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Comprehensive Standard 3.4.12

The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Judgment: Compliant

Response:

Columbia

In the **2010-2011 Blueprint for Service Excellence**, the University of South Carolina, Division of Information Technology, lists enhancing the teaching and learning environment for students and faculty as their top goal. This document describes several of the initiatives that were undertaken to achieve that goal and how the university is using technology to enhance student learning, ensure that the use of technology is meeting the objectives of its programs, and that students and faculty have access to and training in the use of technology. The descriptions of the initiatives are inserted near the narratives that support the achievement of these goals.

Using Technology to Enhance Student Learning

Blackboard

2010-2011 Blueprint for Service Excellence

Initiative 1(b): Continuously review learning management system (LMS) performance and functionality. Pilot and adopt (where appropriate) new technologies to assist in the achievement of instructional excellence.

Action Plans: Regularly elicit feedback on system positives and negatives; survey industry trends; look for best practices in higher education.

Indicators: LMS instructional support staff will seek qualitative and quantitative feedback from users, will examine the options by scanning best practices and industry trends, and will present findings to AITAC for consideration and a recommendation to the CIO.

The University of South Carolina implemented the Blackboard course management system in 1998 after a faculty committee researched the available options and recommended Blackboard. In the fall of 2000, USC upgraded to the first enterprise version of the software. Teaching Technology Services (TTS) is part of **University Technology Services**. The TTS staff monitors listservs, web pages, journals and other information resources to keep abreast of the latest in course management system technology. Additionally, many of the staff are members of several faculty committees on distance education or instructional technology and they look to these groups to help make decisions regarding the selection, implementation and management of instructional technology tools. TTS staff, as well as some instructional technology support staff from academic departments, frequently attend and present at the South Carolina Blackboard users' group meeting called the **Palmetto BUG**.

The Blackboard course management system is used for both distance education and face-to-face classes in addition to providing online communities for academic programs, residence halls, student organizations, and faculty groups. USC also has the Blackboard Community and Content systems and is able to provide students and faculty access to content storage, a workflow system, electronic library reserves, and electronic portfolios.

Adobe Connect

Distance Education satellite delivery of classes moved to Adobe Connect Professional in the summer of 2009. The use of Adobe Connect allows students to access live classes from their home or office instead of having to travel to a satellite viewing site, although some programs, such as the Professional MBA, still utilize that format. Many faculty who teach traditional classes also make use of Adobe Connect when traveling so they do not have to miss any classes.

Camtasia, Jing

Blackboard and Educational Software Technologies (**BEST**) Institute and other classes throughout the year encourage faculty to use tools like Camtasia Studio and Jing to add video components to their classes. Some classes encourage student use of these tools to show their understanding of materials and to create class projects. These tools are also used extensively by support staff to help students and faculty in their use of Blackboard and other instructional technology.

MS Office campus agreement

The University of South Carolina participates in the Microsoft Campus Agreement which provides Microsoft Office software for use on university equipment to all faculty and staff free of charge. Students, faculty and staff may make personal purchases of the software at greatly reduced prices.

Software Distribution

University Technology Services **Software Distribution** has entered into agreements with several software vendors and offers many productivity, anti-virus, and statistical packages either free or at reduced costs to students, faculty and staff.

iTunes U

iTunes U is currently available for students to download course content and other educational materials to their personal computers, iPods, or other devices. iTunes U allows faculty to podcast lectures or videos through their secure Blackboard course sites. Students can subscribe to course podcasts and automatically receive updates any time content is added to their course site. Lectures can then be accessed on their phones, iPods, or computers at their own convenience. iTunes is a free download for both Mac and PC users.

At the publicly available site, **iTunes U @ South Carolina**, faculty and authorized staff of the University have the ability to create, publish online, and view a variety of multimedia content, such as:

- Course lectures and study materials
- Video and audio of guest speakers
- Classroom presentations and demonstrations
- Interviews and discussions
- Performing Arts events

Multimedia content can be made available to the general public, or restricted to the University community through Blackboard.

Smart Classrooms

The University of South Carolina started the Classroom Enhancement Project (CEP) in 1994 and has enhanced 223 classrooms to date. The goal of the project is to renovate classrooms, which includes the installation of advanced audio-visual equipment. This enables faculty to use a variety of media to enhance teaching. The renovations also include improved lighting, noise reduction, upgrades of all finishes in the rooms and better seating. The goal of CEP is to eventually enhance all classrooms on the Columbia campus. An additional 13 classrooms are scheduled for renovation for 2010. Of the 204 classrooms centrally controlled by the registrar, 73 (36%) are fully enhanced, which means these rooms include complete Audio Visual presentation equipment: VCR; DVD; Document Camera; PA sound system; and internet access. The equipment is controlled by a centrally located, easy to use touch panel. A wireless microphone is available for use in very large classrooms. Thirteen (6%) of the centrally controlled classrooms are considered enhanced, containing a projector, VCR, and laptop.

Classroom Response Systems

Several departments in the College of Arts and Sciences use the I>Clicker classroom response system for their large lecture sections. The Statistics department was an early pioneer in the practice. Their original goal was to find a way to engage a class of 120 students. In a **case study** on their experience, three additional motivators are discussed. These motivators include ensuring a better understanding of difficult concepts, the ability to obtain formative assessments by both students and faculty, and to ensure that students prepare for class. Other departments using the I>Clicker systems include **Philosophy**, Geology, and Marine Science.

Evidence that Technology is Appropriate for Meeting the Objectives of Programs

Assessment

The University of South Carolina makes every effort to assess the technology needs of courses and programs. USC students participate in national surveys such as NSSE and CSEQ. In the **NSSE** survey for 2009, USC students rate higher than the national average on almost every technology-related question in the survey. For instance, when asked, "How much has experience at this institution contributed to your knowledge, skills, and personal development in: Using computing and information technology," 77.8% of USC respondents said "quite a bit" or "very much" compared to 75.5% nationally. In response to "During current school year here, how often have you: Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment," 69.7% of USC respondents said "quite a bit" or "very much" while the national response was 60.5%. When asked "During current school year here, how often have you: Used e-mail to communicate with an instructor," the national total for the responses "often" and "very often" was 83%, while the USC total was 88%. The USC total (88.1%) was almost the same as the national total (88.3%) answering "quite a bit" or "very much" to the question "How much does your institution emphasize: Using computers in academic work".

The results are similar in the 2003 **CSEQ** survey although they are not as recent. In response to the question, "In your experiences with the computers and information technology, how often have you: Developed a Web page or multimedia presentation" 27.6% of USC students responded "often" or "very often", while the national total was just 24%. The results were closer in response to the question "Do you have access to computer where you live or work, or nearby that you can use for your school work?" Nearly 100% of students had computer access with 97% of USC students saying "yes" compared to 99% nationally.

Another national survey **PACS** (done in 2006) provides similarly positive indicators of student engagement with technology. The survey found that nearly 75% of USC students read an online newspaper at least once a week and 97.55% of USC students responding have internet access where they live. (PACS does not provide a national benchmark for comparison.) This survey also found that 76.07% of USC respondents say that they do not access the internet for non-course related reasons during class.

University of South Carolina students who visit the **iCARE** (Internet Computer and Resource Education) center for help with their computers, are asked to voluntarily complete a **survey** to evaluate their service experience. The center consistently receives a 99% "satisfied" or "greatly satisfied" response to the question "How would you rate your session?" Additionally, the quality of service rates a "satisfied" or "greatly satisfied" 98% of the time. Nearly 40% of student iCARE customers say they heard about the iCARE center from a friend, while 32% say they read about it on the internet. Through May 2010, 1771 students had visited the iCARE center. Since its opening in 2005, the iCARE center has provided service to nearly 15,000 students.

Each year the University of South Carolina **housing office surveys** returning resident students about their technology usage so they can share the information with University Technology Services and other university partners so they can be aware of any trends that may require changes in the university network or in the residence

halls, and to increase awareness of student computing practices and needs. In 2008 approximately 1,209 surveys were completed online. The results of the survey show that 99% of students are bringing a computer to campus and that a steadily increasing number of them are bringing Macs. A more striking increase appears in the number of students who say that they are bringing laptops (94%) as compared to desktops (5%), whereas in 2001 only 20% of respondents said they were bringing laptops to campus. In addition to types of computers, students are asked about the types of television sets and gaming systems they bring to their residence hall rooms. In 2008, 38% students were bringing an HD ready TV to campus. In addition to questions about digital media, music and video downloads, students are asked about their communication preferences. All respondents, 100%, said that they spend at least 1 hour per week doing academic work on their computer, with 37% spending between 6 and 10 hours on academic computer work. Of the respondents, 77% said that they spend 1-5 hours per week on email and 74% said they spend between 1 and 10 hours on social networking sites like Facebook and MySpace. The survey also asked students for their specific preference for communication and 47% said they prefer text message, but that if USC housing needs to contact them, 56% prefer email. The survey also contains questions about the types of cell phones students are using and their service providers. Questions are included on the use of the Residence hall computer labs to find out how often students are using the labs (27% at least once a month), and the types of things that are being done in the labs such as printing (78%), internet (38%), email (23%), and software for classes (16%).

Using Technology for a Variety of Academic Programs

In addition to various programs offered by **distance education**, several on-campus programs make extensive use of technology to support their programs. Some examples are provided below.

The **College of Education** provides a **Master of Education degree in Educational Technology**. This graduate program is aimed at several different groups, K-12 educators, corporate trainers, and educational software developers. The objectives of this program are to prepare educators to be leaders in the integration of technology in the classroom and to be competent in both technology and sound instructional design. This cooperative program between USC Columbia and USC Aiken not only teaches topics such as software development, multimedia development, assistive technology modifications, web-based development, and distance learning, it also models the effective use and application of these tools and techniques providing a solid core of instructional design theory, models, and practice.

The **Professional MBA program** at the **Darla Moore School of Business** strives to provide access to a top-rated business school to busy professionals throughout South Carolina and parts of North Carolina. This program makes heavy use of technology tools, such as Adobe Connect Professional, to provide both live and recorded class meetings, and streaming video, so that content may be provided anytime, anywhere. Some faculty in the program are using marketing and management simulation tools. Additionally, the Blackboard Learning Management System provides links to other tools such as Wikis, blogs, and Adobe Presenter, in order to provide a rich experience and contact with a world-class faculty and curriculum.

The University of South Carolina **College of Nursing** has a high-tech **Clinical Simulation Lab (CSL)** that uses CSL manikins to help students learn routine procedures and special skills for patient care before their training moves to hospitals and clinic settings. These life-like "patients" can talk and simulate a multitude of health problems. Using the manikins allows nursing students to become adept at routine procedures, such as taking blood pressure and giving shots, before they have to deal with real patients in a clinical setting. This helps the students develop critical-thinking skills and confidence without the fear of intimidation. Student interaction with the manikins is videotaped for replay and discussion about the quality of the interaction and possible alternative responses. The data collected by the **CSL** is shared over a network with other institutions like Clemson, the Medical University of SC, and the Greenville Hospital in an effort to produce research programs on nursing education and healthcare.

The **College of Nursing** also has several programs that have become heavily involved in the use of wikis for student research. Students learn to collaborate with their classmates to present their research in a graphically pleasing and interactive fashion.

Several programs at the University of South Carolina now require program portfolios. They make use of the Blackboard ePortfolio system to capture and present a collection of work samples and reflections to show student progress throughout their program participation. The School of Library and Information Science (SLIS) requires an **end-of-program portfolio**. SLIS intends that these portfolios will document each student's competency in the program's five areas: information and its organization; provision of information services; organization, leadership; management issues in information agencies, application of technology and research to evidence-based practice; and life-long learning and professional development.

The School of Library and Information Science (SLIS) maintains a **virtual library** in Second Life called the Davis 2.0 Virtual Center. The purposes of the simulated library are to serve as an LIS instructional aid, connect on-campus and DE students in a virtual community, and create a social network to connect information professionals and alumni with current LIS students. Three of the SLIS program objectives are applying technology, assessing appropriate information resources, and forming professional collaborations. The virtual center meets all three of these objectives in addition to making the experience enjoyable. Students who have participated say that they are learning by doing and that they enjoy being able to meet librarians from around the world.

The Early Childhood Education program is one of several departments in the College of Education that requires a **professional portfolio**. Students are encouraged to gather artifacts from their program experience and to store them on the Blackboard Content Collection in order to have them available to include in their professional portfolios upon their senior year. The purpose of the portfolios is to showcase the students' development of theoretical and practical understandings as they progress through four years of the undergraduate program in early childhood education.

Faculty in Hospitality, Retail and Sport Management (HRSM) use technology for more interactive feedback and assessment. In the Retailing and Technology Support and Training Management departments, faculty use **Jing to give student feedback**. Jing is a free tool that allows the instructor to create up to a five-minute video consisting of screen capture and audio. Using the inexpensive purchased version of Jing, faculty may add webcam video and save videos in podcast formats. Jing videos are emailed to individual students to evaluate their performance on assignments or respond to their questions, but they are also created generically for posting on Blackboard sites. Some faculty are using **Adobe Connect Pro** (formerly Breeze) for **interactive student assessment**. The professor will start and record an Adobe Connect meeting, then bring up the students work. She will make notes on the paper, sometimes using a tablet PC, while she explains her thinking to the student. Presented in this way, students are able to view the commentary as often as they like while they make corrections to their papers.

Many programs at the University of South Carolina provide instruction, sometimes entire programs, through **Distance Education**. In the last year, the **Distance Education program** has moved from satellite TV delivery of the majority of its courses to the use of Adobe Connect Professional. Adobe Presenter, Streaming video, and Blackboard round out the major tool set for distance delivery.

Palmetto Programs, in the Division of System Affairs and Extended University, was created to enable students to complete selected baccalaureate degrees without the need to travel to one of the four-year campuses. Faculty members from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video and other technology-assisted delivery to teach students at multiple sites simultaneously. This delivery mechanism gives students access to many more course options in addition to those available live on their campuses. Two degrees are available through Palmetto Programs, the Bachelor of Arts in Liberal Studies (BLS) and the Bachelor of Arts in Organizational Leadership (BOL).

The **Language and Literacy program** in the Department of Instruction and Teacher Education in the College of Education moved from making copies of published articles to scanning them and posting to Blackboard. Their Blackboard usage continues to grow. Now they post all their readings, syllabi, and course documents to Blackboard. They can scan a children's book in color and have the professor do a voice over so they can present a "virtual read aloud" that their distance education students can mirror.

The professors in the Language and Literacy Program have produced their own videos with USC Media Services for years. This is a staple item used in their distance education courses. They have moved from taking a full camera crew out into the classrooms to collect authentic footage to now taking small hand held video cameras and Flip Video cameras to acquire the same footage. That footage can now be easily edited in house and posted online for immediate use in their teaching. Language & Literacy uses Adobe Connect for live feed to distance education classes. Within Adobe, they can show documents from the professor's computer, embedded videos, live demonstration instruction and more. The students are now submitting electronic portfolios in place of hard copy projects. In addition to observations of the reduced need for paper, time savings, and meeting stated goals, course evaluations for the college show that 86% of students responding say that they agree or strongly agree with the statement "When used in this course, websites, Blackboard or other Internet sources enhanced your learning experience."

The **Civil Engineering** undergraduate curricula has developed an approach to teaching called **Environments For Fostering Effective Critical Thinking (EFFECTs)**. The EFFECTs development was sponsored by a NSF Class Curriculum and Laboratory Improvement grant. The goal of the EFFECTs is to facilitate students' critical thinking skills in a manner that will encourage the eventual development of engineering judgment. The EFFECTs contain a significant open-ended, hands-on laboratory component that illustrates key measurement techniques and concepts in the different disciplines. Hands-on experiences based on measurements are used to improve student learning of physical concepts, problem solving, and team work skills. High-tech sensors are used to simulate the phenomena the student's are asked to measure. These sensors keep a record of measurements and responses. Students can insert a USB drive to record the data and take with them to complete their lab reports and journal entries. The students use an in-house developed, online system for journal entries which are later coded by the faculty for both grading and research. The department's aim is to reduce attrition and improve student achievement by implementing the EFFECTs at the freshman level to reinforce core knowledge and foster critical thinking.

Physics faculty are using an electronic response system developed by USC professor Dr. Joseph E. Johnson. The **QRECT** system allows students to respond to questions using their iPhone, iPod or other internet-connected mobile device. What differentiates this system from other classroom response systems is that it does not require a proprietary clicker device and it allows for free-form answers in addition to multiple choice. The system anonymously records student answers so the professor can see if they are grasping the material. Responses appear on a monitor or an iPad near the lecturer. The system not only keeps students engaged, it helps the professor structure their lectures to be the most effective. Most recently, Dr. Johnson has begun using the system for in-class exams.

In spring 2010, administration in the **College of Education** (COE) began using Content Collection in the University's Blackboard system for assessment needs. The COE has adopted a systematic assessment plan whereby programs in the College (and some across the Professional Education Unit at the University) submit plans and data, review data, make necessary changes, and record those changes on specific timelines. The Content Collection organization system makes this an easier, more open process as it allows administration and program faculty to post and retrieve assessment documents in a timely fashion. This system will play an integral role in the COE's fall 2010 accreditation visit and its continued dedication to assessment efforts.

Ensuring Faculty and Student Access to Technology and to the Training, Use, and Applications of Technology

Center for Teaching Excellence

2008-2009 Blueprint for Service Excellence for Information Technology

Initiative 1(a): Collaborate with the Center for Teaching Excellence (CTE) in support of faculty and graduate teaching assistant efforts to improve instructional quality.

Action Plans: Ensure regular interaction between Teaching and Technology Support and the CTE, particularly with Faculty Fellows.

Indicators: Monitor work flow and project commitments.

University Technology Services' (UTS) Teaching Technology Services (TTS) staff regularly collaborates with the Center for Teaching Excellence (CTE). Joint projects include several **Communities of Practice (CoP)** and **cohort programs** where faculty meet with staff from both offices to share their ideas, experiences and knowledge about a variety of instructional technologies. Current programs are sharing information about tablet PCs and online learning, as well as a grant program on **Improving Larger Classes with Technologies**. The CTE also presents a variety of technology workshops, seminars, and individual consultations on a variety of technology-related topics. Additionally, the CTE collaborates with TTS twice a year in the planning and implementation of the Blackboard and Educational Software Technologies (BEST) Institute (described below).

2008-2009 Blueprint for Service Excellence (again, for Information Technology Blueprint, see page 2)

Initiative 1(c): Identify up to three faculty members to gather data and help construct an institutional plan for academic technology support, including mobile learning.

Action Plans: Solicit nominations and expressions of interest in spring/summer 2008. Develop plan in fall 2008.

Indicators: Completion of plan by end of fall semester 2008.

The CTE and TTS collaborated on a **survey** (see also http://www.sa.sc.edu/docs/causerie_winter_10.pdf) to determine faculty teaching technology needs. As a result, the CTE expanded their events and added some Power Lunches to introduce new technologies and provide advice for balancing teaching and research.

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Among the programmatic goals at the **Center for Teaching Excellence** (CTE) is the goal to enable the wise use of instructional technologies to enhance student learning. The CTE provides a number of opportunities for faculty who are interested in improving their teaching through the effective uses of instructional technologies. In addition to partnering with Teaching Technology Services to plan and implement the BEST Institute, the CTE provides workshops, seminars, consultations, and cohort programs. Frequently, the CTE is able to provide Teaching Excellence Grants that encourage faculty to learn new technologies and techniques for more effective teaching. These faculty then present how they have applied that learning to their teaching to other faculty. The presentations are usually video-taped and are **available online** at the CTE website.

Wireless Internet Access

USC provides wireless internet access over most campus locations, including Thomas Cooper Library, the Russell House University Union, and the Horseshoe (a large, outdoor green space). During the summer 2009, USC chose AT&T to provide **complete wireless internet access** across the Columbia campus. Both indoor and outdoor wireless coverage should be complete for the entire campus by the end of the 2009/2010 academic year.

Student Internet Access

The **University Technology Services** (UTS) staff works during **move-in weekend** each fall to ensure that incoming students can easily connect to the internet in their residence halls. UTS hosts a **Get Connected** website to share with students what they need to know before they come to campus. All residence halls provide wired internet connections in all rooms. The iCARE center will assist any students needing help getting connect to the USC network.

BEST Institute

The **Blackboard and Educational Software Technologies (BEST) Institute** is a three-day intensive training institute held in several locations across campus just prior to the beginning of the fall and spring semesters. Several BEST sessions focus on the needs of new faculty, while others focus specifically on individual Blackboard CMS features, online pedagogy, and other instructional technologies. Fall institutes usually boast over 30 sessions and 200+ attendees, while the smaller spring sessions usually provide around 15 sessions with approximately 100-150 attendees. The BEST Institute is planned and taught by TTS staff, CTE faculty and other faculty volunteers.

Teaching Technology Services (TTS) offers Blackboard training sessions at University Technology Services that are targeted for a specific purpose within Blackboard, such as Blackboard basics, e-Portfolios, Wikis, and Grade Center. Classes are scheduled on a regular basis through each semester for faculty and graduate teaching assistants. Through Web access, TTS provides faculty blackboard support using Handouts (PDFs), Jing Videos, and Tutorials. Additionally, TTS provides workshops on topics such as Millennials, Connecting with Your Students, Web 2.0 Technologies, Dreamweaver, Google Apps, Camtasia Studio, MS OneNote, and Jing. Two online courses are offered for faculty: Effective Online Instruction and Instructional Design Models.

iCARE Center

The **iCARE Center** is a service offered to students by University Technology Services. Students sign up for sessions where technicians are available to assist with the following procedures to properly clean and configure student computers:

- Installing and configuring software for wired and wireless access to the University network.
- Downloading and installing Windows Updates for the desktop/laptop.
- Configuring the desktop/laptop Firewall settings and Automatic Updates to download and install updates on a regular basis.
- Installing the University provided anti-virus protection software and configuring this software for regular and automatic updates.
- Downloading and installing the tools to help remove and prevent spyware, adware, or other malware on student computers.
- Running a Nessus scan to detect known vulnerabilities.
- Teaching important information about safe online practices along with ways to protect student PC's and identity.

Student Technology Resources

University Technology Services maintains a website to keep students informed of the technology resources available to them. The **Student Technology Resources** page provides students access to information on everything from email to purchasing computers. The site contains links to information and applications, tutorials, and FAQ pages.

Student Success Center

The **Student Success Center** provides a service called the **Gamecock Connection** which is a social network with an academic core for first year students. The network allows students to take a virtual tour of the campus, take interactive personal quizzes and connect with other incoming students prior to the beginning of classes and

through their first year. The students can discuss academics as well as sports and social topics, set goals and monitor progress in addition to having access to a library of articles, videos, and surveys.

Student Residence Hall Labs

Three residence halls, one in each geographic area of the campus, contain small computing labs. The labs each have 10 computers and a LaserJet printer. Each computer provides Internet and email access, Microsoft Office tools, Maple algebra system, and access to the mainframe.

Foreign Language Lab

The **Ted Mimms Foreign Language Learning Center** provides a variety of materials such as CDs, audio and video recordings, and computer technology to assist students in their foreign language studies and instruction.

Library Programs

2008-2009 Blueprint for Service Excellence (see page 2 of the Blueprint)

Initiative 1(d): Collaborate with the Library in creating an Information Commons.

Action Plans: Work with vendors and space designers to create a “next generation” space for learning and exploration using new and emerging technologies.

Indicators: Feedback from students.

The **Thomas Cooper Library** recently opened a new **Technology Lounge** to enhance the learning experience for its users (currently enrolled students, faculty, and staff) through innovative and effective use of technology. The mission of the Lounge is to create an environment that supports the educational pursuits and a wide variety of professional and personal needs of its users. To ensure that these goals are met, the lab provides quality state of the art software and hardware resources. The Technology Lounge is open seven days a week and allows students or faculty to check out laptops for use within the library. It also contains 64 work stations, 80 laptops that are available for checkout, a printing station and a scanning station. The lounge hosts a website that shows **current availability** of work stations so students can know if the lab is full.

In addition to the Technology Lounge, Thomas Cooper Library has a Mac lab with 22 computers, 40 computers within pods in the reference area, 15 computers on the science level and three classrooms that contain a total of 80 computers, 20 of which are laptops. The Business Administration library has 35 computers available for students, while the music library has 10.

The **Thomas Cooper Library** also provides **virtual tours, self-guided tours, and personal** tours to show students and faculty all the resources and technology available at the library.

eReserves

The Thomas Cooper Library provides **electronic reserve (eReserves)** materials through the Blackboard Content Collection. The eReserve staff will scan or link to copyrighted materials through fair use considerations or they will contact a copyright holder to obtain permission to use the material. This allows faculty to easily link to articles and other material through their Blackboard CMS site.

Statistics Lab

The University of South Carolina Department of Statistics provides free consulting in their **Statistics Lab** (stat lab). As part of that consulting the stat lab will provide USC faculty, staff, and students with assistance in the use of statistical software packages. If a faculty member or student needs assistance but cannot make it to the stat lab in person, free video conferencing consultations are available via Skype.

Math Labs

The **Math Department** at the University of South Carolina operates five labs within their department. Four of the labs contain Windows PCs and one contains Linux machines. In addition to normal productivity and browser software, these labs provide access to programs like Maple 13, Matlab, MiniTab, and SAS. Math Tutoring is also available.

Arts and Sciences Computing Center

The **Student Computing Center** at the College of Arts and Sciences consists of a large area that contains both labs and computer classrooms. The classrooms may be reserved for training or for classes. The labs and classrooms contain a mix of Macintosh and PC devices as well as equipment for scanning, printing, plotting and video. The Student Computing Center offers a variety of services and software. In addition to normal browser and productivity software, the labs offer many discipline specific software tools.

Disability Services

The **Assistive Technology Lab** is equipped with state-of-the art workstations designed to aid students with disabilities. The specialized software programs can accommodate any number of students with hearing, visual, learning and mobility impairments. The lab is completely ergonomic for comfort and offers trained staff to provide personal attention when needed.

Organizations and Residence Hall Communities

Students living in residence halls at the University of South Carolina all belong to organizations on Blackboard. The organizations are specific to each residence hall or area and are used to convey information about events or issues and to promote discussion among residents.

Technology Showcase

University Technology Services hosts a **Technology Showcase** at least once a semester. Past showcases have included a comparison of online survey tools, security showcase, a wireless summit, a Gartner briefing, and identity management. The security showcase was presented over several days in October (Cyber Security Month), in order to make faculty, students, and staff aware of the many security issues that could compromise their computers or their personal information.

Departmental Labs

Many departments on campus maintain their own college or **departmental computer labs**. These labs usually contain computers, software and other equipment that is particular to the departmental discipline. Lab hours and staffing varies by department. Most, if not all, have internet access, MS Office and printing services available.

Distance Learning

As coordination among the various service units (e.g., University Technology Services, Center for Teaching Excellence, University Libraries) with the academic units that offer distance learning course and degree programs is essential for successful student learning at a distance, the position of Vice Provost and Director of Distance Learning has been established and a focused distance learning planning process was initiated. This planning process has resulted in a **white paper on distance education** and a **five-year action plan**. These plans build on the foundation of a wide range of evaluation and assessment data—from distance learning course evaluations to student and faculty surveys of distance learning issues to reports of the academic and service units. The initial plan sets forth a philosophy for integrating academic and service concerns to assure quality student learning. This student learning oriented philosophy sets the stage for a distance learning vision for the University and an approach to defining, assessing, and promoting distance learning success. A primary focus of the plan is a set of quality assurances related to mission, distance learning courses, faculty expectations, learning and technology supports, and administration and financing of distance learning. Further, the plan lays out strategic initiatives involving Finance, Technology, Courses, and Learning Supports. The Vice Provost and Director of Distance Learning oversees the implementation of the five-year action plan and is aided in this endeavor by members of the University's Distance Education Advisory Committee.

Faculty training in distance education technology is offered via Teaching and Technology Services, University Instructional Services, and University Technology Services. Specifically, the **Teaching and Technology Services** Division provides Academic Services and Instructional Development, the **University Instructional Services** Division supports Distance Education, Instructional Delivery, Instructional Technology and provides Media Production Services, and the **University Technology Services** Division provides network and computer services along with campus-wide IT planning and collaboration. Student assistance is also available. The **Distance Education website** provides students with an array of resources to ensure successful completion of distance education courses, such as a **Distance Education Student Handbook** and links to **Library Resources for Students at a Distance**.

Regional Campuses**USC Lancaster**

The University of South Carolina Lancaster integrates information and instructional technology with traditional teaching methods to enhance student's academic learning experience. Students, faculty and staff on the Lancaster campus have a variety of technology resources available, including instructional and "open" computer laboratories for student use, wireless network for students with personal notebook computers, library databases and internet research resources, video conference classrooms, Adobe Connect conference technology, multimedia classrooms, and the Blackboard course-management software.

Computer Laboratories

USCL has three instructional twenty-four station computer labs and one twenty-four station "open" computer lab in the campus learning resource center, the **Academic Success Center**. In addition, the **Opportunity Scholars Program** has a sixteen station computer lab with eight additional notebook computers for student use. Instructional Computer labs are on a scheduled replacement cycle and Personal Computer technology in those labs are not greater than (3) years old. Computer software packages used to support instruction is kept current. New students are provided with orientation each summer on the available technology resources on Lancaster campus.

Campus Wireless Access

USC Lancaster provides wireless network access for students, faculty and staff with laptop computers and PDAs. It provides for mobility and flexibility while accessing the Internet on the Lancaster campus. All academic buildings have wireless coverage. Availability of Campus WIFI provides students with flexibility in completing research related tasks to reinforce classroom instruction.

Libraries

Medford Library on the USC Lancaster campus has forty computers that are available for student use. The library offerings include over 130 general and specialized research **databases**, and the full **library catalog** is available electronically. Library services information is included as part of summer orientation for new students. Additionally, library research and bibliographic instruction is available for any courses.

"Smart" Classrooms

Two multipoint/two-way video smart classrooms and eighteen multimedia classrooms are available on the USC Lancaster Campus. The smart classrooms are fully equipped for distance education classes and have real-time two-way or multipoint video capability. Multimedia classrooms have Internet-enabled computers, DVD/VHS players and ceiling-mounted projectors and are Adobe Connect/Breeze capable.

Faculty Offices

Each member of the full-time faculty, staff, and administration has a computer in his/her office. There are also workstations available for use by part-time faculty and staff in designated office areas. Faculty and staff also have access a limited number of notebook computers, LCD projectors, and portable document cameras.

Blackboard

The **Blackboard** course management software is available for use by faculty and students. Students are given instructions on how to use Blackboard by the faculty who require its use as a part of the course. Student satisfaction with the use of technology in courses is assessed in each course as a part of the course evaluation survey, and the results are provided to both the faculty and administration.

Specialized faculty and staff technology needs (to include training) are requested through the Director of Information Technology for consideration and approval. Major technology initiatives for student access, such as our recent decision to install wireless access, go through the Faculty Computer Committee and the Executive Council for final recommendation to the Dean. The Computer Committee has representation from each Academic Division and Administrative appointees from each Department. Faculty members are strongly encouraged to share specific instructional technology needs with their Division representative on the Computer Committee for consideration.

Students, Faculty and Staff depend on Information and Instructional Technology resources daily. Those resources have become vital to the success of USC Lancaster Students and essential for Faculty and Staff for classroom instruction and administration. The classroom technology provided is appropriate and adequate for delivering of multiple types of academic media. The success rate of our students and USC Lancaster's proven efficiency in Fiscal operations provides strong evidence access to technology is effective.

USC Salkehatchie

The University of South Carolina Salkehatchie uses technology in many ways to enhance student learning, including the provision of computer laboratories for student use, library resources, "smart" classrooms, and the Blackboard course-management software.

Computer Laboratories

Two computer labs are available for instruction and for student use on each of the two campuses. On the West campus, the main computer lab (in the Learning Resources Building) has 24 computers, and the Opportunity Scholars Program computer lab (in the Original Classroom Building) has 16 computers. On the East campus, the main computer lab (in the main building) has 24 computers, and the Opportunity Scholars Program computer lab (also in the main building) has 10 computers. The location of the buildings on campus can be seen in the [campus map](#). Students are instructed about the computer labs during freshman orientation prior to the beginning of classes.

The computer labs are open from 9 am to 5 pm Mondays through Thursdays. Computers in the library are available in the evenings and on Fridays. (To help reduce traveling to and from this commuter campus, most classes are taught on Tuesdays/Thursdays or Mondays/Wednesdays, so that few students are on campus on Fridays.)

In the [2009 Student Satisfaction Survey](#), students who were asked whether the computer labs met their needs responded with an average rating of 4.0 on a 5-point scale (5 being best). While this indicates a high level of satisfaction, there is room for improvement. Because the survey was conducted shortly prior to the upgrading of all machines in the computer labs, improvement in the ratings is expected in the following year – and it will be closely monitored.

Libraries

The USC Salkehatchie libraries (one on the West campus and one on the East campus) have 39 computers that are available for student use. The library offerings include over 150 general and specialized research [databases](#), and a library [catalog](#) that is available electronically. Students are instructed about the libraries during freshman orientation prior to the beginning of classes. Additionally, English 101 classes include instruction on the use of library resources.

"Smart" Classrooms

Two "smart" classrooms and four "media" classrooms are available on each campus. Smart classrooms are fully equipped for distance education classes and have real-time two-way video capability. Media classrooms have Internet-enabled computers and ceiling-mounted projectors but not two-way video capability.

Faculty Offices

Each member of the full-time faculty, staff, and administration has a computer in his/her office. There are also workstations available for use by part-time faculty and staff in designated office areas on both campuses. Faculty and staff also have access to two multimedia carts with computers on each campus.

Blackboard

The [Blackboard](#) course management software is available for use by faculty and students. Students are given instructions on how to use Blackboard by the faculty who require its use as a part of the course. Student satisfaction with the use of technology in courses is assessed in each course as a part of the course evaluation survey, and the results are provided to both the faculty and administration. Students are asked to what extent Blackboard enhanced the learning experience in the course. On a 5-point scale (5 being best), students responded with an average rating of 4.1 in the fall 2009 semester and 4.3 in the spring 2010 semester.

Specialized faculty and staff technology needs (to include training) are requested through the Director of Information Technology for consideration and approval. Major technology initiatives for student access, such as our recent decision to go wireless, go through the Technology Committee and the Executive Council for final recommendation to the Dean.

USC Sumter

The University of South Carolina Sumter uses technology in many ways to enhance student learning, including the provision of computer laboratories for student use, library resources, "smart" classrooms, and the Blackboard course-management software.

Computer Laboratories

Several computer labs are available on campus for student use. Students may use the labs for word processing, to access Blackboard or other online systems for their courses, or for other academic uses. All computers have up-to-date software and programs to meet student needs. In addition to the two labs, computers for student use

are available in the libraries. The Opportunity Scholars Program (OSP) also maintains computer labs on campus for the use of students in the OSP program. The campus is now implementing wireless access in designated areas on both campuses as a further means for students to have computer access.

Libraries

The University of South Carolina Sumter Anderson Library provides learning/information resources appropriate to support teaching (with resources such as books, databases, computers, digital projectors, etc.), research (through an extensive network of **electronic databases**, a select collection of print journals, and an efficient interlibrary-loans system), and service (including free access to computers and library holdings to members of the community).

To accommodate the varied needs and wants of patrons, Anderson Library has seating for 150 people at traditional tables and carrels, additional seating in reading rooms and areas around the library for 30 people. The library also has 5 study rooms and a bibliographic classroom available that can be used by a professor for his/her class, by library personnel for bibliographic instruction, or by students for small group study. The facilities provide different spaces for different needs.

Anderson library also provides 16 computers with internet capability and 4 computers for community patrons. A **computer lab** is located on the second floor of the library, providing 32 computers for student use only. All computers are linked to network printers, and at this time, computer printing is free for USC students, faculty and staff. The 4 community patron computers are not networked to a printer. Community patrons are asked to provide a device to save their work or research. Anderson Library also has a black and white copier, a microfilm reader-printer, DVD and VCR players with televisions, overhead projectors, carousel projectors, and video projectors with laptops to use for class presentations and/or conference presentations.

"Smart" Classrooms

Two "video compression" classrooms are available on each campus. Video compression classrooms are fully equipped for distance education classes and have real-time two-way video capability. All USC Sumter Classrooms are "smart" classrooms having Internet-enabled computers and ceiling-mounted projectors but not necessarily two-way video capability.

Faculty Offices

Each member of the full-time faculty, staff, and administration has a computer in his/her office. There are also workstations available for use by part-time faculty and staff in designated office areas on both campuses. Faculty and staff also have access to two multimedia carts with computers on each campus.

Blackboard

The **Blackboard** course management software is available for use by faculty and students. Students are given instructions on how to use Blackboard by the faculty who require its use as a part of the course. Student satisfaction with the use of technology in courses is assessed in each course as a part of the course evaluation survey, and the results are provided to both the faculty and administration.

These technological enhancements contribute to the institution's capacity to offer place bound students access to resources, including library resources and distance learning programs that would otherwise not be available to such students. In particular, the development of Baccalaureate Degrees through partnerships with the **USC Upstate Educational program** the **USC Columbia's Palmetto Programs** is facilitated the distance learning capacity created by video compression technology.

In addition, **academic assessment** (Goal 3) has incorporated measured learning outcomes that directly relate to students learning and use of technology; and students are encouraged to offer suggestions about technology needs through suggestion boxes set up in various campus offices and electronically on the **USC Sumter website**. Suggestions are monitored by the various department directors and coordinators and are incorporated into their annual assessment reports that are delivered to the **Long Range Planning Committee**, who then make recommendations to the Campus Dean concerning technological needs in relation to budgetary constraints. And annually, the USC Sumter Faculty Organization Library Committee conducts an **assessment** of technological learning/information resources.

USC Union

USC Union is committed to the use of technology to enhance student learning in a manner that meets or exceeds the goals and objectives of its academic programs. Technology encompasses all aspects of student learning and serves to provide students with opportunities for developing competencies that not only serve them during their academic career but in the workplace and throughout life. USC Union provides a wealth of resources in support of faculty and students in the use of technologies and to meet program and course objectives.

USC Union provides the following student access to computers through University computers as well as those provided by the **Opportunity Scholars Program (OSP)**:

Room	Number of Computers	Days & Hours of Operation
Main Building 207 (Computer Lab)	24	M – TH 8a – 9p F 8a – 5p (Not available when classes are using the room.)
Central Building 109 (Distance Education)	30	During class hours and by appointment when classes are not using the room.
Central Building 209 (OSP Tutoring Center)	12	M – TH 8:30a – 5p F 9a – 4p
OSP Student Laptops (For Home Use)	19	N/A
Library	4	M – TH 8:30a – 7p F 8:30a – 12p
Laurens County Higher	10	During class hours and by

Education Center 125		appointment when classes are not using the room.
Laurens County Higher Education Center Library	2	M – TH 8a – 9p F 8a – 12p

The use of the **Blackboard** course management system by faculty is encouraged to enhance the learning experience of students. Students are given instructions on how to use Blackboard by the faculty who require its use as a part of their courses. Student satisfaction with the use of technology in courses is assessed in each course as a part of the **Student Evaluation of Instruction** (Question 3.1) and results are provided to both the faculty and administration.

One of the most important technology centers for student use is the **USC Union Library**. The library and its associated website provide access to online catalogs and databases that are needed for both student and faculty research. Support is given face-to-face and by phone and e-mail by the staff during normal business hours. Satisfaction with library services, with particular emphasis on technology, is assessed in a **Library Survey** given every spring. Results are shared with the appropriate personnel for improvement in services.

Technology support is provided by the Director of Computer Support Services (who also serves as a member of the faculty), the Information Resource Consultant I, and the OSP Administrative Assistant (for the OSP computers). Students needing assistance with technology are serviced by the aforementioned staff members as well as by the Peer Mentor Tutors (PMTs) employed by OSP. Unless a student is intending to major in Mathematics, Computer Science or Engineering, the majority of the students enroll in CSCE 101 – Introduction to Computer Concepts early in their program. This course is designed to develop competence in not only using the computer but also in software necessary for success in modern academic programs.

Each member of the full-time faculty, staff and administration has a computer in their office. There are also workstations available for use by part-time faculty and staff in designated office areas on both the Union Campus and the Laurens County Higher Education Center as well as in the OSP Writing Lab in the Central Building. Faculty and staff also have access to two multimedia carts with computers as well as a variety of multimedia projectors and a SmartBoard. The computers provided for full-time faculty are notebook tablet computers that can be interfaced with all of the portable and stationary multimedia devices. Training for faculty and staff is provided by the USC Union technology staff and faculty with experience in using the technology. Online and classroom training is also provided by **University Technology Services** on the Columbia campus. Faculty satisfaction with technology is reported to the faculty and administration yearly as a part of the **Faculty Satisfaction Survey**, the composite results of which are reported in the **Annual Accountability Report** (p.41, Graph 7.4-3).

Supporting Documentation:

Description	Source
Policies and Assessment	
Blueprint for Service Excellence	http://it.sc.edu/oitstrategic.asp
2008-2009	http://it.sc.edu/doc/IT_Strategic_Plan0809.pdf
Distance Education White Paper	http://ipr.sc.edu/pdf/evaluations/DistLrn5YrPlan.pdf
Distance Education Five-Year Action Plan	http://ipr.sc.edu/pdf/evaluations/DistEd5YrPlan.pdf
Surveys Assessing Student Needs	
NSSE	http://kudzu.ipr.sc.edu/cgi-bin/broker.exe?_service=default&_program=WCGI.getafact_keyword.SAS&_debug=0&keyword1=computers%2Ftechnology&op1=oor&keyword2=No+Choice&survey=NSSE
CSEQ	http://kudzu.ipr.sc.edu/cgi-bin/broker.exe?_service=default&_program=WCGI.getafact_keyword.SAS&_debug=0&keyword1=computers%2Ftechnology&op1=oor&keyword2=No+Choice&survey=CSEQ
PACS	http://kudzu.ipr.sc.edu/cgi-bin/broker.exe?_service=default&_program=WCGI.getafact_keyword.SAS&_debug=0&keyword1=computers%2Ftechnology&op1=oor&keyword2=No+Choice&survey=PACS
Housing/Technology	http://www.housing.sc.edu/pdf/2008ComputerandTechExecutiveSummary.pdf
Regional Campus Surveys Assessing Student Needs	
USC Sumter Assessment	http://ire.uscsumter.edu/homey/assessment_plan_2010_2011.htm
USC Sumter Library Survey	http://ire.uscsumter.edu/homey/LibrarySurveyFacultyOrgReport.pdf
USC Union Course Assessment	http://uscunion.sc.edu/library/library.html
USC Union Library Survey	http://uscunion.sc.edu/about/USCUnionLibrarySurvey.docx
Surveys Assessing Faculty Needs	
Educause Quarterly Article	http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/AssessingFacultyTechnologyNee/192969
Technology in Classroom	http://www.sa.sc.edu/docs/causerie_winter_10.pdf
USC Union Faculty Satisfaction Survey	http://uscunion.sc.edu/about/USCUnionFacultySatisfactionSurvey.docx
USC Union Faculty Results	http://uscunion.sc.edu/about/Baldrige09.pdf
Assessment	

Tools/Committees	
Jing for Assessment	http://www.sc.edu/cte/crews/bringinggradingtolife/index.shtml
Assessment Examples	http://www.hrsm.sc.edu/facstaff/tcrews/onlineexamples.html
USC Sumter Contact	http://www.uscsumter.edu/index.php/contact-us.html
USC Sumter Long-Range Planning Committee	http://www.uscsumter.edu/index.php/long-range-planning-committee-charter.html
Training and Assistance	
Blackboard and Educational Software Technologies (BEST) Institute	http://www.uts.sc.edu/academic/blackboard/best.shtml
Faculty Blackboard Users' Group	http://connections.blackboard.com/groups/518461ed71/summary
University Technology Services	http://uts.sc.edu/
UTS Training Events	http://www.uts.sc.edu/tts/training/classCalendar.php
Get Connected	http://uts.sc.edu/getconnected.shtml
iCARE Center	http://www.uts.sc.edu/support/icare.shtml
Move-in Weekend	http://uts.sc.edu/itbulletin/newsarticle.php?nid=7484
Student Technology Resources	http://www.sc.edu/technology/techstudents.html
Gamecock Connection	http://www.sa.sc.edu/ssc/gamecock_conn.htm
Technology Showcase	http://www.uts.sc.edu/academic/blackboard/events.shtml
Teaching Technology Services	http://www.uts.sc.edu/events/
University Instructional Services	http://www.sc.edu/uis/
Distance Education	http://www.sc.edu/uis/de
Technology in Programs	
Distance Education	http://learn.sc.edu/ and http://www.sc.edu/uis/de/
College of Education	http://www.ed.sc.edu/
Master of Education in Educational Technology	http://edtech.sc.edu/
Darla Moore School of Business	http://mooreschool.sc.edu/
Professional MBA program	http://mooreschool.sc.edu/pmba/programoverview.aspx
College of Nursing	http://www.sc.edu/nursing/
Clinical Simulation Lab	http://www.sc.edu/nursing/csl/csl.html
In the News	http://sc.edu/news/newsarticle.php?nid=451&pg=1
Wikis and Blogs	http://journals.lww.com/nurseeducatoronline/Abstract/2009/09000/Wikis_and_Blogs_Tools_for_Online_Interaction.10.aspx
End of Program Portfolio	http://www.libsci.sc.edu/program/portfolio/portfolio1.htm
Palmetto Programs	http://pp.sc.edu/
Language and Literacy Program	http://www.ed.sc.edu/ite/LangLit/langlit.asp
Civil Engineering	http://www.ce.sc.edu/
Environments for Fostering Effective Critical Thinking (EFFECTs)	http://sdii.ce.sc.edu/sdii/index.php/Environments_For_Fostering_Effective_Critical_Thinking
Admin in College of Education	http://www.ed.sc.edu/ncate/
Cohort Programs	http://www.sc.edu/cte/cohorts/
Communities of Practice (CoP)	http://www.sc.edu/cte/cop/index.shtml
Larger Classes Grant	http://www.sc.edu/cte/cohorts/largerclassesgrant/index.shtml
Opportunity Scholars Program	
USCL	http://usclancaster.sc.edu/osp/index.html
Union	http://uscunion.sc.edu/OSP/osp_services.html
USC Sumter and Upstate Partnership	http://www.uscsumter.edu/index.php/degree-programs.html#baccalaureate
Technology-Enabled Resources and Tools	
iTunes	http://itunes.sc.edu/index.shtml
i>Clicker Technology	
Case Study	http://www.iclicker.com/dnn/Portals/0/Baker%20case%20study%20final.pdf
In Philosophy	http://www.cas.sc.edu/LING/faculty/bezuidenhout/LPL_syllabus_Fall09.doc
Virtual Library	http://students.libsci.sc.edu/secondlife/
Blackboard	https://blackboard.sc.edu/webapps/portal/frameset.jsp
Professional Portfolio	http://www.ite.sc.edu/ite/ECPProfPortfolio.pdf
Breeze/Adobe Connect Pro	http://www.sc.edu/cte/crews/breeze/index.shtml
Electronic Response System - QRECT	http://asg.sc.edu/projects/qrect.html
University-Wide Wireless Internet	http://uts.sc.edu/network/wireless.shtml
Library Resources for Students at a Distance	http://www.sc.edu/library/pubserv/disted.html
Labs and Centers	
Ted Mimms Foreign	http://www.cas.sc.edu/fllc/

Language Learning Center	
Statistics Lab	http://www.stat.sc.edu/org/statlab/
Math Lab	http://www.math.sc.edu/computing-information/-lab
Departmental Computer Labs	http://www.uts.sc.edu/academic/labs.shtml - departmental
Student Computing Center	http://www.cas.sc.edu/citc/
Assistive Technology Lab	http://www.sa.sc.edu/sds/Assistive Technology Lab.pdf
Center for Teaching Excellence	http://www.sc.edu/cte/about/
Video Archive	http://www.sc.edu/cte/videoarchive/
Thomas Cooper Library	http://www.sc.edu/library/
Technology Lounge	http://www.sc.edu/library/complab.html
Current availability	http://www.sc.edu/library/compavail/index.php?m=2
Library Tours	http://www.sc.edu/library/pubserv/libtours.html
Electronic Reserves	http://www.sc.edu/library/pubserv/reserve/reserve.html
Library Catalog	http://libcat.csd.sc.edu/
Academic Success Center – USCL	http://usclancaster.sc.edu/asc/index.html
USC Lancaster Library - Databases	http://usclancaster.sc.edu/library/links/index.html
Catalog	http://libcat.csd.sc.edu/search~S16
The University of South Carolina Sumter Anderson Library	http://www.uscsumter.edu/index.php/index.php/library
Electronic Databases	http://www.uscsumter.edu/index.php/databases.html
Computer Lab	http://www.uscsumter.edu/index.php/computer-lab.html
USC Union Library	http://uscunion.sc.edu/library/library.html

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