

### 3.4.12

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

USC has been using the Blackboard course management system for over a decade, and it is currently used for both distance and face-to-face classes. Faculty members were heavily involved in the evaluation and choice of the software and Teaching Technology Services continues to involve faculty in introducing new tools. Adobe Connect Professional supports the satellite delivery of classes, and software is in place to allow students and faculty to incorporate video into projects and classes. Site licenses and vendor agreements allow widespread use of products such as Microsoft Office at little or no cost. A plan is in place to upgrade classrooms by renovating them and making them technology enhanced; approximately 36 percent of classrooms controlled by the registrar have been fully enhanced.

Surveys indicate that nearly all students bring a computer to campus, and services are in place to promote connectivity. Wireless internet access is available across campus, both inside and outside. Residence halls provide internet access, and personnel assist during move-in to ensure that students are able to connect their personal computers. Technicians in the iCARE Center are readily accessible to offer students help in configuring their equipment, and University Technology Services maintains a Student Technology Resources website to provide information and links to various services. Computer labs can be found in three residence halls, the Foreign Language Learning Center, the Thomas Cooper Library's Technology Lounge, the Department of Statistics, the Math Department, and the Arts and Sciences Computing Center. The Assistive Technology Lab contains workstations designed to aid students with disabilities.

The regional campuses also provide access to technology resources through wireless connectivity, computer laboratories, library services, the course management system, and smart classrooms.

The self study offers several examples of programs that have heavily incorporated technology into their coursework, including education, business administration, nursing, library science, civil engineering, physics, and distance education. Promoting the use of technology involves the collaboration of Teaching Technology Services (part of University Technology Service), the Center for Teaching Excellence, the Libraries, and academic units. Communities of practice have been formed, and the Center offers grants, workshops, consultations, and seminars for faculty. The university's Vice Provost and Director of Distance Learning coordinates units involved in establishing the infrastructure to support distance education, oversees an advisory committee, and is responsible for quality assurance for distance education students.

Students' responses to national surveys such as NSSE, CSEQ, and PACS indicate that the students feel they have been engaged with technology as a component of their learning. Students' responses to local surveys conducted through the iCARE Center and the housing office indicate satisfaction with services and availability of technology

resources. Faculty have been involved in establishing the strategic plan for academic technology support, and the Center for Teaching Excellence has expanded events based on surveys of faculty members' needs.