduates' employment in high-tech fields or within positions that require high-tech skills.

6) USC-Aiken #1

Ubiquitous Campus Computing

Abstract

Our goal is to create a ubiquitous campus computing environment by breaking through the physical barriers of traditional classroom and labs. This will be achieved by significantly increasing campus-wide access to a broader range of technological resources by a greater number of individuals and fostering programs to further integrate and support the use of technology into both academic and administrative processes. This enhanced environment will improve the teaching and learning process, provide a more student-centered computing environment and increase technology access for traditionally underserved populations. In addition this project will help us more effectively leverage institutional resources such as limited classroom and lab space. Specifically this grant focuses on the following four key areas:

1. Creating an expanded campus computing environment utilizing wireless technologies and mobile computing.
2. Creating an Assistive Technology Lab (ATL) dedicated to expanding and enhancing educational opportunities of students with a wide array of disabilities.
3. Promoting and increasing the faculty's use of educational technology to enhance classroom and distance education.
4. Creating opportunities for traditionally underserved populations (first generation college students, students with disabilities, rural students and minority students) to access technology outside of the traditional classroom/lab environment.

To achieve these goals we are seeking funding of $798,000.00.

7) **Lander University #2**

Abstract

Enhancing Student Learning via Technology Improvements at Lander University

PROJECT SUMMARY

Lander University (1992-present) is proud of the liberal arts tradition, which it inherited from the Williamston Female College (1872-1904) and Lander College (1904-1992), however it carries a very strong emphasis upon traditional methods of instruction. Many of our students come from rural, lower-income and middle-income families. Twenty percent of all Lander students are African Americans. Many are the first members of their families to attend college. To improve the teaching and learning environment of the University, we plan to provide technology training and appropriate classroom and information system technology that will enable our faculty to add diversity to their instructional methods, to equip our faculty to better accommodate the different learning styles of their students, and to provide our students with technology tools that will make them more competitive in the job market.

To implement this plan, Lander University requests $550,000 from the TGP for a project to provide modern information technology to students and faculty in order to improve instructional outcomes. This project includes installing a WebCT course-management software system, expanding our pool of Smart Classrooms from 4 to 24, enlarging our pilot Faculty Laptop Project from 10 to 45 faculty members, initiating wireless technologies on our campus in order to encourage student use of laptop computers, and adding technology enhancements in our library. Most importantly, this project provides the necessary training for students and faculty through the creation of a Technology Teaching and Learning Center (TTLC).

Lander University is submitting two proposals to the South Carolina Technology Grant Program (TGP). The most effective utilization of the additional teaching/learning technology resources requested in this proposal will require the upgrade of our centralized computing system as requested in our other proposal. We feel that students, faculty, administrators, and all other constituencies of the University should have secure 24/7 access from any on-campus or off-campus location through a single all-purpose web portal to the teaching, learning, and administrative tools that they need.

The overall goals of these two complimentary projects are to: 1) improve the communication skills of our students in order to prepare them for the electronic / global world in which they will work; 2) facilitate teaching and learning by enhancing the communication between our faculty members and their students; 3) broaden our students' understanding and use of local and global electronic resources, including those created by our faculty; 4) enable our faculty to complete their teaching, advising, and

record-keeping tasks more efficiently; 5) increase the efficiency of our administrative and reporting functions so that Lander's predicted 20% increase in student enrollments will not require an equivalent increase in staffing; and 6) provide additional tools for better institutional management and planning.

This project will be led by Lander's Vice President for Academic Affairs, assisted by the Faculty / Staff Technology Committee. The Director of Computer Services and her staff of ten full-time employees and numerous part-time student workers will be responsible for all technical aspects of the project (see appended information). An evaluation of the outcomes of the project is included. The implementation of the two TGP projects will position Lander University for inter-institutional cooperation in the proposed Statewide Virtual Library, and the sharing of WebCT courses with small rural high schools and other institutions. This project responds to items IA (reaching under-served populations), IB (promoting distance education), and IIID (training health professionals) of the CHE Higher Education Strategic Plan: 2002.

8) USC-Spartanburg #2

Abstract

Campus Networked Computing Infrastructure Upgrades

The University of South Carolina Spartanburg, ranked by *US News* as one of the top five public liberal arts colleges in the South, is undergoing a period of unprecedented growth and enrollment increase. The Spartanburg campus has grown by approximately 20% to nearly 4,400 students in the past 4 years and operations at the University Center in Greenville have experienced an even higher rate of growth, surpassing 100% in the past 3 years. With over 30 new faculty members added this year alone, nearly one fourth of USCS's instructors are new colleagues. These new faculty embrace and demand technology infused pedagogy and curricula. But a number of constraints have accompanied USCS's rapid growth; among these have been seriously limited fiscal resources, classroom and laboratory space, faculty and support staff, and technology infrastructure. USCS has been funded substantially below its Mission Resource Requirement (MRR) over the past three years, and technology support for instruction has been one of many casualties of this shortfall.

USCS is committed to the most effective, innovative, and efficient use of information technology to help overcome these barriers. Goal Seven of the USCS 2002-2007 Strategic Plan calls for "robust information technology" that is ubiquitous, pervasive, and integrated into all aspects of the programs and mission of the University. Upgrading and expanding the campus networked computing environment will greatly improve access to current instructional technologies and information databases in support of teaching and learning at USCS. This will enable students to master essential skills and ultimately make them more competitive in their respective disciplines and careers. The funds requested in this proposal to the South Carolina Technology Grant Program will allow USCS to address these needs and continue to serve the population of Upstate South Carolina through excellent academic and student support programs.

This proposal describes projects in four areas; all are essential to the overarching goal of establishing and maintaining a reliable campus networked computing environment:

- Network infrastructure and security $411,376
  Including network security firewall, core network upgrades, Voice Over IP, network management system, and wireless networking
- Web services migration and enhancement $87,818
- Collaborative computing environment with fault-tolerant NAS $521,827
- Distance education facilities $161,979

Total Amount Requested: $1,183,000

This grant will enable USCS to modernize the capabilities and security of the campus network, begin implementation of current technologies such as wireless networking and voice over IP, upgrade distance education facilities and systems, improve access to online information databases, expand and standardize the campus Web services environment, and establish a collaborative computing environment for faculty, staff, and students. The initiatives outlined in this grant proposal reflect projects that employ best practices, best-in-class solutions, cost reduction methodologies, and that are vitally important to USCS's mission to serve the people of Upstate South Carolina. The funds provided by the South Carolina Technology Grant Program will allow USCS to build the networked computing infrastructure it needs to meet these critical needs.

9) **College of Charleston #2**

Abstract

Building Learning Communities

Our grant application, Building Learning Communities, significantly expands existing educational technology resources and expertise to create new technologically enriched learning environments among faculty and students inside and beyond the classroom. The project accelerates the transformation of our most valuable asset, our mainstream faculty, by giving them the means to create learning communities on the web. In these communities, students and faculty come together in constantly evolving, largely reciprocal active learning environments that emphasize discovery, experimentation and judgment over traditional, lecture-oriented classes. The vast majority of our faculty members are neither technophobes nor early adopters of technology. They watch their innovative peers and they read about exemplary projects in the *Chronicle of Higher Education*, but they have neither the time nor the support necessary to apply new and emerging information technologies to their teaching.

Although focused on faculty development, the proposed project has several interlocking components. Since we plan to significantly increase the number of courses where we use technology to learn, we must assure our faculty and students that we have an extensive, reliable computing hardware and software infrastructure.

First, we will establish a faculty institute to train 25 faculty members in the use of course management software, and other hardware, networks, and software that can be used to enhance and extend the traditional classroom experience. Although we have some support personnel in place, we will jumpstart the process by using development services from an outside firm with an appropriate record of achievement in the higher education market. Incentives for faculty development and the assistance of external consultants will enable faculty to redesign their courses with pedagogically effective uses of information technology. At the end of the institute, each participating faculty member will produce a redesigned, technologically enriched course. With a small amount of annual funding from the College, we can repeat the institute indefinitely.

Second, to meet the increased demand for technology rich learning environments, we will purchase and install new smart classrooms, computer classrooms, course management software, networks and computers for faculty.

Third, in addition to working with the 25 faculty members, we plan to integrate WebCT courseware with the SCT student information system to provide a course web page for all 2,200 courses each semester, reaching more than 11,000 students. With this

in place, faculty will be able to communicate readily with students through threaded discussions, chat, and email groups.

Our evaluation process will address student and faculty satisfaction with the redesigned technology enriched courses. At the end of the grant cycle, we will host a symposium to demonstrate the results of the institute grants. Local K-12 teachers and faculty from other four-year universities in South Carolina will be invited.

The College of Charleston is requesting $998,000 from the South Carolina Commission on Higher Education to accomplish this project.

10) **Winthrop #2**

Abstract

Technology Replacement / Upgrade

In keeping with the Winthrop University Mission Statement to provide instructional technology and other academic service areas that support courses of study that are consonant with current methods and knowledge, Winthrop University initiated a Board of Trustee approved plan to replace and upgrade technology to ensure a state-of-the-practice environment. Representatives from all academic units, the library and administration recommended the purchase of technology equipment and software that supports the instructional program and enhances student learning, while remaining compatible with academic and industry standards.

A component of this plan is the consistent refreshing of technology in student labs and faculty offices every three years. This plan ensures that students can access the same contemporary equipment and software that is being used in industries where they will be seeking employment, including access to the internet and World Wide Web. Many faculty now integrate Internet and other technology resources into their curriculum, allowing them to stay current in their field and competitive with other institutions.

The three year plan takes advantage of purchase programs so that equipment and software can be procured at the appropriate times during the three year cycle. The student labs are refreshed at the time that demands are expected to surpass the capabilities of previously installed equipment and software. The replaced equipment is then rotated into areas of less demand that still have a need for better computing performance.

The University has identified the appropriate facilities, equipment and software to meet the instructional and learning needs of the campus community, has equipped the support staff with the necessary expertise to maintain the equipment and train faculty and staff, and secured the commitment of the Board of Trustees and campus community to meeting the technology needs of the faculty and student body. The greatest challenge faced is securing the revenue support to make this plan happen. Funding under this proposal will provide that support for the FY04 academic year.

11) Francis Marion University

ASTRACT

Enhancement of University-Wide Teaching and Learning Through Discipline-Specific Technology Enhancements

DEPARTMENT: All (9) academic departments, both professional schools, the university library, and academic computing services

TITLE: Enhancement of University-Wide Teaching and Learning Through Discipline Specific Technology Enhancements

SUMMARY: Francis Marion proposes a project totaling $799,600 to enhance teaching and learning in each of its academic units and in its academic library. By having each unit design, implement and evaluate a technology enhancement sub-project best fitting its current unmet technology needs, we plan to improve teaching and learning in all academic disciplines, measurably improve educational outcomes, and provide students with enhanced technology skills for careers.

Discipline-specific technology standards or national technology standards (where available) have been utilized in the selection of initiatives for sub-projects. Proposed sub-projects include replacement of obsolete equipment, smart classrooms, an enhanced library access system, technologically enhanced laboratories in the arts, sciences and languages, and specialized equipment in the sciences and mathematics. One sub-project expands the University's bandwidth to the Internet.

The University's existing faculty-elected Information Technology committee has reviewed the technical specifications of, and will monitor, the fourteen sub-projects. A representative of the Information Technology Committee will serve as overall Project Director and coordinate the sub-project directors. The Provost, the sponsored programs officer, and the VP for Administration (CIO), and their staffs will provide institutional support for the project. Evaluation of each sub-project will be included in the annual institutional effectiveness report of the respective academic units. The Project Director will complete an overall evaluation of the project.

12) **Coastal Carolina University #1**

ABSTRACT

REACHING STUDENTS THROUGH DISTANCE LEARNING

Coastal Carolina University seeks to better serve students in the region through distance education and has articulated this goal in the *Technology Plan* of its strategic plan, *Building a Premier University*. Acknowledging that many potential students are unserved or underserved, the University requests funding to increase access to distance education through establishing classrooms with broadcasting and receiving capability on campus and at it its three off-campus centers in Myrtle Beach, Georgetown, and Litchfield; to train faculty and student assistants in the use of the technology; to motivate faculty to develop and teach distance learning courses by providing summer stipends for these faculty; to improve library resources available to distance education students through the installation of the Millenium System; and to hire a staff person skilled in WebCT on a fulltime basis as well as an instructional design staff person on a one-half time basis. These goals coincide with the goals of the South Carolina Commission on Higher Education as stated in the *Strategic Plan for Higher Education.*

Summary Comments Intended as Feedback to Individual Institutions Submitting Proposals for the Technology Grant Program (TGP) Competition

PART A. PROPOSALS RECOMMENDED BY THE PANEL FOR FUNDING

Proposals numbered 1-12 have all been recommended to the Commission on Higher Education by the TGP Review Panel for funding. These proposals are listed here as rank-ordered by the Panel. The first five are recommended for full funding as soon as any lottery funds become available for distribution through the TGP. The next seven are recommended for funding as additional lottery revenue might become available.

1. Institution Submitting Proposal: Coastal Carolina University
Proposal Title: UTILIZING TECHNOLOGY TO IMPROVE AND EXPAND THE TEACHING-LEARNING PROCESS

The TGP Review Panel found a large number of strengths in this institutional proposal. Included in the characteristics which were lauded by the Panel were:

- The proposal is reasonably defined in terms of costs necessary to achieve expected outcomes.
- As the proposal shows, there is a defined plan for moving the faculty forward in their understanding and use of technology.
- The proposal demonstrates that the institution already possesses significant expertise to support the proposed project, thus making it feasible to implement.
- The proposal demonstrates a thoughtful, concerted effort on the part of the institution to look comprehensively at the institutional reality in an effort to "plug technological holes" that currently exist.
- Computer costs appear reasonable, certainly in relationship to many other proposals submitted.
- There is a good fit demonstrated in the proposal between the faculty and student relationship in technological improvements.

The only substantive matters discussed by members of the Panel to improve the proposal were:

- Use of PDAs is missing from the proposal, although the PDA technology offers some advantages over other technologies projected for use in the proposal.

2. Institution Submitting Proposal: South Carolina State University
Proposal Title: UPGRADING NETWORK INFRASTRUCTURE AND TRAINING FOR FACULTY, STUDENTS, AND STAFF

Members of the Review Panel found the proposal well developed and well presented. Various aspects reported by members of the Panel regarding strengths of the proposal included:

- The proposal's development of much needed infrastructure at the institution.
- Linkage of the infrastructure to the mission of the institution as a teaching university.
- Seeking to prepare faculty for the challenges of the technologically advanced phase of American higher education.
- The proposal represents a single, integrated "package" wedding technology to the need for human resource development. Human resource development is also inclusive: i.e., faculty, library staff (e.g., in training for document imaging), and student training for the use of materials.
- The institution's investment in a consultant prior to submission of the proposal was evident in the strength of the proposal.
- The institution's investment in a consultant prior to submission of the proposal was evident in the strength of the proposal.

Despite the strengths evident in the proposal, the Review Panel found certain important concerns, including the following:

- A very weak evaluation and assessment plan.
- The outsourcing of the work appears to be more than for providing the institution with a period for a learning curve; instead, the time for outsourcing appears to be unending, which will create a variety of snags for on campus users and potentially much higher fees for service to the institution.
- Turning over the management of the proposed network to one vendor.
- Developing a system which with multiple dimensions appears to be offered very (perhaps even too) cheaply, begging the question of whether the proposal as stated can be implemented as promised in the proposal.

3. Institution Submitting Proposal: The Citadel
Proposal Title: **EXPANDING MULTIMEDIA RESOURCES TO IMPROVE TEACHING AND LEARNING AT THE CITADEL**

The focus of the proposed project is in the doubling of multimedia classrooms at the institution to be concluded within a short period of time. This proposal from The Citadel had wider support on the faculty, apparently, than the one for the library technology, if only because the language of the proposal was explicit in its statement that all 17 of the department chairs of the institution had been consulted as part of the process for its development.

The Review Panel found considerable elements in this proposal to be well developed. A list of comments from the Panel follows:

- The proposal describes a specific, quantifiable institutional commitment and plan for faculty development through MERLOT. In today's educational environment, to have smart classrooms is important and the institution is doing what it can to forward this change.
- The very presence of smart classrooms is an incentive for faculty to begin to ask how they can change their teaching styles to incorporate technology into their student presentations.
- Institutional management of the technology systems at the Citadel appears to be well conceived as alluded to in the proposal.

The Review Panel also articulated several concerns about the proposal, as follows:

- While the proposal permits and promotes distance education, it seems unfocused on the needs of nontraditional, historically underserved populations of students.
- Several elements of the proposal (e.g., the purchase of VCRs) appear very expensive or relatively unnecessary, but are said to be needed by the institution.

Although these concerns should be considered by the institution, the Review Panel was comfortable in the merits of the proposal.

4. Institution Submitting Proposal: The Citadel
Proposal Title: **INTEGRATED LIBRARY MANAGEMENT SYSTEM FOR THE CITADEL'S DANIEL LIBRARY**

The TGP Review Panel found this grant full of strengths as follows:

- The proposal is necessary for the institution.
- As written, the proposal speaks to the *Guidelines* for the TGP in helping to promote the involvement of the institution with the statewide electronic library initiative.
- Provided that the funds received are used in appropriate ways, the proposal will enhance collaboration with other public and private institutions of higher education in South Carolina.
- The proposal appears both feasible and highly cost efficient as written.

The Panel found no weaknesses in this grant proposal with the possible exception of there being no identifiable "plan" through which the anticipated collaboration will occur.

5. Institution Submitting Proposal: University of South Carolina-Beaufort
Proposal Title: IMPROVE CLASSROOM TECHNOLOGIES, DISTANCE LEARNING AND LIBRARY RESOURCES

Members of the Review Panel found this proposal impressive on several accounts, as follows:

- The proposal's convincing demonstration of institutional need.
- The critical nature of having this project implemented before the other proposal from the institution could successfully be implemented.
- The evident response of this proposal to the mission of the institution in transition from two-year to four-year status.
- The fact that this proposal seriously addresses the issue of reaching underserved populations by a definable, available technology (i.e., satellite)
- Significant administrative support for the project as witnessed by a letter from the Chief Executive Officer of the campus.

6. Institution Submitting Proposal: USC- Aiken
Proposal Title: **UBIQUITOUS CAMPUS COMPUTING**

This proposal seeks to develop wireless computing, mobile computing, assistive technologies, technology access to underserved populations, and distance education/educational technology at the USC-A campus. As such it is one of the few proposals submitted that speaks so directly to a great need in South Carolina and an articulated priority within the *Guidelines* of the TGP initiative.

The following comments from the Review Panel speak to the value of the proposal:

Despite the reference to a "capacity problem" on the campus server in the

- other proposal from USC-A, the Review Panel found this proposal able to be implemented.
- The priorities for distance education, and distance education to serve underserved populations, are in line with the Commission's *Guidelines* for the TGP.
- The proposal is feasible within the proposed budget targets listed.

7. Institution Submitting Proposal: Lander University
Proposal Title: ENHANCING STUDENT LEARNING VIA TECHNOLOGY IMPROVEMENTS AT LANDER UNIVERSITY

In considering the two proposals from Lander University, the TGP Review Panel noted that the first proposal from the institution contained explicit language to the effect that the implementation of that project was absolutely necessary to the successful implementation of the proposal here, entitled "Enhancing Student Learning Via Technology Improvements at Lander University." After having reviewed both proposals thoroughly, the Review Panel unanimously concluded that this proposal is possible to implement without taking into account the other one. Further, in the opinion of the Review Panel the current proposal has some important positive, distinguishing characteristics which make it one the Panel chose to fund.

The following characteristics of this proposal were noted by the Review Panel during its review as positive contributions:

- Improvement of the teaching and learning process is a priority under the *Guidelines*; this proposal addresses both that process thoughtfully.
- The elements found in this proposal include WebCT, laptop computers, wireless technology, and an evaluation component. All of these are integrated in the proposal.

In a critique of the proposal the Review Panel noted the following points:

- The proposal contains language indicating that the elements within it must be set up in a linear fashion. While the Review Panel agrees that these elements together can be and should be integrated in the teaching/learning process, it disagrees that this philosophical position for planning necessarily entails a linear design for implementation.
- The proposal under discussion on this page is much better written and much more compelling than the other Lander University proposal. Therefore, assuming that the other one is useful, the institution should find the money elsewhere to fund it.

A thoughtful, prior commitment on the part of the institution to fund two necessary support staff persons for the project outside the proposal.

8. Institution Submitting Proposal: USC-Spartanburg
Proposal Title: **CAMPUS NETWORKED COMPUTING INFRASTRUCTURE UPGRADES**

Members of the TGP Review Panel reviewed this proposal and found it contained sufficient merit for funding.

The following are comments representative of the Review Panel's views on the proposal:

- The proposal is infrastructure-related.
- The proposal appears campus-centered and will integrate the campus in substantially important ways.
- The proposal appears at least modestly to support some of the *Guidelines* for the TGP.

9. Institution Submitting Proposal: College of Charleston
Proposal Title: **BUILDING LEARNING COMMUNITIES**

The members of the Review Panel evaluated this proposal as fundable. The following comments are representative of the Panel's response to the proposal:

- The proposal meaningfully involves faculty innovators while providing assistance to mainstream faculty to make them more comfortable with using technology for teaching and learning.
- The proposal provides a meaningful discussion of the term "learning community."
- The proposal underscores the development of an institutional infrastructure.

Despite these positive elements, the Review Panel found the proposal had some significant issues which diminished its effectiveness, even though it was fundable. These issues include:

- The costs associated with acquisition appear greatly out of proportion to what purchase of certain goods are known to be available.
- There appears to be a disregard for state purchasing plans which artificially inflates the costs.

10. Institution Submitting Proposal: Winthrop University
***Proposal Title*: TECHNOLOGY REPLACEMENT/UPGRADE**

The Review Panel evaluated this proposal as worthwhile for funding. While it lacked significant innovation, it nevertheless provided some important first-level technology for faculty and student use. In the view of the members of the panel, this proposal might have been significantly strengthened by significantly more detail about the anticipated, measurable teaching/learning outcomes of the project and from a tying of the project to statewide goals.

Despite these strengths, members of the Review Panel found costs cited in the proposal to be relatively high and cautioned that these costs should be reviewed before purchases are made.

11. Institution Submitting Proposal: Francis Marion University
Proposal Title: ENHANCEMENT OF TEACHING AND LEARNING: REPLACEMENT OF OBSOLETE EQUIPMENT

Members of the Review Panel found several elements in this proposal to commend it for funding, as follows:

- **The proposal was written by persons who either were academicians or sympathetic to them.**
- **There is a decentralized, but campus-wide, approach taken in the proposal so that specific information is available for individual disciplines (e.g., chemistry) and academic units (viz., the library).**

On the other hand, the very strengths of the proposal also constituted the basis of many of its weaknesses, as the Review Panel saw it. These weaknesses need to be corrected in any future institutional proposal by Francis Marion University through the TGP. They include:

- **The proposal appears sometimes to be 14 unconnected plans or "wish list" since it is not overtly tied to any existing institutional plan.**
- **There does not appear to be any learning from each other in any of the 14 units' requests.**
- **The budget lacks important detail about what is to be purchased.**
- **There is no definition of teaching/learning processes which are to be addressed by this proposal.**

The Review Panel wishes to point out that in a future competition this proposal's drawbacks –despite some strengths which the proposal contains--will prevent a proposal being funded if the Panel's recommendations for changes in the *Guidelines* are adopted.

12. Institution Submitting Proposal: Coastal Carolina
Proposal Title: REACHING STUDENTS THROUGH DISTANCE LEARNING

This proposal was reviewed carefully by the Review Panel and approved for funding. The following comments are representative of the Panel's response to the proposal:

- A significant portion of this proposal's funds will be assigned to upgrading electronic library resources which appear to be in sync with the statewide effort at an integrated electronic library.
- The proposal is focused on distance education in a meaningful way.
- The institution is committed to reaching students at the sites it proposes to stock with the requested technologies.
- The proposal is feasible in time and given the resources anticipated through this grant proposal.

On a critical side the Panel felt the proposal could have been significantly strengthened, as the following demonstrate:

- An evaluation component.
- More specificity on anticipated learning outcomes.

PART B. PROPOSALS NOT RECOMMENDED FOR FUNDING

The following seven proposals were not recommended fundable by the Review Panel. They are not rank-ordered. The Panel felt that feedback to the institutions for these proposals was potentially as important to the institutions as for those proposals recommended for funding.

Institution Submitting Proposal: College of Charleston
***Proposal Title*: LEVERAGING DIGITAL LEARNING RESOURCES**

The Review Panel concluded after careful examination of the proposal that it should not be funded. The following reasons were cited by the Review Panel for their decision:

- Resources requested were disproportional to the functions indicated.
- Outcomes anticipated are not well defined.
- There is no definable plan for evaluation of outcomes, even though the proposal discusses the hiring of external reviewers.

Institution Submitting Proposal: Lander University
Proposal Title: ***AN ENTERPRISE COMPUTING SOLUTION FOR LANDER UNIVERSITY***

This proposal has as its specific focus "Phase I of the replacement of our inadequate academic/administrative computing system." The Review Panel, however, is of the opinion that the proposal as it is currently written does not meet the criteria of the Guidelines and, therefore, should not be recommended to the Commission for funding under the TGP. The Review Panel cites the following issues connected with this proposal in the hope that it will be of help to the institution to refine and reconsider its position of the need for this proposed computing solution and the relationship of that computing solution to the teaching/learning process at Lander.

- Student Information Systems are inherently expensive and principally administrative in their orientation.
- The priorities of the Guidelines for the TGP favor teaching/learning processes, reaching underserved populations of students, etc. This proposal is absent significant language to show how any of the priorities mentioned in the Guidelines will be advanced by implementing the proposal.
- Despite the fact that the proposal is considered by the institution as "Phase I", the Review Panel finds no essential, necessary connection between its

implementation and the other Lander proposal on the teaching/learning process at the institution.

Institution Submitting Proposal: USC-Aiken
Proposal Title: **INFRASTRUCTURE ENHANCEMENT PROJECT**

This proposal seeks to upgrade the student computing areas, teaching classrooms, server computers, planetarium, and campus phone system. The Review Panel recognizes the interest that the institution has in providing updates in these areas and found the planetarium idea by itself to offer merit for consideration. However, the proposal as a unit was evaluated to have multiple problems in its development. Comments from the Review Panel about this proposal include the following:

- The proposal is a collection of ideas rather than a planning effort.
- The most useful element in the proposal is the planetarium. This, however, is an item which is peripheral to the USC-A mission.
- This collection of items does not provide a convincing link to any of the specific priorities found in the *Guidelines* of the TGP initiative.
- The other USCA proposal seeks funds for a wireless environment; this proposal states that the institution has capacity problems on the server, thus raising issues of institutional capability.

For these reasons, the proposal was considerable unfundable under the current *Guidelines* of the TGP.

Institution Submitting Proposal: USC Consortium
Title of Proposal: **DISTANCE EDUCATION ENHANCEMENT DELIVERY SYSTEMS**

The Review Panel found the Consortium Grant Proposal not to meet the criteria for funding as established by the TGP *Guidelines*. While it commended the three institutional campuses involved for the spirit of cooperation and collaboration which such a proposal shows, the Panel found the proposal significantly lacking in important elements, as follows:

- Although the proposal is apparently about teacher training, it is imprecise about how it is intended to address this population focus.
- The proposal is imprecise in terms of such things as anticipated learning outcomes, evaluations of outcomes, and organizational relationships necessary for successful implementation.

- Language in the proposal is sometimes incorrect as, for example, reference being made to digital delivery as if it were tied to satellite broadcast. In fact, digital delivery is unrelated to the signal by which it is broadcast.

Institution Submitting Proposal: USC-Spartanburg
Proposal Title: **TECHNOLOGY ENRICHED STUDENT LEARNING ENVIRONMENT**

The Review Panel found this proposal not fundable as written. The following comments are representative of the thinking of the Review Panel concerning this proposal:

- There is no defined plan which can be found in this proposal.
- The proposal contains little that demonstrates any relationship to or direct tie with either the TGP *Guidelines* or the statewide *Strategic Plan for Higher Education.*
- With few exceptions, the materials requested are not tied to specific functions or identifiable outcomes.

Institution Submitting Proposal: USC-Beaufort
Title of Proposal: **TEACHING AND LEARNING WITH TECHNOLOGY**

The Review Panel analyzed the proposal closely and determined that it is not fundable as written. The Panel members noted in their comments the commitment of the USC-B staff to the proposal and the institution's written description of need. However, the proposal lacked credibility with such statements as "USC-B has a one-time opportunity to infuse technology and interactive multimedia elements into all its new four-year degree programs before a pen-and-paper precedence is set." The Panel also noted a lack of specificity regarding the off-campus students to be served by this proposal. The proposal would have been strengthened by:

- Clear relationships shown between it and the TGP *Guidelines*
- An evaluation component with some specific elements rigorously spelled out.

Institution Submitting Proposal: Winthrop University
Proposal Title: **SMART CLASSROOMS**

After careful review of this proposal, members of the Review Panel chose not to fund it. The proposal to provide smart classrooms appears already to have gained approval under the institution's plan for upgrades. The proposal does not demonstrate

innovation. It makes only slight reference to statewide goals and that reference is out of context. The proposal is lacking references to institutional commitment to reaching underserved students through this investment.

There is some mention in the proposal of how the smart classrooms will be maintained once purchased, but no specifics. The evaluation component is exceedingly brief and lacking in specificity. It does not show tight linkages between anticipated outcomes for teaching and learning and how feedback is to be evaluated. The costs associated with the purchase of equipment are listed without regard to statewide purchase agreements or the statewide procurement prices. The proposal suggests that Winthrop is determined as part of its institutional commitment to provide smart classrooms anyway; this grant would simply have speeded the process.

- Materials requested appear to be high in price relative to cost structures known generally to members of the Review Panel and, in particular, as found in the state purchasing contracts.