

## **Accountability Report Transmittal Form**

**Agency Name:** University of South Carolina Union  
**Date of Submission:** September 2006  
**Agency Director:** James Edwards  
**Agency Contact Person:** Hugh Rowland and Thomas Simpson  
**Agency Contact's Telephone Number:** (864) 427-3681

USC



UNIVERSITY OF SOUTH CAROLINA  
UNION

South Carolina



**Annual Accountability Report  
Fiscal Year 2005-2006**

## **Table of Contents**

<b>SECTION I: EXECUTIVE SUMMARY</b>	
Mission and Values	4
Major Achievements	4
Key Strategic Goals	5
Opportunities & Barriers	5
Improving Organizational Performance	5
<b>SECTION II: ORGANIZATION PROFILE</b>	
Educational Programs	6
Student Segments	7
Operating Locations & Regulatory Environment	7
Governance, Suppliers, Partners & Performance	7
Accountability Report	9
Expenditures	9
Other Expenditures	9
Major Program Areas	10
Organizational Structure	13
<b>SECTION III: ELEMENTS OF MALCOLM BALDRIGE AWARD CRITERIA</b>	
Category 1: Leadership	15
Category 2: Strategic Planning	18
Category 3: Customer Focus	20
Category 4: Measurement, Analysis, and Knowledge Management	22
Category 5: Human Resources	26
Category 6: Process Management	28
Category 7: Business Results	32

# Executive Summary

## I.1. MISSION AND VALUES: USC UNION MISSION STATEMENT

The full mission statement for the University of South Carolina Union is located at: <http://uscunion.sc.edu/mission.html>

**Working mission statement:** The University of South Carolina Union strives to provide the people of Union and surrounding counties an intellectual, social, cultural, and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning.

**Working vision statement:** Recognized as the “beacon between the interstates”, USC Union has a regional reputation for inspiring and challenging students to further their education and for working with corporate, civic, and educational leaders to address the economic needs of Union County and our service area.

## I.2 Major achievements from past year:

### **The Relationship of the Mission Statement to the Vision:**

The USC Union vision may seem to be somewhat incongruent with its current mission statement. Ideally, vision should lead mission. USC Union vision is guided by the “higher purposes” articulated by the South Carolina Commission on Higher Education (CHE) in its vision statement ([http://www.che.sc.gov/New\\_Web/AboutCHE.htm](http://www.che.sc.gov/New_Web/AboutCHE.htm)).

The words of CHE mirror what we face at USC Union and point to the direction we must go. The vision and mission of the USC Union must address both the traditional roles of a university education as well as the economic realities of our students.

### **Current progress toward the Vision Statement:**

USC Union is well positioned to forge ahead the transfer preparation part of its vision and mission. With the hiring of a new academic dean after a two year hiatus, USC Union is aggressively seeking out opportunities to increase its market share of college bound students from Union County and Laurens County schools and to improve “change of school” relations with USC Upstate. Concerning the relations with public schools, we have created a joint task force to investigate the feasibility of an “honors” program with Union County high schools and of ways to offer on-campus college courses using “smart classroom” technologies to students at local high school campuses. Concerning relations with USC Upstate, we have begun a process for identifying and rectifying any remaining issues with the USC Upstate Registrar under the guidance and blessing of the USC Upstate Vice Chancellor for Academic Affairs.

Similarly, USC Union has begun a dialogue with officials from the City of Union and Union County to address the needs of new industry moving into the Union County area. Discussions have considered off-campus teaching sites for corporate employees and considerations for partnering with Spartanburg Technical College (USC Union to deliver general education coursework and Spartanburg Tech to deliver technical training).

**I.3 Key Strategic goals for the present and future years:**

- ❖ **Goal 1** Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention
- ❖ **Goal 2** Improve learning environment
- ❖ **Goal 3** Improve research, assessment, and planning activities

**I.4 Opportunities and Barriers that may affect the organization’s success in fulfilling its mission and achieving its strategic goals**

Identification of opportunities and barriers has traditionally been carried out by analysis of feedback gathered by the various academic and administrative units. A review of this sort was conducted by a marketing consultant is now dated. Thus, SWOT analysis will be conducted during the current budget year.

<b>Strengths</b>	<b>Weaknesses</b>	<b>Opportunities</b>	<b>Threats</b>
Part of USC System	Lack of brand identity	Robotics	Projected decline in eligible students
Name recognition	Doesn’t look upbeat; bland image	Economic development of Union and Laurens areas	Increased competition
Reputation	Lack of four-year programs	Partnering with Union County school district	Transportation costs rising
Small College/ Small Classes	Faculty costs related to meeting USC faculty standards		Increasing competition (in certain programs such as nursing & business)
Affordable	Historic buildings expensive to maintain		Change in lottery level
Palmetto Programs & BAIS			Declining and uncertain levels of state appropriations
Location			Marketing affordability

**I. 5. How the accountability report is used to improve organizational performance:**

Implementing this Accountability Report, with its emphasis on the Baldrige approach, marks a major shift in the management of resources in South Carolina's higher education community. Previously, performance evaluation systems – particularly the “performance indicators” system – emphasized universal measures in somewhat isolation from an institution's mission and strategic planning process. USC Union will need to realign its strategic planning process into the core of its operation. The Accountability Report will serve as the framework and primary feedback mechanism for USC Union to focus vision and mission on goals, initiatives and daily operations to address customer needs and continuous improvement.

# Organization Profile

**II. 1. The main educational programs** offered by USC Union address the traditional institutional mission of the regional campuses of the University of South Carolina, to “provide the first two years of a Liberal arts university education,... and to confer the Associate in Arts and the Associate in Science degrees.” USC Union, at present, is limited in its degree offerings to the Associate in Arts and the Associate in Science degrees.

Another part of the USC Union mission is to serve the students who are not able to relocate -- due to family, employment, and/or financial obligations -- to complete their baccalaureate studies. To address the needs of these student customers, USC Union makes additional degree programs and coursework available by partnering with other units of USC Columbia.

- ❖ **Palmetto Programs** – Recently initiated by the division of Regional Campuses and Continuing Education of the University of South Carolina this innovative program, at maturity, will offer students “from diverse educational, socio-economic and ethnic backgrounds living in a mixture of town, small city and rural settings” the ability to take courses exclusively at the regional campus site in “smart classroom” environments and earn a baccalaureate degrees from USC Columbia. (cf. USC Palmetto Programs website <http://pp.sc.edu/>).
- ❖ **Bachelor of Arts of Interdisciplinary Studies (BAIS)** – Degree program offered under the College of Hospitality, Retail, and Sport Management at the University of South Carolina – Columbia continues to offer non-traditional students a flexible way to structure their own four year degrees. Subject to approval, students may combine coursework from any USC campus or from USC University Instructional Services (distance education and independent learning).
- ❖ **Bachelor of Science in Technology Support and Training Management (TSTM)** – Recently initiated by the College of Hospitality, Retail, and Sport Management at the University of South Carolina Columbia program to offer this degree to students at the regional campuses. TSTM faculty in Columbia will deliver classes via the “smart classroom” capabilities at the regional campuses. Degree program prepares students for technical career fields, such as Database Administration, Local Area Network (LAN) Administration, Corporate Training Development, Telecommunications, and E-Commerce Consultant.

## **II.2. USC Union’s key student segments, stakeholder groups, and market segments**

- ❖ **Students:** general education competency (Table 7.1-1), graduation rates (Graph 7.1-2), first-year student success (Graph 7.1-3), minority retention (Graph 7.1-4), transfer GPA (Graph 7.1-5), student satisfaction with instruction (Graph 7.2-1), student ideas on changes needed at USC Union (Graph 7.2-5), USC Union Withdrawal Survey (Graph 7.3-6).
- ❖ **Alumni & Friends:** alumni satisfaction with educational experience (Graph 7.2-2), connection between major and first job after graduation for alumni (Graph 7.2-3) (every three years), gifts (Graph 7.3-6), graduate placement (Graph 7.2-7).
- ❖ **Business & Industry:** collaboration with other institutions, business and industry (Graph 7.2-4).
- ❖ **Community:** enrollment (Graph 7.5-1), FTE (Graph 7.5-2), minority enrollment (Graph 7.5-3), percentage of students from the service area (Graph 7.5-4), percentage of service area represented in the USC Union student body (Graph 7.5-5)

**II. 3. USC Union’s operating locations** are USC Union Main Campus, USC Union Laurens Center, Union Comprehensive High School, Laurens District 55 High School, and Laurens Academy.

**II.4 The regulatory environment in which USC Union operates:** One of 4 regional campuses of the University of South Carolina; regulated by the South Carolina Commission on Higher Education (CHE), which also provides state financial aid through lottery funds and other grants; Southern Association of Colleges (SACS) – under the umbrella of USC Columbia; OSHA (Occupational Safety & Health Administration); EPA (Environmental Protection Agency); South Carolina Department of Labor, Licensing & Regulation (SC-LLR); Americans with Disabilities Act (ADA); DHEC (South Carolina Department of Health & Environmental Control); and U.S. Department of Education (Federal financial aid).

**II. 5. The governance system** is complex. USC Union reports to USC through the Vice-Provost & Executive Dean of the Division of Regional Campuses and Continuing Education. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The campus operates with support for physical plant from the Union/Laurens Commission for Higher Education. In addition, a separate system of faculty governance exists that has authority in curriculum matters.

**II. 6. USC Union’s key suppliers and partners** are students; community and feeder schools; alumni and friends; employers, business and industry; USC Columbia; South Carolina Lottery Commission; and U.S. Department of Education.

**II. 7. USC Union's key competitors** are tuition price competitors (branches of South Carolina Technical College System); residential college experience (four-year college campuses); business & industry; and the military.

**II. 8. The University of South Carolina Union's principal factors which determine competitive success** are location; population stagnation; economic decline; price; quality; customer service; and availability of 4-year degree programs.

**II. 9. The University of South Carolina Union's key strategic challenges** are fixed costs not related to enrollment or available funding; tenure track faculty (the USC System has increased tenure and promotion requirements for new faculty); adjunct faculty (USC System requires adjunct faculty to have relatively high educational qualifications; thus, salary competition with other institutions makes hiring quality adjunct faculty difficult); and aging physical plant of historic buildings is costly to maintain.

**II. 10. The University of South Carolina Union has various performance improvement systems:** satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life); course evaluation surveys; faculty evaluation system (peer & annual evaluation); annual EPMS evaluation; and employee satisfaction feedback delivered through the Faculty and Staff Organization welfare committees.

**II. 11. Accountability Report Appropriations/Expenditures**

**USC Union Accountability Report Appropriations/Expenditures Chart**

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 1,218,731	\$ 742,135	\$ 1,328,416	\$ 771,821	\$ 1,564,425	\$ 771,821
Other Operating	\$ 1,793,996	\$ -	\$ 1,578,493	\$ -	\$ 1,956,798	\$ -
Special Items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 314,594	\$ 174,271	\$ 352,511	\$ 186,743	\$ 383,682	\$ 186,743
Non-recurring	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -
<b>Total</b>	<b>\$ 3,327,321</b>	<b>\$ 916,406</b>	<b>\$ 3,259,420</b>	<b>\$ 1,058,564</b>	<b>\$ 3,904,905</b>	<b>\$ 958,564</b>

**Other Expenditures**

Sources Of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

II. 12.

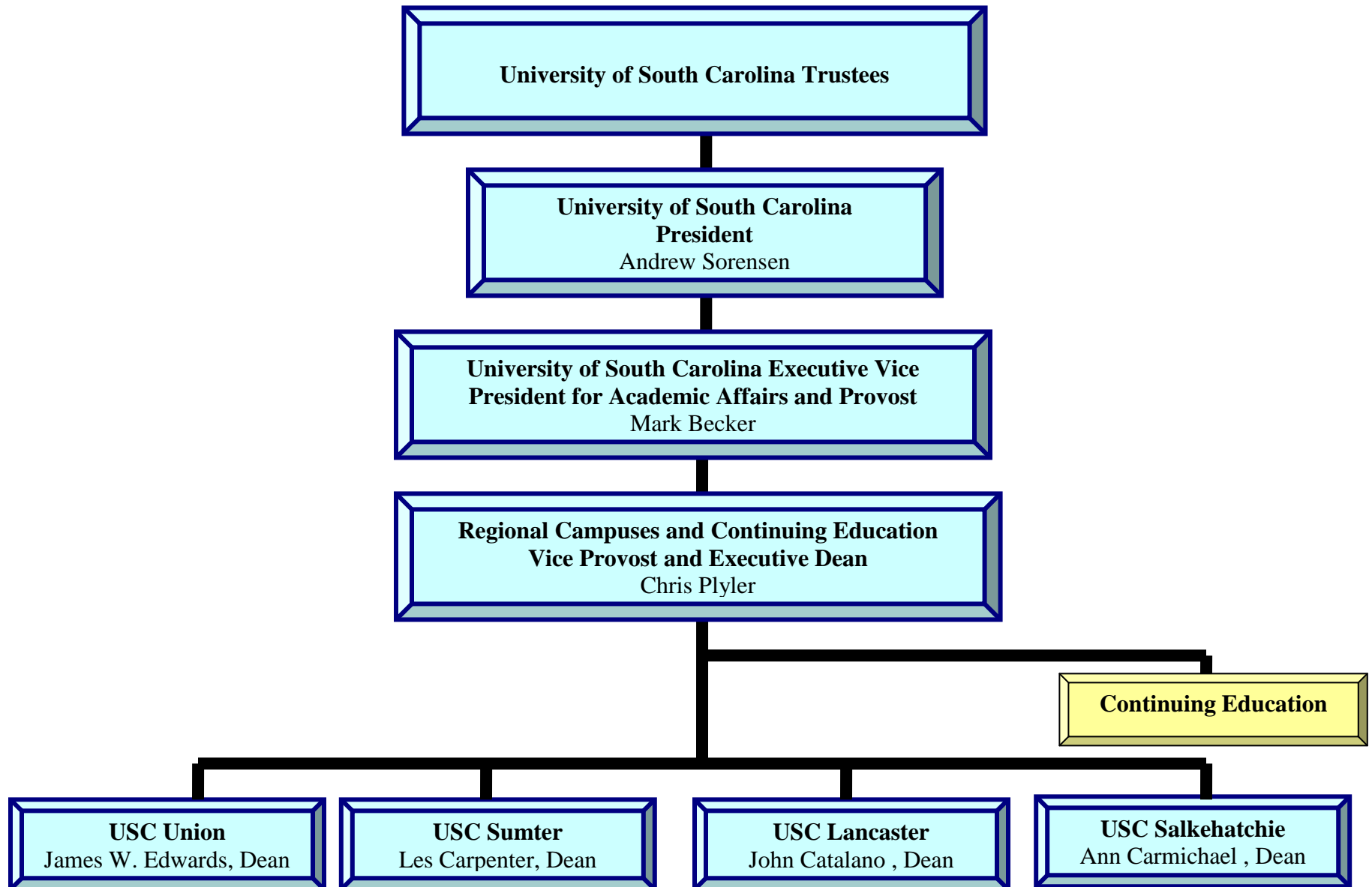
H-40 Union Major Program Areas

Program Number	Major Program Area and Purpose  (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results*
547	Instruction: Arts & Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	<p><b>State:</b> 457,837</p> <p><b>Federal:</b> 17,207</p> <p><b>Other:</b> 584,613</p> <p><b>Total:</b> 1,059,657</p> <p><b>% of Total Budget:</b> 31.85%</p>	<p><b>State:</b> 521,859</p> <p><b>Federal:</b> 22,502</p> <p><b>Other:</b> 478,881</p> <p><b>Total:</b> 1,030,242</p> <p><b>% of Total Budget:</b> 31.61%</p>	<p>7.1-1 7.2-1 7.2-7</p> <p>7.1-2 7.2-2</p> <p>7.1-3 7.3-1</p> <p>7.1-4 7.3-2</p> <p>7.1-5 7.3-3</p> <p>7.3-5</p> <p>7.3-6</p>
548	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	<p><b>State:</b> 0</p> <p><b>Federal:</b> 257,056</p> <p><b>Other:</b> 14,313</p> <p><b>Total:</b> 271,369</p> <p><b>% of Total Budget:</b> 8.16%</p>	<p><b>State:</b> 0</p> <p><b>Federal:</b> 50,010</p> <p><b>Other:</b> 794</p> <p><b>Total:</b> 50,804</p> <p><b>% of Total Budget:</b> 1.56%</p>	<p>7.2-4</p>
549	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and	<p><b>State:</b> 125,515</p> <p><b>Federal:</b> 0</p> <p><b>Other:</b> 151,449</p> <p><b>Total:</b> 276,964</p>	<p><b>State:</b> 144,986</p> <p><b>Federal:</b> 0</p> <p><b>Other:</b> 77,442</p> <p><b>Total:</b> 222,428</p>	<p>7.2-5</p> <p>7.2-5</p> <p>7.2-6</p>

	academic administration.	<b>% of Total Budget:</b> 8.32%	<b>% of Total Budget:</b> 6.82%	
550	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	<b>State:</b> 112,843 <b>Federal:</b> 0 <b>Other:</b> 81,336 <b>Total:</b> 194,179 <b>% of Total Budget:</b> 5.84%	<b>State:</b> 130,348 <b>Federal:</b> 143,253 <b>Other:</b> 91,088 <b>Total:</b> 364,689 <b>% of Total Budget:</b> 11.19%	7.2-5 7.2-6
551	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	<b>State:</b> 79,938 <b>Federal:</b> 0 <b>Other:</b> 71,298 <b>Total:</b> 151,236 <b>% of Total Budget:</b> 4.55%	<b>State:</b> 92,338 <b>Federal:</b> 0 <b>Other:</b> 83,325 <b>Total:</b> 175,663 <b>% of Total Budget:</b> 5.39%	7.3-6
552	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	<b>State:</b> 0 <b>Federal:</b> 399,430 <b>Other:</b> 530,323 <b>Total:</b> 929,753 <b>% of Total Budget:</b> 27.94%	<b>State:</b> 0 <b>Federal:</b> 404,171 <b>Other:</b> 549,668 <b>Total:</b> 953,839 <b>% of Total Budget:</b> 29.26%	7.3-6
553	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 125,026 <b>Total:</b> 125,026	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 127,543 <b>Total:</b> 127,543	7.3-4 7.3-8

		<b>% of Total Budget:</b> 3.76%	<b>% of Total Budget:</b> 3.91%	
554	Institutional Support- Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	<b>State:</b> 140,273 <b>Federal:</b> 0 <b>Other:</b> 178,864 <b>Total:</b> 319,137 <b>% of Total Budget:</b> 9.59%	<b>State:</b> 162,033 <b>Federal:</b> 0 <b>Other:</b> 172,179 <b>Total:</b> 334,212 <b>% of Total Budget:</b> 10.25%	7.3-1 7.3-4 7.3-5
	<b>Grand Total</b>	<b>State:</b> 916,406	<b>State:</b> 1,058,564	
	<b>Grand Total</b>	<b>Federal:</b> 673,693	<b>Federal:</b> 619,936	
	<b>Grand Total</b>	<b>Other:</b> 1,737,222	<b>Other:</b> 1,580,920	
	<b>Grand Total</b>	<b>Total:</b> 3,327,321	<b>Total:</b> 3,259,420	

## II. 13. Organizational Chart





## Section III

### Category 1 – Senior Leadership, Governance, and Social Responsibility

**C1.1** USC Union’s senior leaders have always worked to develop and deploy their organization’s vision and values throughout the leadership system through a variety of formal and informal processes. As with many small institutions, USC Union’s senior leaders have historically been able to develop long term and short term institutional direction in less formal ways, but the strategic planning process has promoted greater formalization of planning and implementation. Developing the mission statement – the core of the strategic planning process -- required formal action by the faculty, approval by the Dean, and further approval by the Board of Trustees and the Commission on Higher Education (CHE). Senior leaders set direction in accordance with the university’s mission statement and are constrained by budgetary and institutional policy realities.

Increasingly, the strategic planning process is becoming the core of planning, implementation, and feedback. For example, the USC Union Strategic Plan for 2006 – 2011, deemed the Blueprint for Quality Enhancement, was developed by a joint effort of the Senior Leaders. This year, the strategic plan was disseminated to the Union/Laurens Commission for Higher Education, the USC Union full-time faculty, and the USC Union Staff Organization; comments and criticisms were solicited. Over the course of the coming year, we will be challenged to integrate the Baldrige approaches to administration into our structures and processes.

The Senior Leadership strives to exemplify personally the values of the institution and to support the efforts of members of the faculty and staff to do so also. Those who exemplify these qualities are honored through various established campus awards for both faculty and staff. A tradition at USC Union has been to select and publicly honor faculty and students who exemplify excellent behavior. Each year, the student body selects in a competitive process a faculty member for Distinguished Teacher of the Year. Each year, the full-time faculty selects the “Best All Around” student. Faculty select and present student awards for excellence in each academic discipline. Faculty and student awards are presented at a formal awards night ceremony that is well attended each year.

**C1.2** USC Union’s senior leaders focus on integrity and human development in a categorical fashion. Simply put, unethical and unprofessional behavior is not tolerated. Ethical behavior is expected, as well as compliance with legal, regulatory, and fiscal accountabilities. Modes of monitoring include auditors, both internal and external; reports of external activities that might be construed as conflicts of interest; and regular reports to accrediting agencies and others. For example, all full-time faculty are required to report annually whether they have had or plan to have any outside professional activities – paid or unpaid – that could be construed as conflicts of interest.

**C1.3** To accomplish the organization’s objectives, improve performance, and attain vision, USC Union senior leaders have traditionally used a variety of formal and informal processes, the most prominent of which are the EPMS system, the annual review system, CHE performance indicators, and the strategic planning process. Whereas the EPMS system and the annual review system are self-explanatory, performance indicators and the strategic planning process may need some elaboration. Historically, on the USC Union campus as well as other campuses, a bit of a disjunction existed between the goals and methods required by process performance indicators and strategic plans. Further, a bit of a disjunction existed between the two aforementioned processes and the budget/funding process. But, by this point in history, the strategic planning process ties mission and vision to goals, initiatives, action plans, and indicators of successful completion. Our hope is that, with the Baldrige approach of this current report, the budget/funding process will be brought into line with the strategic planning process.

**C1.4** Senior leaders create an environment for organizational, faculty, and staff learning by supporting learning through flex-time policies that make time available. Free tuition for courses and other development and travel funds provide a mechanism for covering the costs associated with development. Development activities are often recommended on EPMS forms and are central to the faculty evaluation system.

Due to budget constraints and budget cuts over the last decade, USC Union funded faculty travel was eliminated. Increasing research expectations for tenure are forcing us to consider ways to reallocate funds for this purpose.

**C1.5** The senior leaders at USC Union promote and personally participate in succession planning and the development of future organizational leaders by identifying employees to participate in the South Carolina Leadership Retreat and the USC Union/Chamber of Commerce “Leadership Union” program. The Academic Dean and the Director of Enrollment Services/Student Activities have started the Student Leadership Advisory Council to promote participation and succession planning for student organizations.

**C1.6** USC Union’s senior leaders communicate with, empower, and motivate all faculty and staff members by fostering broad discretion in how employees may carry out their responsibilities. This promotes an attitude of ownership in aspects of the organization. The Campus Dean and the Academic Dean both attend all meetings of the Faculty Organization, the Regional Campus Faculty Senate, and the Staff Organization. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

**C1.7** In addition to ongoing dialogue through a variety of mediums, the deans of the regional campuses self report goals, objectives, strengths and weaknesses using a template developed by the Vice Provost for Regional Campuses. At the conclusion of every academic year, the responses to the evaluation instrument are reviewed, and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed

and documented by the Vice Provost via this interactive process. The Vice Provost is evaluated at mid-year and at year's end by the Executive Vice President for Academic Affairs and Provost, as well as the President of the University.

**C1.8** USC Union receives continuous feedback from its key stakeholders through formal data collection and discussions with administration, faculty, staff, business, and community leaders. Information from such measures as student satisfaction with instruction (Graph 7.2-1), alumni satisfaction with educational experience (Graph 7.2-2), connection between major and first job after graduation for alumni (Graph 7.2-3), collaboration with other institutions, business and industry (Graph 7.2-4), student ideas on changes needed at USC Union (Graph 7.2-5), USC Union Withdrawal Survey (Graph 7.2-6), and graduate placement (Graph 7.2-7) is shared with the appropriate divisions to work on solving problems and improving processes on a continuous basis.

**C1.9** USC Union's senior leaders are quite active in community affairs, both at the formal and informal levels. The Campus Dean sits on the Board of Directors of Provident Bank; is a member of the Union County Rotary Club; and founded the Leadership Union program to identify and encourage professionals who have the abilities to become leaders in Union County. He subsequently transitioned the Leadership Union program over to the Union Chamber of Commerce wherein the Chamber of Commerce operates the program and USC Union serves as a co-sponsor. In recent years, he served as the chairman of United Way, sat on boards of the YMCA, the Union Chamber of Commerce, and the Union County Development Board.

The Academic Dean sits on the board of the Union County Chamber of Commerce and is an active member of the Union County Rotary Club, the Union Arts Council, and the Union County Historical Society. Both the Campus Dean and the Academic Dean regularly participate in the activities of the Upstate Workforce Planning Board.

By virtue of these relations, one or another of the senior leaders is consulted when a major event is undertaken in Union. For example, when the Mayor of Union, the County Supervisor, and other local leaders began to develop plans and grants to improve downtown Union, they invited USC Union as an integral player. They also invited USC Union to participate in the development of a robotics center to serve the new industry moving into the area.

In terms of the informal levels of influence, USC Union constitutes a center of discussion because it hosts many of the public meetings. USC Union has some of the best meeting facilities in the area. Some noteworthy examples are:

- ❖ the annual Uniquely Union festival is held on the USC Union grounds each fall
- ❖ the monthly Chamber of Commerce Board Meetings are held on campus
- ❖ the Union County Arts Council holds juried art shows and music concerts on campus
- ❖ and U.S. Representative Inglis holds public "town meetings" on campus each year.

## **Category 2 – Strategic Planning**

USC Union has employed a strategic planning process centralized in the Office of the Campus Dean. Responsibility for the process has traditionally fallen to the Academic Dean and the Business Manager/Human Resources Director, with the oversight of the Campus Dean. The Mission and Vision statements serve as the primary guides for long range planning. Internally, the Institutional Effectiveness Officer, the Director of Enrollment Services, Financial Aid Director, the Faculty Organization chair and the Student Government Association president have served as resources. Externally, information and feedback was sought from the Union/Laurens Commission for Higher Education, the Union Legislative Delegation, and the USC Office of the Vice Provost for Regional Campuses and Continuing Education.

USC Union is in a transition period. Changes in personnel have affected the strategic planning process. In the summer of 2003, two long-standing administrators, who were integral to the strategic planning process, departed: the Academic Dean resigned and a former Academic Dean, who had served as the Institutional Effectiveness Officer, retired. The Academic Dean post was not filled for two years. Thus, responsibility for many aspects of strategic planning had to be carried out by a variety of people and the process suffered for lack of integration. The hiring of a new Academic Dean in the summer of 2005 and the planned retirements of key players (Business Manager/Human Resources Director in June 2006 and the Campus Dean in December of 2006) provided the impetus for reviewing the strategic planning process. Plans are being undertaken to create a standing committee devoted to strategic planning, long range planning, enrollment management, and budget development/management.

	<b>USC Union</b>	<b>Strategic Plan (6/15/2006)</b>	
<b>Program Number &amp; Title</b>	<b>Supported Agency Strategic Planning Goals/ Objectives</b>	<b>Related FY 06-07 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
<b>Goal I</b>	Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention	1. Develop new programs <ul style="list-style-type: none"> <li>a. Develop joint programs with Union County High Schools – conduct feasibility study for development of an “honors academy”</li> <li>b. Work with local leaders to address educational needs of new industry – creation of task force with representatives from industry, city and county government, and educational institutions</li> <li>c. Conduct market analysis to determine the educational interests and needs of local citizens (Since deciding upon this initiative, the Vice Provost for Regional Campuses has initiated a market analysis to accomplish this for all campuses)</li> </ul> 2. Enhance existing curriculum <ul style="list-style-type: none"> <li>a. Develop staff and policies/procedures to support expansion of course offerings using “smart classroom” environment</li> <li>b. Develop Palmetto Programs Potential as Mode for Completion of 4-Year College Degree</li> </ul>	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.2-1 7.2-2 7.2-5 7.2-6
<b>Goal II</b>	Improve learning environment	1. Improve student writing skills <ul style="list-style-type: none"> <li>a. Define effective writing and develop a model for implementing it and assessing it</li> </ul> 2. Improve classroom technology <ul style="list-style-type: none"> <li>a. Review current capabilities and develop long range plan for budgeting and assessing</li> </ul> 3. Enhance telecommunications capabilities <ul style="list-style-type: none"> <li>a. Review feasibility of developing a part-time coordinator position to develop policies and procedures and to provide proctoring services</li> </ul>	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.2-2 7.2-3 7.2-5 7.2-6 7.2-7
<b>Goal III</b>	Improve research, assessment, and planning activities	1. Recruit and retain faculty for new programs <ul style="list-style-type: none"> <li>a. Investigate recruiting faculty who can teach in more than one discipline and faculty that can teach in new disciplines; conduct a needs assessment to determine the areas in which USC Union needs new courses and programs</li> <li>b. Retain faculty – create task force to identify the issues, make recommendations, estimate associated costs (including peer institution faculty salaries), and begin work on a long-range plan. Faculty salaries</li> </ul>	7.3-1 7.3-2 7.3-5 7.3-6 7.4-1

### **Category 3 – Student, Stakeholder, and Market Focus**

**C3.1** The mission of USC Union is to give the people of Union and surrounding counties an intellectual, social, cultural and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning. USC Union offers the first two years of courses for most university curricula and awards the general Associate of Arts and Associate of Science degrees. In terms of student needs, the Mission of USC Union and other regional campuses has defined the student and market segments as being primarily focused on non-residential college, transfer populations. In short, the mainstay of USC Union’s operation is to offer coursework for students to transfer to four-year colleges and universities. As such, our mission constrains determinations of student and market segments. Therefore, the primary market for students attending USC Union is a SC resident commuting from Union County or one of the other counties in its service area. The USC Union service area is defined as the counties of Union, Laurens, Chester, York, Cherokee, Newberry and Fairfield. By and large, most students attending the Union campus reside in Union County. The USC Union admissions office identifies and recruits at all high schools in the seven-county service area through campus visits, financial aid workshops, admissions workshops and regular mailings. USC Union also promotes the campus to attract non-traditional students by newspaper and radio advertising. Minority students in Union County are identified and recruited through the Access and Equity grant program. USC Union also provides a concurrent enrollment program for high school students in Union and Laurens counties.

The primary reason students attend USC Union is commuter convenience and cost. Commuter students are able to maintain employment and family responsibilities while taking USC Union classes. Commuting to other state colleges in Columbia, Spartanburg, or elsewhere strain employment and family responsibilities. Even without considerations of transportation, food, and other expenses related to commuting, USC Union is cost effective on tuition. (Graph 7.3-3) USC Union promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees. (Graph 7.1-5) Most students who plan to complete a four year degree select the convenience of the “change campus” option of the University of South Carolina System.

However, what attracts students to USC Union, namely the ability to maintain employment and family responsibilities, creates a demand for local four-year college options. USC Union historically has attempted to address these needs with flexible programming options such as the Bachelor of Arts in Interdisciplinary Studies (BAIS) program. BAIS is located under the College of Hospitality, Retail, and Sport Management at USC Columbia. At present, USC Union is working with the Office of the Vice Provost for Regional Campuses and Continuing Education to implement the Palmetto Programs option, a program designed as a “baccalaureate completion program” for and by the regional campuses. Developing the potential of Palmetto Programs is high priority initiative item in our Strategic Plan (see Category 2, Chart of Strategic Plan, Goal 1).

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. The expansion of concurrent student courses in the area high schools has proven to be an additional method of course delivery which also directly impacts enrollment. Attempts are being made to partner with business/industry and local government to develop new markets.

Most new freshmen enter USC Union from our area high schools. They gain information about the University from USC Union admissions personnel visits to their schools, guidance counselors, web exploration, campus visits, telephone inquiries, and/or from USC Union's presence delivering concurrent courses at their high schools. Our recruitment plan details the actions and predicted result from presentations and interactions with schools, businesses and industry (see Category 2, Chart of Strategic Plan, Goal 1).

USC Union assesses student needs and expectations throughout the academic year. Category 4.3 lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction.

The on-line application for admission (<https://web.csd.sc.edu/app/Union/>) contains a survey instrument designed to provide information relative to each applicants' interests, previous level of involvement in co-curricular activities, and potential for involvement in activities on the USC Union campus. At orientation, students are required to take placement tests and to provide feedback on their experience at USC Union. Students with special needs are directed to the Academic Dean for evaluation and assistance.

Academic advisement is considered the single most important aspect that affects student retention. All full-time faculty members serve as academic advisors, as do the Opportunity Scholars Program director and counselors. Comments concerning satisfaction and suggestions for improvement are explicitly requested from each student as part of the student course evaluation process each semester.

**C3.2** Evaluation forms given in each course during the fall and spring semesters ask students to give their opinions on what changes are needed to improve USC Union. Exit interviews are given to each student who transfers or withdraws from the University. Comments from the surveys are compiled and shared with the appropriate divisions. Comments concerning new programs and courses are given special emphasis by the Academic Affairs and Admissions offices. The Union-Laurens Commission on Higher Education and The USC Union Partnership Board meet regularly to discuss feedback from the community. The Dean, Assistant Dean for Academic Affairs and other members of the faculty and administration meet periodically with political, business, education and community leaders to discuss the services provided by the University. The Director of Enrollment Services and the Director of Financial Aid personally visit all guidance counselors at each high school in our service area each fall semester; host an on-campus luncheon for guidance counselors each year; conduct information workshops with faculty, students, and families in key high schools each year; and host a "junior scholars" night to honor high achieving, future prospects and scholarship recipients. The enrollment

management system tracks course enrollments to achieve greater efficiency. A process to gauge unmet student demand for prospective programs needs to be developed.

**C3.3** The information that USC Union collects and assesses to keep services and programs relevant are compiled by the Academic Dean, the Institutional Effectiveness Officer, and the Director of Enrollment Services/Student Affairs. As noted above (Category 2), the Academic Dean and the Institutional Effectiveness Officer are responsible for developing the strategic plan. Results and comments from student evaluations (including concurrent courses that serve future students), exit interviews, alumni surveys and meetings with community leaders are shared with the appropriate divisions on a regular basis through the listserv, memorandums and meeting minutes. When demand for new programs and courses warrants, a needs analysis is conducted surveying students, members of the community, and business leaders in the appropriate fields. Greater coordination needs to be accomplished, particularly with respect to budget and enrollment services.

**C3.4** USC Union determines student and stakeholder satisfaction and/or dissatisfaction via various avenues. Student satisfaction is determined by feedback from course evaluations, exit interviews and contact processes through the various campus offices. Alumni and stakeholder needs are identified through the Union – Laurens Commission on Higher Education and the USC Union Partnership Board contact processes and through alumni surveys administered by the Institutional Effectiveness Officer. The Dean and Assistant Dean for Academic Affairs maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni, political leaders and groups interested in the mission of USC Union. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Feedback from the shareholder groups is shared with the appropriate divisions in order to improve service delivery.

**C3.5** USC Union builds positive relationships to attract and retain students, enhance student performance, and to meet and exceed their expectations for learning by maintaining close working relationships with local school districts; providing individual service that student and parents expect from a small college; celebrating individual student success with formal, night-time programs; developing and maintaining relations with regional newspapers and radio stations to publicize student success stories; and publicly honor “deans list” with notices to their hometown newspapers. A major focus has centered on minority enrollment, retention and graduation for Union County students through the Access and Equity grant.

#### **Category 4 – Measurement, Analysis, and Review of Organizational Performance**

**C4.1** Institutional Effectiveness Officer and the Academic Dean support the achievement of the University of South Carolina Union's mission by providing the collection, assessment, coordination of providing institutional research data for the institution as a whole and for academic and administrative units. These officers work closely with the Office of Institutional Assessment and Compliance on the main campus. The USC Union officers are traditionally in charge of devising the Strategic Plan (in conjunction with the

campus Dean), reporting data to the South Carolina Commission on Higher Education (CHE), and conducting data collection and assessment deemed vital to the achievement of the goals of the mission and strategic plan. The Office of Institutional Assessment traditionally collects and assesses data to be reported to the Integrated Postsecondary Education Data System (IPEDS) and to CHE's CHEMIS data warehouse [http://www.che.sc.gov/New\\_Web/Rep&Pubs/PFCHEMISData.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/PFCHEMISData.htm) . The Southern Association of Colleges and Schools (SACS) and CHE mandate assessment of student learning outcomes. USC Union's General Education Competencies and Assessment, as well as future assessment plans, can be found at [http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/2006/Union\\_06\\_IE\\_Summary.pdf](http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/2006/Union_06_IE_Summary.pdf) (Chart 7.1-1)

**C4.2** The Institutional Effectiveness Officer and the Academic Dean support the achievements of the University of South Carolina Union's mission by providing the following support:

- ❖ Coordination and providing institutional research for the institution as a whole and for academic and administrative units.
- ❖ Coordination and support with the process of assessing institutional effectiveness for the University of South Carolina Union.
- ❖ Support for the planning process for the University of South Carolina Union.

Columbia's innovative assessment system allows each of the Regional Campuses to work to provide data and assessment needed for the broad responsibilities of a double-edged goal: the establishment of effective procedures for conducting planning, assessment or institutional research, and the reporting of official data based upon each procedure in a timely and accurate manner. Further, a fundamental value shared by the officers and the University is that a high degree of integration among planning, assessment and institutional research is essential for the University to maintain excellence in teaching, research and public service.

**C4.3** USC Union's key measures are kept current through data collection and assessment, surveys, along with data and financial auditing which are vital in the process of long range planning.

- ❖ **Student Achievement & Retention:** general education competency (Table 7.1-1), graduation rates (Graph 7.1-2), first-year student success (Graph 7.1-3), minority retention (Graph 7.1-4), transfer GPA (Graph 7.1-5). Each of these measures is collected annually.
- ❖ **Educational Compliance:** CHE reports [http://www.che.sc.gov/New\\_Web/Rep&Pubs/Per\\_Fund/PFData.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm). Each of these measures is collected annually.
- ❖ **Customer Satisfaction:** student satisfaction with instruction (Graph 7.2-1) (Fall and Spring), alumni satisfaction with educational experience (Graph 7.2-2) (every three years), connection between major and first job after graduation for alumni (Graph 7.2-3) (every three years), collaboration with other institutions, business and industry (Graph 7.2-4) (annually), student ideas on changes needed at USC Union (Graph 7.2-5) (Fall and Spring), USC Union Withdrawal Survey (Graph 7.2-6) (continuous), graduate placement (Graph 7.2-7) (annually)

- ❖ **Human Resources, Administration and Finance:** faculty compensation (Graph 7.3-1), faculty quality (Graph 7.3-2), tuition (Graph 7.3-3), revenues & expenditures (Graph 7.3-4), instructional & administrative costs (Graph 7.3-5), gifts (Graph 7.3-6). Each of these measures is collected annually.
- ❖ **Facilities & Technology:** needs assessments, operation and maintenance of physical plant costs (Graph 7.3-7). Each of these measures is collected annually.

**C4.4** The Academic Dean and the Institutional Effectiveness Officer analyze the trends, projections and cause-effect relationships and share the information with appropriate members of the administration, faculty and staff. This information is used to set priorities in the use of fiscal, personnel and material resources as well as to make changes to policy, procedures and operations as needed. The analysis utilizes many types of data collected for CHE, SACS, and IPEDS reporting as well as from a variety of reports gleaned from internal operations data and from community feedback. Measures calculated for CHE are compared to benchmarks to determine compliance. Since there is very little information at the present time for comparison to other comparable institutions outside the USC Regional Campuses System, a better system of assessment is being developed.

With respect to demand for new programs and coursework (external data), collection of reliable data has been difficult for the regional campuses. Recognizing this, the University of South Carolina will during this current budget year conduct an in-depth analysis of market demand for four-year degrees by prospective students on USC Regional Campuses.

Specifically, the University will conduct an in-depth analysis of market demand for four-year degrees by prospective students on USC Regional Campuses, and identification of which if any of the campuses has sufficient demand potential to merit conversion to four-year status. For those campuses without sufficient demand to merit four-year status, determine the feasibility of offering by distance education a general liberal arts degree program to students on those campuses.

Services to be provided under the scope of this Request for Proposals are to include:

- (1) Collect and examine data pertaining to the projected and existing employment and economic development profiles of the geographic areas surrounding the regional campuses.
- (2) Collect and analyze labor and commerce data, and conduct interviews with selected major employers. Based on the resulting economic development profile, determine the extent of market demand for baccalaureate education in the indicated fields, taking also into account the size of the current market of incoming students for those programs.
- (3) Interview campus and system administrators on-site in order to develop a sense of background and strategic intent. If evidence of noteworthy demand is found for any of the campuses, assess other factors of marketability, including the existence of barriers to entry for each.
- (4) Examine data related to enrollment history and projections, and conduct focus groups of students and, as appropriate, parents, former students, and others to help assess market willingness to embrace baccalaureate programs at the regional campuses. Include an assessment of the effects of the enrollment environments at nearby competing institutions on demand for baccalaureate degrees on USC regional campuses.
- (5) Deliver a written assessment of whether demand is sufficient on any of the regional campuses to

merit transition to four-year status. (6) Conduct a feasibility study for a general liberal arts degree beginning with an assessment of marketability for each regional campus proposing the degree. Assuming marketability, examine, in the context of similar degree programs elsewhere, each campus's capacity to offer the degree. (7) Examine factors including personnel, physical infrastructure, curricular and student support infrastructures, and library resources. (8) Deliver written assessments of each campus's readiness to offer such a degree and an estimate of the total investment required to launch and implement the program over a five-year period.

The major objectives of this assessment are to: (1) Determine whether adequate demand exists on any of the two-year USC campuses for baccalaureate degrees to merit transition to four-year status, (2) Identify the campuses where such demand exists, and (3) Determine the feasibility of offering a general liberal arts degree to students on the remaining two-year campuses via distance education.

**C4.5** The Office of Institutional Effectiveness & Compliance on the Columbia campus provides a secure network where all data and surveys are housed <http://kudzu.ipr.sc.edu/>. Data is updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center for Education Statistics (NCES), and The Federal Integrated Postsecondary Education Data Systems (IPEDS).

**C4.6** The institutional planners continuously notify the administration, faculty and staff on organizational review findings relating to the goals and action plans of the Strategic Plan. The members of the academic, finance and administrative divisions each develop plans to improve performance in their area. All of the divisions work in conjunction with each other to insure that human, intellectual and material resources are allocated to foster an environment where continuous improvement can be achieved. Priorities for such improvement are linked back to the Strategic Plan and its goals and action plans as determined by the administration and institutional planners.

**C4.7** Organizational and employee knowledge is represented in the form of policies and procedures, guidelines, rules and other formal documents. USC Union has monthly (September – May) meetings of its Faculty and Staff Organizations where information is shared and new policies and procedures are discussed and developed. Standing committees of each organization meet when needed, as do *ad hoc* committees that are created by the Dean and/or Assistant Dean as warranted. Managers act as facilitators passing along the accumulated knowledge of the organization and directing staff to accomplish their tasks by following the policies and procedures of the University. USC Union resists the tendency toward inertia by encouraging all employees to participate in education and training and incorporating the new information and strategies into the workplace through cross-training and in-service workshops. There are periodic meetings of USC Union employees with their colleagues at the other USC campuses as well as their counterparts at other institutions across the state and region. These relationships allow USC Union to continuously identify best practices in every process of the organization. This information is used to modify

policies and procedures and aid in the continuous improvement of all aspects of the University.

### **Category 5 – Faculty and Staff Focus**

**C5.1** USC Union organizes and manages work to enable faculty to teach in small classroom settings that focus on student learning, and have adequate time during the academic year and the summer to pursue research opportunities. USC Union rewards performance through the rank system, rewards performance with merit raises when monies are available, provides opportunities for faculty development in teaching improvement in-house through the Academic Affairs office in conjunction with various divisions at the Columbia campus (including free-tuition courses), provides opportunities for conference travel through The Family Fund, provides an orientation and office space for adjunct faculty, and provides secretarial and computer support for both full-time and adjunct faculty. USC Union organizes and manages work to enable staff to not only be trained at their contracted job but also be trained to help in other offices when there is a need. USC Union staff provides secretarial support for no more than two full-time and two adjunct faculty members. USC Union rewards performance with merit raises when monies are available, provides opportunities for pursuing a higher degree by offering free-tuition courses, and provides computer support for all staff. USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their meetings. Changes to the system are made based on the recommendations of these organizations.

**C5.2** USC Union organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bringing resources from throughout campus to bear on issues. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process. USC Union Faculty Organization Committees with Charters and structure are listed at: <http://uscunion.sc.edu/handbook/bylaws.htm>. Special task forces (such as Writing, Educational Technology, and Resource Management) are created by the Faculty and Staff Organizations when deemed necessary by the Dean and/or Academic Dean.

**C5.3** USC Union achieves effective communication and knowledge/skill/best practice sharing across the campus via: a common e-mail system allowing rapid sharing of information, discussion of academic issues and sharing of committee minutes through a faculty listserv accessible by all employees, development opportunities advertised to all employees, the chairs of the Faculty and Staff Organizations attending the meetings of both bodies, inviting adjunct faculty to be members of the Faculty Organization and the monthly meetings during the academic year of the Faculty and Staff Organizations.

**C5.4** USC Union’s faculty and staff performance management system includes merit plans, Employee Performance Management System (EPMS), and the process of coordinating to institutional plans. The faculty evaluation system is tied directly to goals and raises are nearly entirely merit driven: <http://hr.sc.edu/policies/hr136.pdf>. The EPMS system includes objectives that can be tied to goals.

**C5.5** When vacancies in the administration and staff occur, qualified members of the faculty and staff are strongly urged to apply for these positions in an attempt to ease transitions. USC Union does not have discrete academic “departments,” hence there are no department heads and no need for a succession plan. An Academic Coordinator from the permanent faculty appointed by the Dean and Academic Dean based on longevity and excellence in teaching serves as a de facto department head. Faculty career progression is built into the rank system. Adjunct faculty is compensated based on experience and education level and managed by the Academic Dean. In some academic disciplines, adjunct faculty members are managed by both the Academic Dean and the faculty member in charge of the area. Staff positions typically lack a career ladder structure that necessitates a succession plan.

**C5.6** New faculty are given an orientation in Columbia by the Provost’s office before they begin teaching, in addition to in-house orientations by the HR officer and the Academic Dean. Faculty are provided yearly workshops on tenure and promotion by the Regional Campuses Faculty Senate to address the increasing importance of scholarly research. Periodic development opportunities in teaching and technology are provided by the Regional Campuses office and other units of USC Columbia. USC Union conducts in-house workshops on academic advising and teaching effectiveness before the start of each semester. All employees have opportunities for development throughout the year provided by the Columbia campus <http://hr.sc.edu/profdevp.html> and are eligible to take one class each semester tuition-free. New staff are given an orientation by the HR officer and occasionally an orientation by an office on the Columbia campus with whom they will be closely working. The HR officer provides regular updates to all employees on key issues regarding employee wellness, human relations, legal issues and benefits by e-mail as well as print media. The Dean and Academic Dean provide regular information on changes in USC policy and procedures as they apply to all employees or specific academic disciplines. Education, training and development opportunities are provided on an as-needed basis determined by the faculty, staff and administration and the new knowledge and skills they provide are integral in job performance and increasing the quality of all processes at USC Union.

**C5.7** USC Union motivates faculty to develop and utilize their full potential through the faculty annual review by the Dean and Academic Dean; the Peer Review conducted by faculty under the auspices of the Faculty Organization; the Distinguished Teaching Award (<http://uscunion.sc.edu/handbook/TOY.htm>) with monetary compensation (one faculty member selected each spring by a committee of faculty, staff and students based on nominations from the school at-large); and nomination for the Governor’s Professor of the Year award. The Employee Performance Management System (EPMS) and staff annual review offers employees an opportunity to merit raises based on exemplary work. The

Student Government Association (SGA) also presents a Staff Appreciation Award with monetary compensation each spring (one staff member selected each spring by the student body).

**C5.8** USC Union has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty, staff, students, and visitors for their intended purpose. USC Union's Hazardous Weather and Emergency Leave policy can be found at <http://uscunion.sc.edu/handbook/Hazardous%20Weather%20and%20Emergency%20Leave.htm>. Telephones are located in each classroom, each office and the library on the Union campus and in each office at the Laurens County Higher Education Center. Should an emergency or accident occur, a person dials 7710 on campus (7713 after 5:30 p.m.) to notify the switchboard operator. If the situation warrants, call [EMS] Emergency Medical Service (EMS) may be called at 9-911. OSHA standards are observed in the dry and wet labs in the Main building.

**C5.9** USC Union is currently developing and implementing surveys to assess faculty and staff well-being and areas of motivation. Survey construction will be completed in Fall 2006. Survey data will be collected and reviewed in Spring 2007.

**C5.10** USC Union Faculty and Staff Organizations will begin to identify and determine priorities for improvement once the satisfaction surveys for faculty and staff well-being have been identified, administered, collected and assessed.

## **Category 6 – Process Management**

**C 6.1** The USC Union Mission Statement frames and guides the development of programs, offerings, and student services. Further, additional policies and procedures delimit the process.

- ❖ Curriculum Policies and Procedures – All curriculum development must adhere to the policies and procedures defined by the USC Columbia Faculty Senate [http://www.sc.edu/policies/facman/Faculty\\_Manual.pdf#page=8](http://www.sc.edu/policies/facman/Faculty_Manual.pdf#page=8).
- ❖ Faculty Quality Assessment – Prior approval for a faculty member to teach each and every course must be obtained from the appropriate academic department at USC Columbia. At a minimum, a faculty member must have a master's degree and at least 18 graduate credit hours in a field to teach. This pertains both to full-time and adjunct faculty.
- ❖ Commission on Higher Education (CHE) Requirements --USC Union encompasses the process set forward by the Commission on Higher Education to develop new programs, enhance existing programs and deliver programs. These are driven by the values implicit in the mission statement. Details are worked out by governance structure and faculty action.

Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the

1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the Commission seeks answers to the following five broad questions concerning each program: What are the objectives of the proposed program? Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives? Is the program compatible with the mission, role, and scope of the institution? How much does the program cost? Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials?

The complete process and procedure can be viewed at the Commission for Higher Education website: [http://www.che.sc.gov/New\\_Web/ForInstitutions/AcadProg.htm](http://www.che.sc.gov/New_Web/ForInstitutions/AcadProg.htm). In accordance to these regulations, academic programs and requirements at USC Union are described at <http://www.sc.edu/bulletin/Union/acadregs.html>. Student rights and responsibilities are outlined at [http://www.sc.edu/bulletin/Union/student\\_life.html](http://www.sc.edu/bulletin/Union/student_life.html).

**C6.2** USC Union incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining key learning-centered process requirements through: cross-membership on the primary University committees (The chairperson of the Staff Organization gives a report to the Faculty Organization at each meeting and visa versa.); USC Union Faculty Organization and Regional Campuses Faculty Senate committees formulate policy relating to the structure and function of the key learning-centered processes (e.g. student rights and responsibilities; faculty welfare); joint faculty-staff committees for University functions involving students, stakeholders, suppliers and partners (e.g. Student Government Association; graduation; Junior Scholars; Awards Night; Founder's Day, Christmas party); executive officers of the Student Government Association serve on the Student Affairs Committee and a freshman and sophomore senator serve on the Academic Affairs Committee of the Faculty Organization; and the Dean and Academic Dean meet regularly with members of the community, business leaders and legislators at civic functions and special meetings. The Academic Dean and Institutional Effectiveness Officer disseminate this information, as well as information collected from other sources as outlined in Category 4, through meetings, memoranda and the faculty listserv. Appropriate committees of the Faculty and Staff Organizations act on this information to increase the quality of the learning-centered processes.

**C6.3** USC Union incorporates organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via: investigating potential new associate degree programs to be offered exclusively at USC Union and in partnership with other USC campuses as well as technical colleges; developing new programs, particularly baccalaureate programs, in conjunction with other campuses of USC through the smart classroom system and the internet as developed for Palmetto Programs; improving faculty welfare by reviewing faculty teaching load, scholarship, and service requirements, as well as providing programs to improve teaching quality; using student evaluation and peer review of instruction to target areas in which instructional quality needs to be addressed; and streamlining budgeting by using innovative computer systems (QuickBooks) and working toward a paperless work environment by developing more computer-based processes.

**C6.4** The key performance measures used for the control and improvement of the learning-centered processes are: general education competency analysis (Table 7.1-1), graduation rates (Graph 7.1-2), first-year student success (Graph 7.1-3), minority retention (Graph 7.1-4), transfer GPA (Graph 7.1-5), CHE reports [http://www.che.sc.gov/New\\_Web/Rep&Pubs/Per\\_Fund/PFData.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm), student satisfaction with instruction (Graph 7.2-1), alumni satisfaction with educational experience (Graph 7.2-2), student ideas on changes needed at USC Union (Graph 7.2-5), USC Union Withdrawal Survey (Graph 7.2-6), faculty quality (Graph 7.3-2), and instructional & administrative costs (Graph 7.3-5). The Academic Dean and Institutional Effectiveness Officer disseminate information to the appropriate divisions on an on-going basis, and meetings are held to use the information to increase the quality of the learning-centered programs.

**C6.5** USC Union systematically evaluates and improves the learning-centered process in an ongoing program of data collection, review and planning. Using the performance measures outlined in C6.4, the Academic Dean and Institutional Effectiveness Officer, in conjunction with the Faculty Organization, develop plans for the improvement of the quality of the learning-centered process on a departmental basis. For 2006 – 2007, initiatives are being taken to improve writing quality and to assess the quality of the introductory level mathematics courses. As SACS and CHE requirements are made more rigorous concerning learning-centered processes, USC Union will be transforming its systems to be more compliant.

**C6.6** USC Union's key support processes are delivered by the Dean's Office (administration, financial affairs office, bookstore, admissions office, financial aid office, maintenance) and the Opportunity Scholars Program. Feedback from students is provided on the Dean's Office functions of administration, financial affairs office and bookstore in the withdrawal survey (Graph 7.2-6), and this information is used along with verbal and suggestions for improving quality in these services. The needs for and expenditures in the operations and maintenance (Graph 7.3-6) are constantly evaluated, particularly in light of the historical significance of the buildings of USC Union to the community and the great expense it takes to maintain the physical plant. The admissions and financial aid offices are given advertising budgets and enrollment trends (Category 7.5) and retention trends (Graphs 7.1-2,3,4) are used to target their expenditures. The Opportunity Scholars Program

offers academic services to first-generation college students through a federally funded TRIO grant and information concerning the function and performance of USC Union's OSP program can be found at <http://uscunion.sc.edu/OSP/osp.html>.

**C6.7** USC Union ensures the adequate budgetary and financial resources are available to support our operations by analyzing the sources of projected revenue against models of anticipated costs. As a Regional Campus, USC Union obtains revenue primarily from the following sources: state appropriations; tuition and fees; appropriations from the city and county governments of the service region; auxiliary services – the USC Union Bookstore (includes food vending); continuing education (minimal at this time); and gifts to the USC Union Partnership Board (scholarships/grants/gifts).

Like all USC campuses, USC Union faces the obstacle of operating in a state that under-supports higher education. Therefore, we have had to increase tuition and fees to simply maintain adequate levels of services to students (Graph 7.3-3). Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

Union County provides the vast majority of local government funding. USC Union's funding in the county budget was moved from the miscellaneous (and therefore precarious) category to the millage category. Laurens County provides some government funding to offset a portion of the cost of maintaining the USC Union program at the Laurens Center.

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek additional viable avenues of food service delivery on campus. So far, the size of the student body plus the faculty and staff on campus is not large enough to support a cafeteria or prepared-to-order hot food service. Some creative methods of food delivery have been implemented to provide students with hot and affordable food (microwaive food).

At this time, USC Union has no specific plans for revising the budget allocation model. Each year, if the Dean and Budget Director deem it necessary, minor improvements are made in the process.

**Category 7 – Organizational Performance Results**

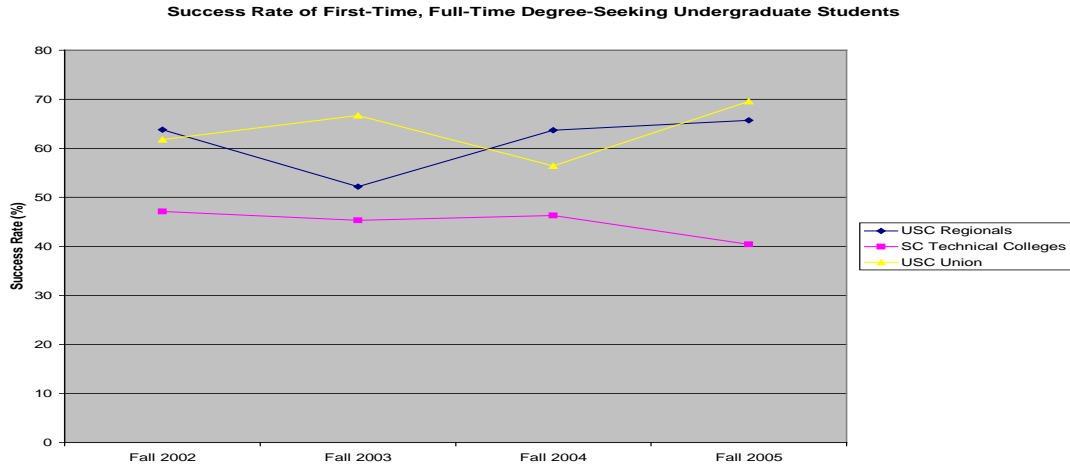
**C7.1**

**Table 7.1 – 1 Percentage of USC Union Graduates Meeting General Education Competencies, 2002 – 2006**

<b>Competency</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>1:</b> Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.	63.9%	65.7%	64.7%	80.4%	87.2%
<b>2:</b> Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.	69.4%	65.7%	68.6%	71.7%	82.1%
<b>3:</b> Students will be able to use computers and other technology to perform tasks appropriate to their major fields.	61.1%	71.4%	72.5%	71.7%	71.8%
<b>4:</b> Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	61.1%	62.9%	51.0%	80.4%	82.1%
<b>5:</b> Students will demonstrate an understanding of physical and/or life science concepts and understand the uses of scientific methods and theories.	86.1%	60.0%	70.6%	76.1%	74.4%
<b>6:</b> Students will demonstrate an understanding of the processes of human behavioral, social and cultural interaction, and the use of social and behavioral science perspectives to interpret them.	69.4%	57.1%	60.8%	84.9%	59.0%
<b>7:</b> Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.	72.2%	54.3%	45.1%	71.7%	43.6%
<b>8:</b> Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.	50.0%	42.9%	51.0%	54.3%	66.7%
<b>9:</b> Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.	88.9%	82.9%	88.2%	89.1%	79.5%
<b>10:</b> Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.	64.7%	55.2%	61.8%	71.5%	66.7%

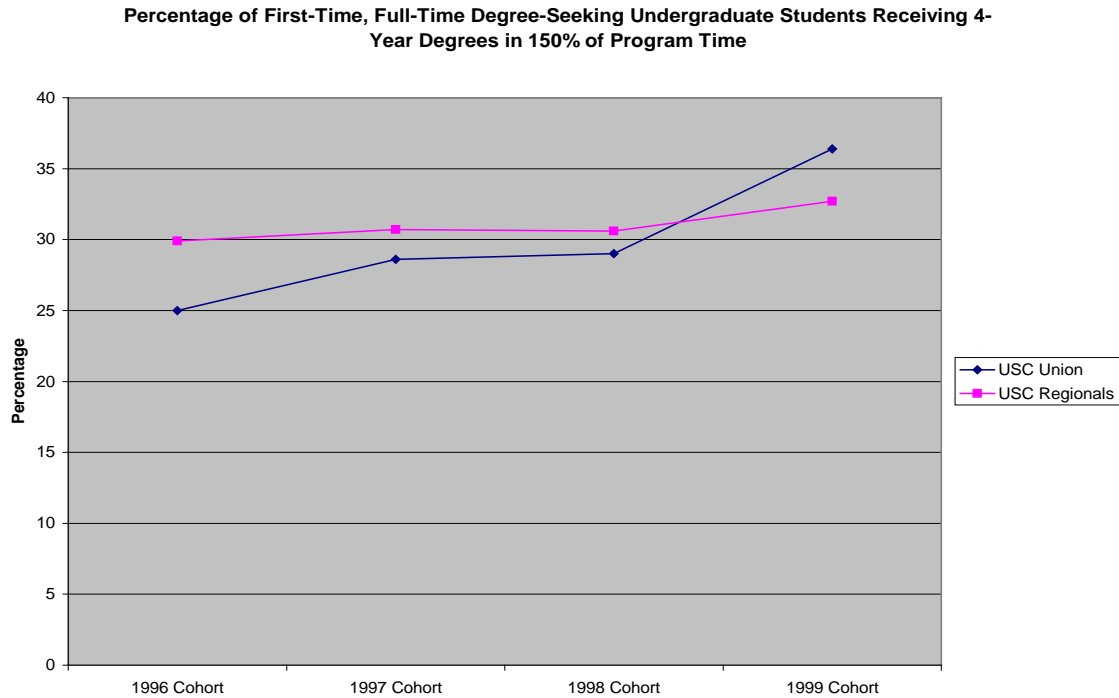
USC Union maintains a high level of performance in the critical areas of English and math. A more detailed and performance-based assessment plan for the general education competencies is being developed for implementation beginning in the Fall 2006 semester.

### Graph 7.1 – 2



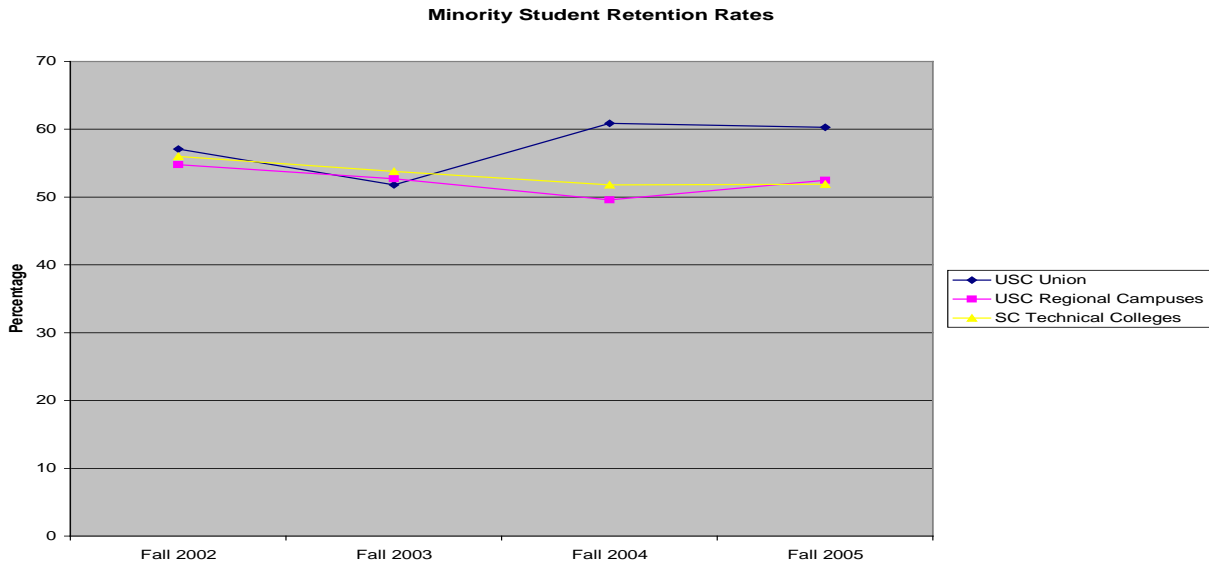
Entering students at USC Union have a success rate at or above the average rate of comparable students in the USC Regional Campuses system and a rate that is significantly above that of the cohort at South Carolina Technical Colleges. USC Union’s performance is also significantly above that of the 2000 year cohort of SREB (Southern Regional Education Board) states, which had a success rate of 43%.

### Graph 7.1 – 3



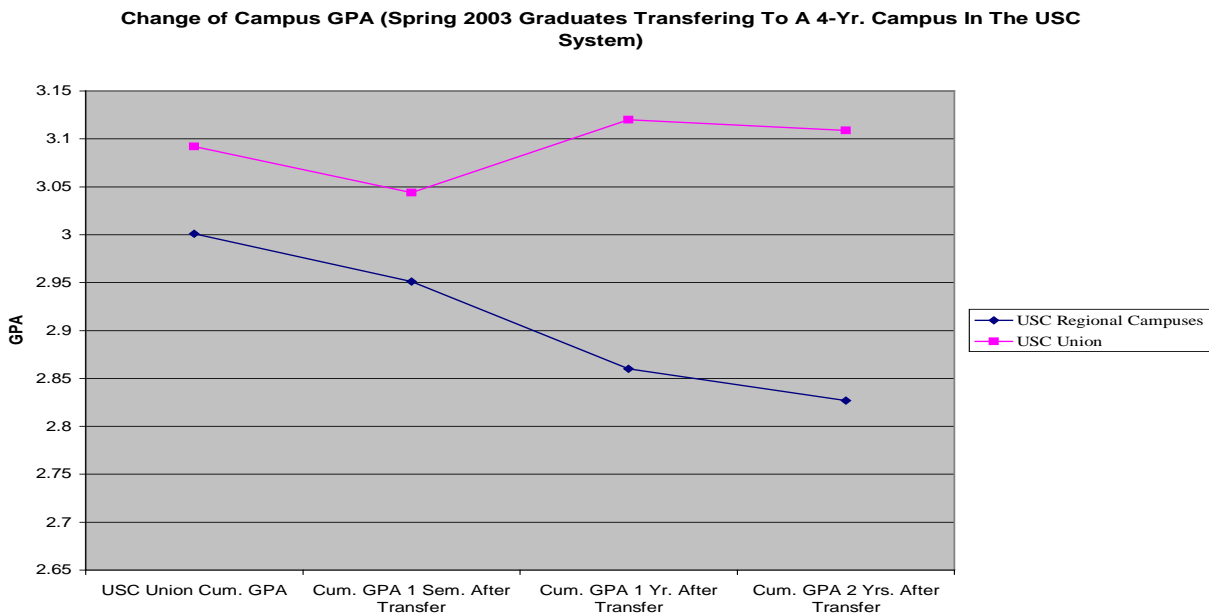
The percentage of USC Union students receiving a four-year degree in six years has been continuously increasing over the last four reporting periods. Performance in this measure has not been significantly different from the performance of the USC Regional Campus system and has recently surpassed the average rate for the system.

**Graph 7.1 – 4**



With a greater focus on minority recruitment and retention, USC Union has improved performance in this measure to where the University performs significantly better than both the USC Regional Campuses system and the S.C. Technical College System.

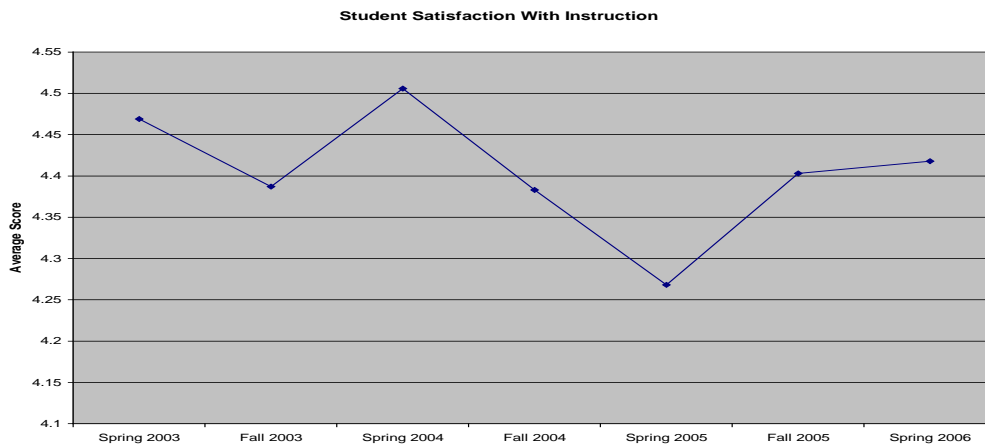
**Graph 7.1-5**



USC Union graduates have significantly higher GPA's than the graduates of the USC Regional Campuses system when they transfer. As the graduates progress toward the baccalaureate degree and near completion, the difference in cumulative GPA between the groups becomes more profound.

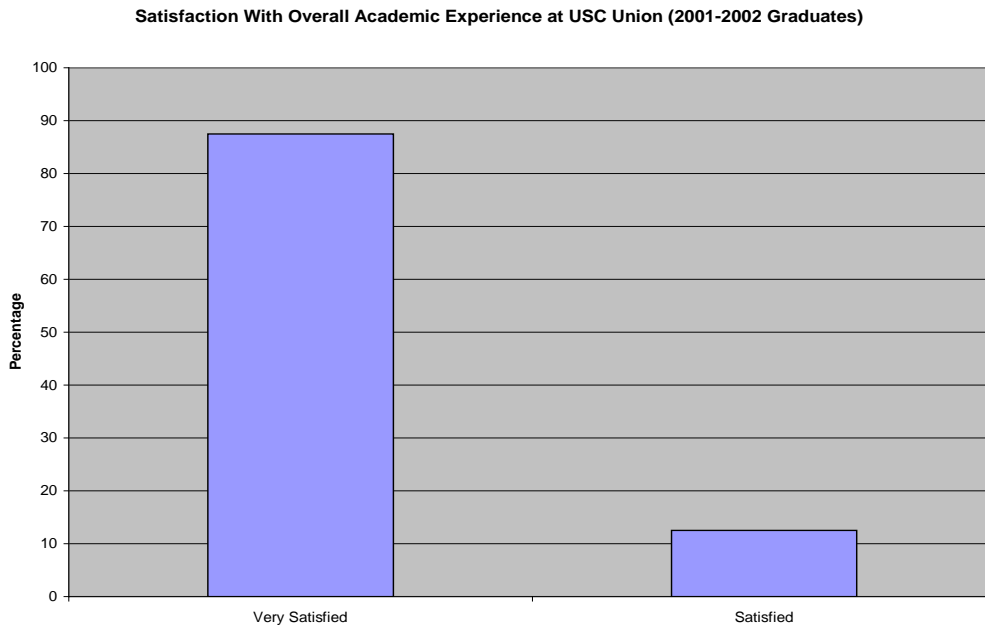
## C7.2

### Graph 7.2-1



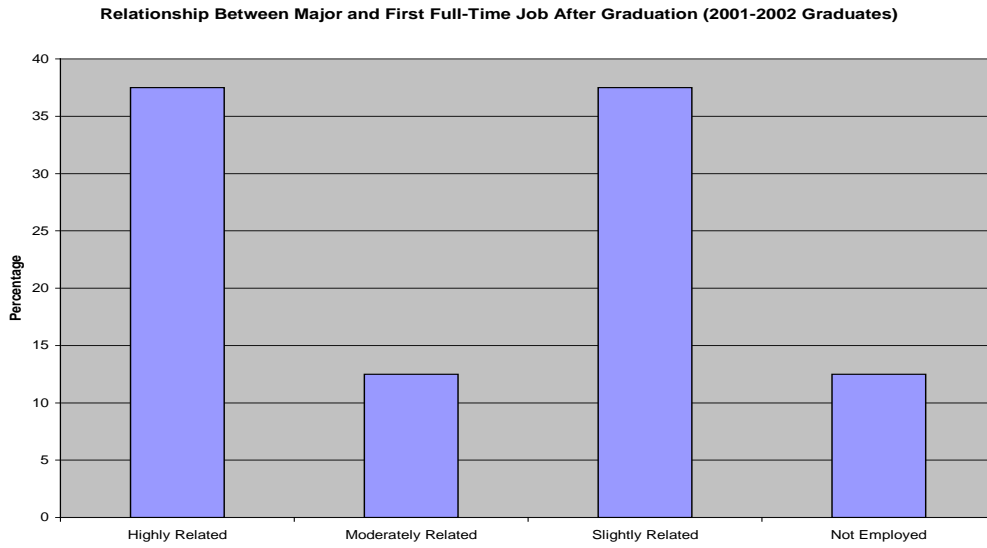
The rating scale for instructor satisfaction is 5 = Very Satisfied, 4 = Satisfied, 3 = Neither Satisfied Nor Dissatisfied, 2 = Dissatisfied, 1 = Very Dissatisfied. Although performance has fluctuated, the average score has stayed between slightly above 4.25 to slightly above 4.5, indicating that USC Union students are quite satisfied with the quality of instruction they are provided.

### Graph 7.2-2



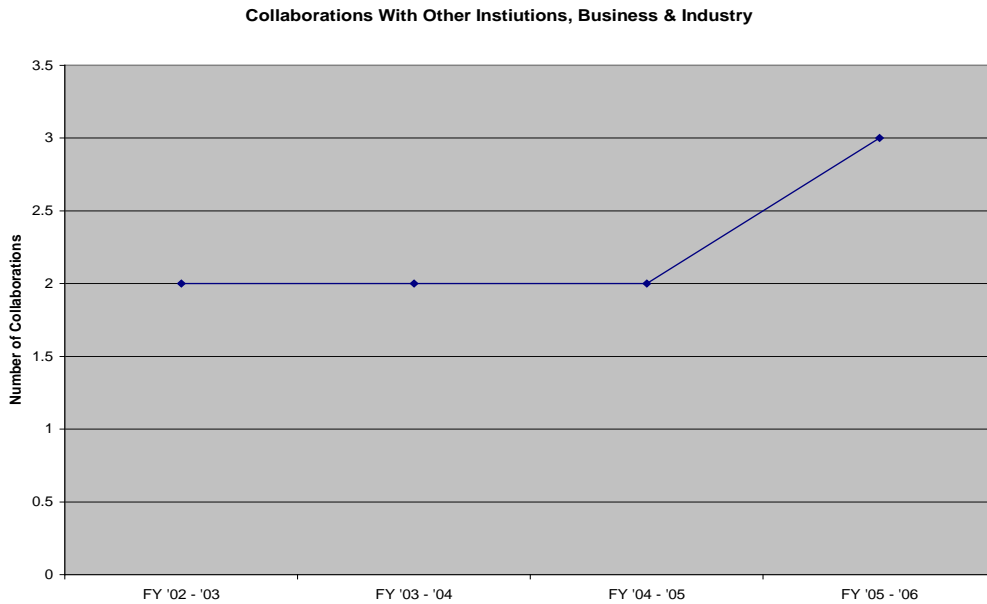
Alumni are overwhelmingly satisfied with the overall academic experience provided at USC Union. There were no negative responses in this survey.

### Graph 7.2-3



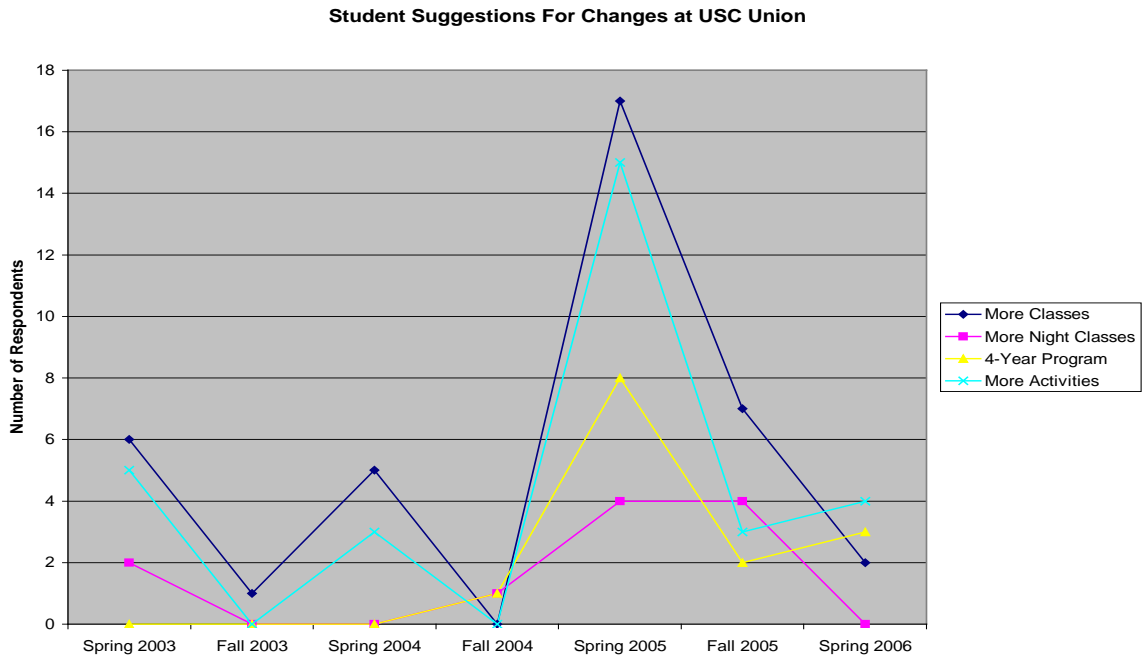
USC Union alumni tend to have careers that are related to their major of study. Given the general nature of the degrees offered by USC Union, this data is consistent with what would be expected by any comparable institution.

### Graph 7.2-4



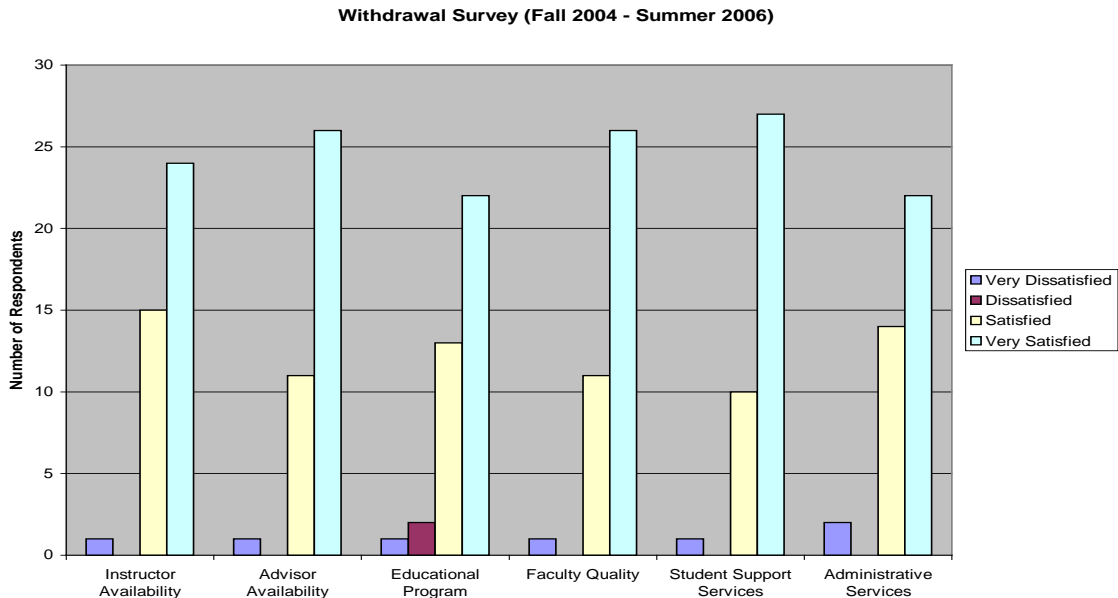
With the entry into Union County of corporations serving the BMW manufacturing facility in Greer and the creation of a joint robotics program with Spartanburg Technical College, USC Union will be experiencing even more growth in collaborating with business and industry.

**Graph 7.2-5**



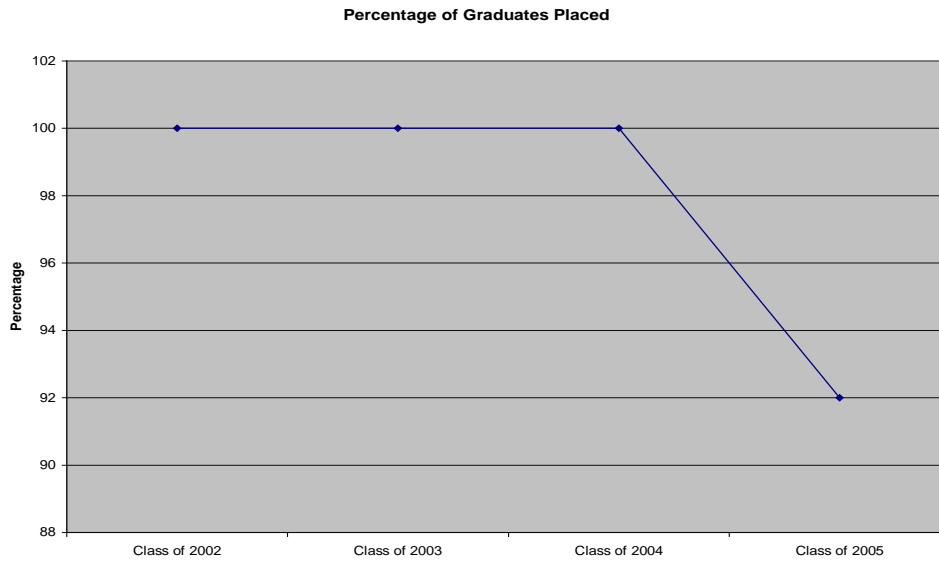
The overwhelming opinion of students is for the creation of more classes and four-year degree programs. With more options for students, enrollment and the availability of student activities would increase.

**Graph 7.2-6**



Students withdrawing from USC Union (be it temporary, permanent or to transfer to another college) tend to be quite satisfied with the services provided by USC Union.

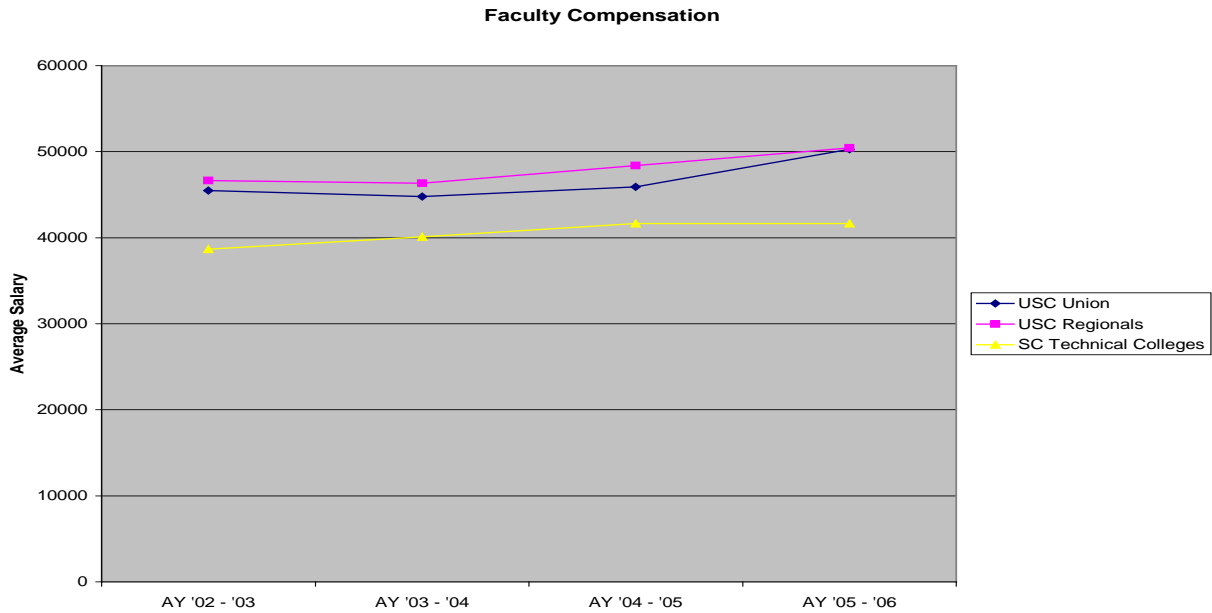
**Graph 7.2-7**



USC Union has maintained a rate of placement (defined to be either continuing education or entering the workforce following graduation) of between 92% and 100% for its graduates.

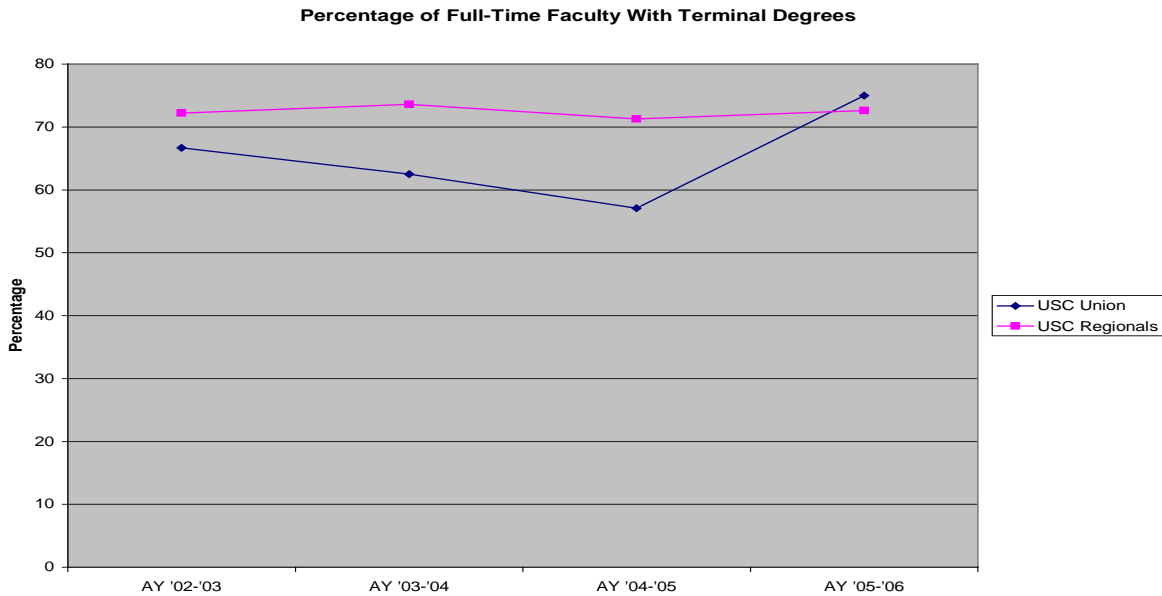
**C7.3**

**Graph 7.3-1**



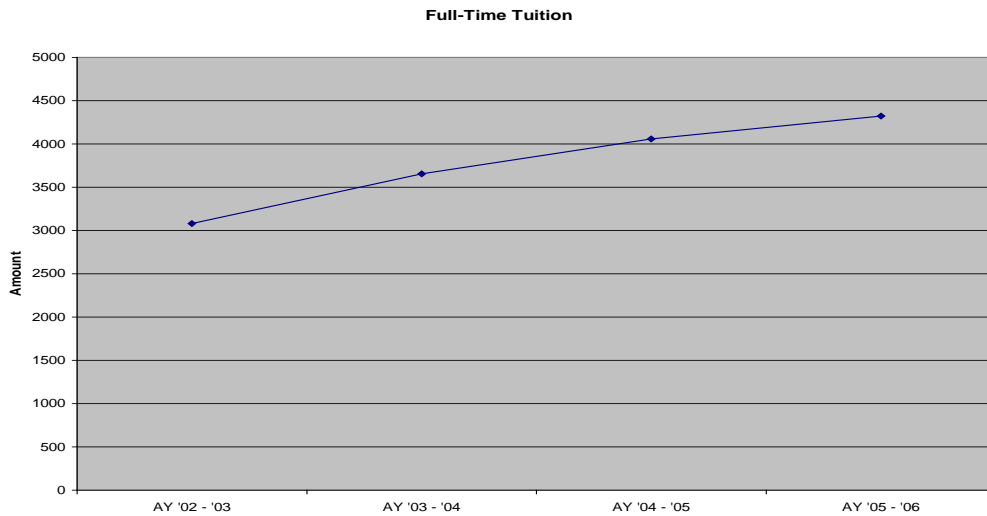
USC Union faculty salaries are not significantly different from the USC Regional Campuses system average and are significantly higher than those of the S.C. Technical College System. USC Union's average salary for full-time instructional faculty is significantly above that of the IPEDS cohort for AY 2004-2005 (\$45,346).

**Graph 7.3-2**



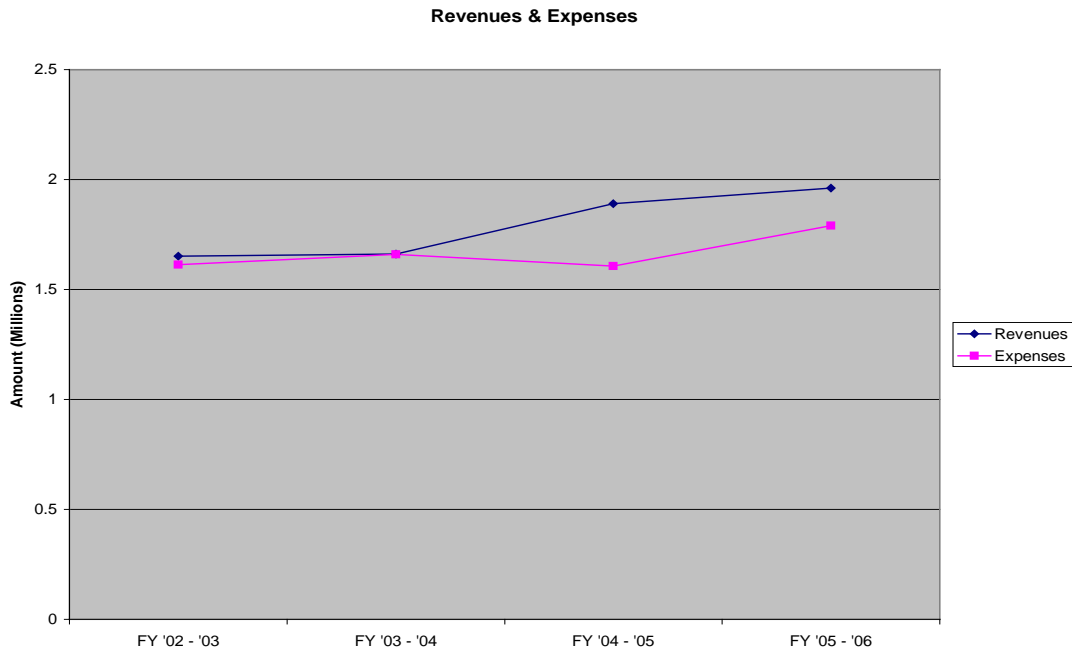
USC Union tends to stay at or near the USC Regional Campuses average percentage of full-time faculty with terminal degrees. The hiring of five new faculty members with doctoral degrees in the last two years has led to an increase in quality in this area.

**Graph 7.3-3**



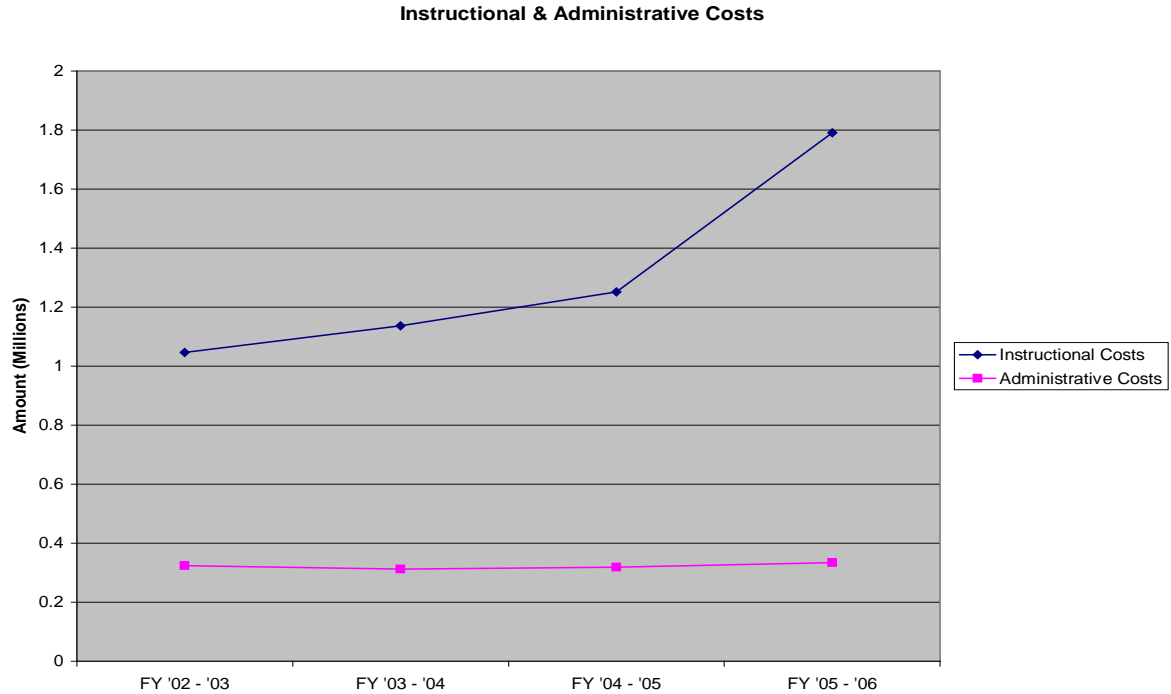
USC Union, through the actions of the USC Board of Trustees, has continuously increased tuition in order to continue to provide the services that students have come to expect when attending the University. While consistently higher than the IPEDS cohort (\$2,174 in AY 2004-2005), USC Union's tuition and fees remain lower than the national average (\$5,900).

**Graph 7.3-4**



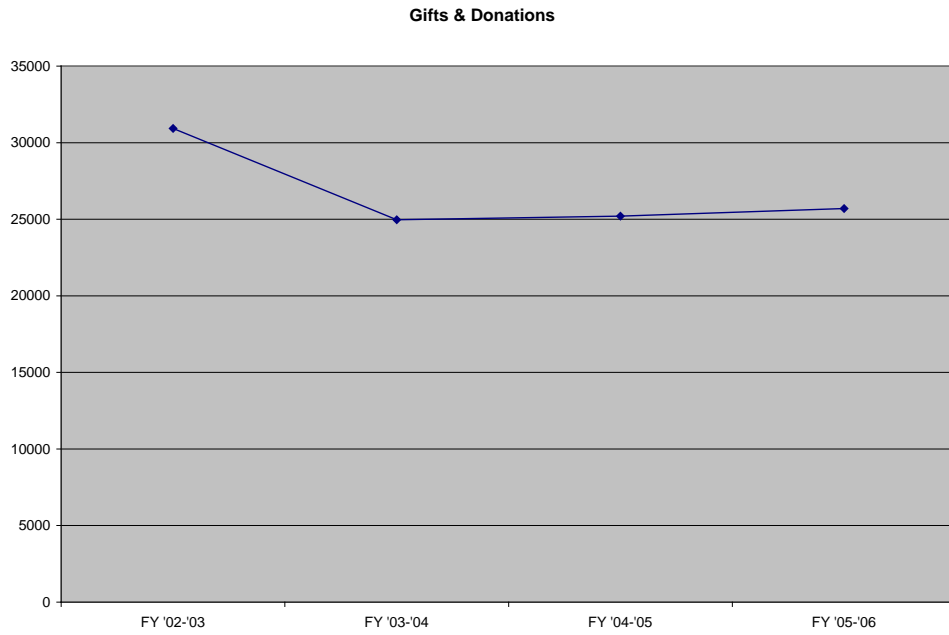
USC Union continually operates with a budget surplus.

**Graph 7.3-5**



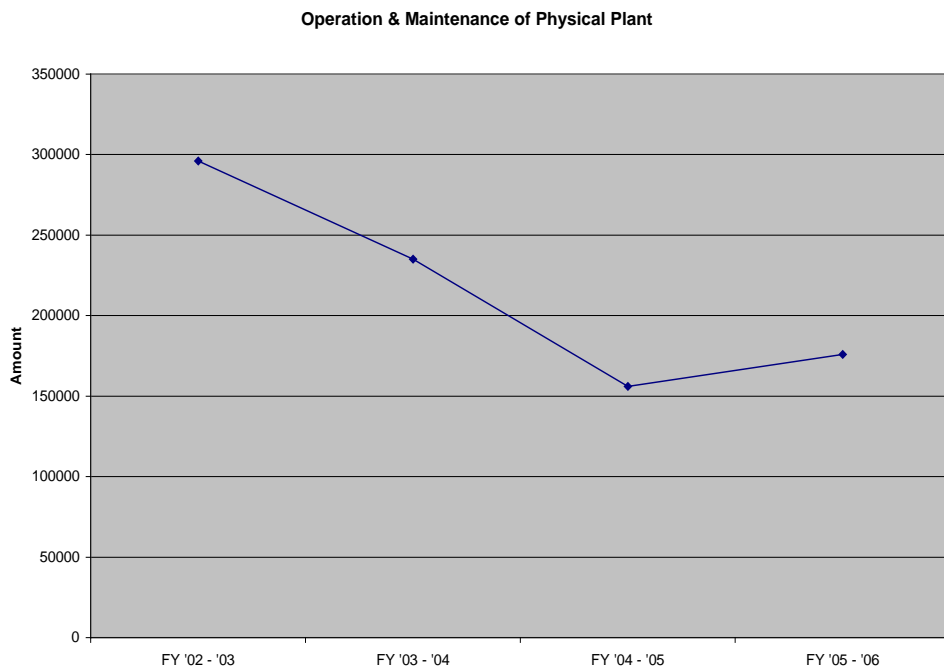
Instructional expenditures at USC Union far surpass in amount and rate of increase the administrative costs.

**Graph 7.3-6**



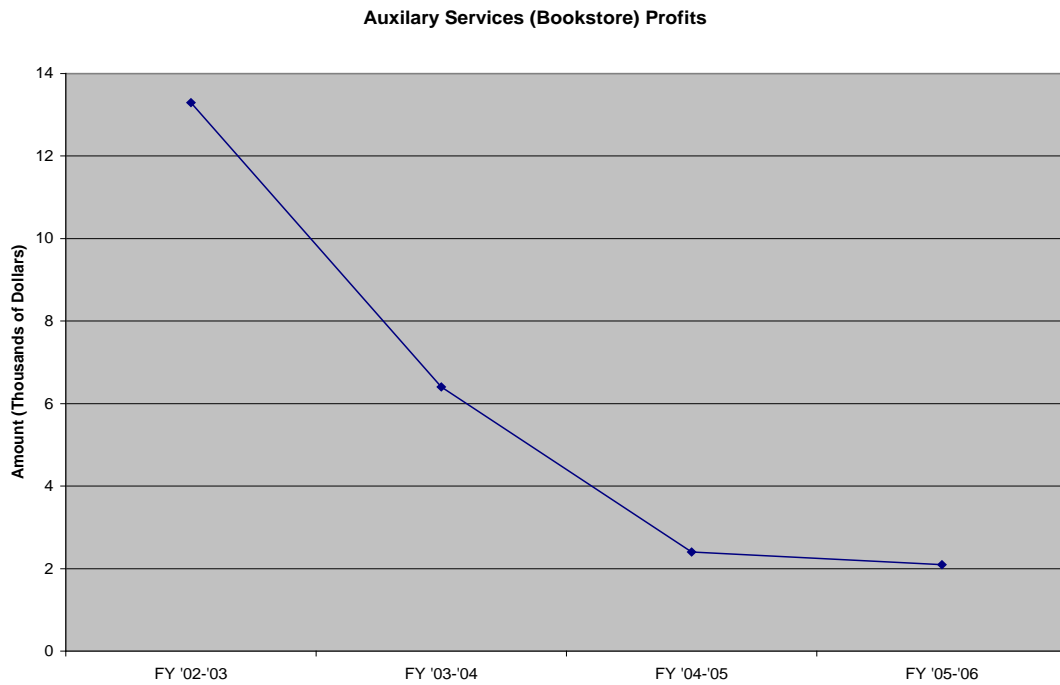
After a decrease in FY '02-'03, gifts and donations to USC Union have remained fairly constant with a slight increase yearly.

**Graph 7.3-7**



Even though the historic buildings have continued to age, USC Union has managed to significantly decrease the operation and maintaining costs of the physical plant through a rigorous program of resource conservation and preventative maintenance.

**Graph 7.3-8**



Profits from the bookstore have decreased due to an attempt to ease the burden of ever-increasing book costs to the students.

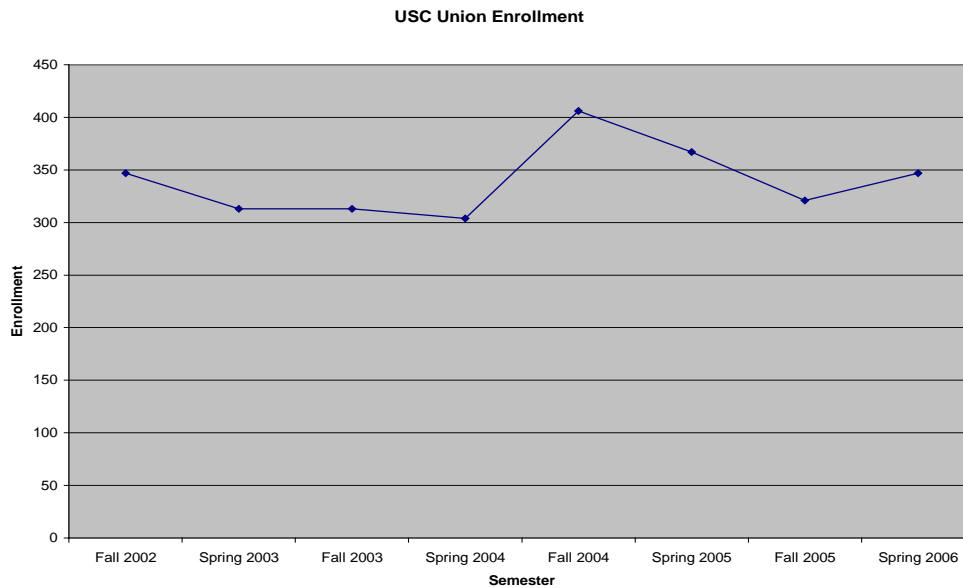
**C7.4**

**Table 7.4-1 Faculty Scholarly Activity, 2005 – 2006**

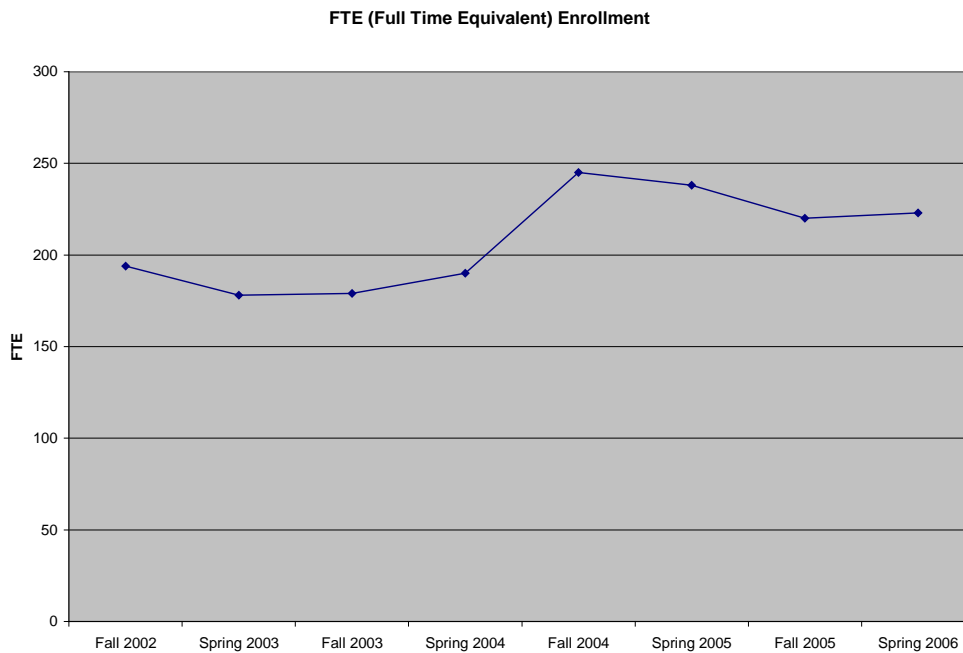
Professional Publications (Refereed Journals)	2
Other Publications	4
Presentations & Performances	5

## C7.5

### Graph 7.5-1

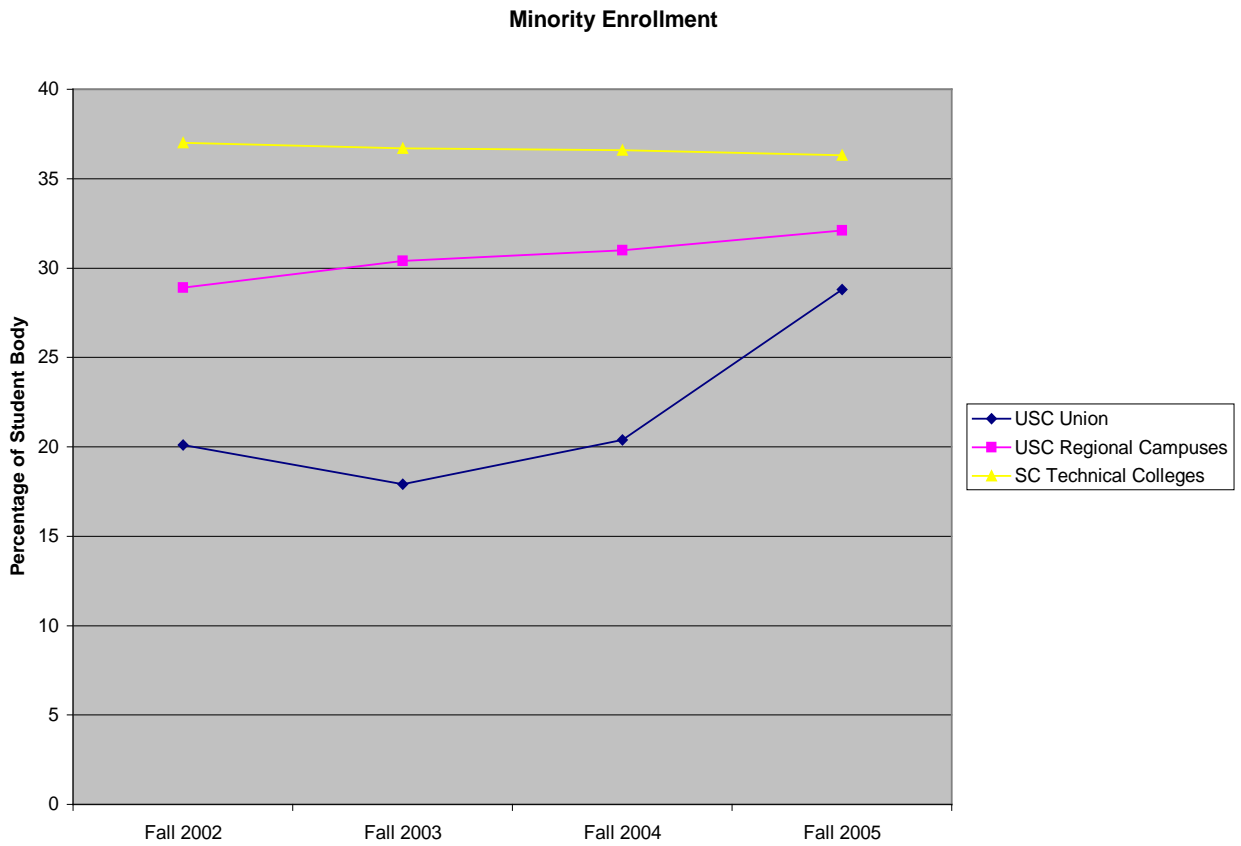


### Graph 7.5-2



USC Union enrollment has varied between 300 and 400 students, with FTE between 150 and 250, since Fall 2002. Hence, Goal #1 in the USC Union 2006-2011 Strategic Plan is to increase enrollment.

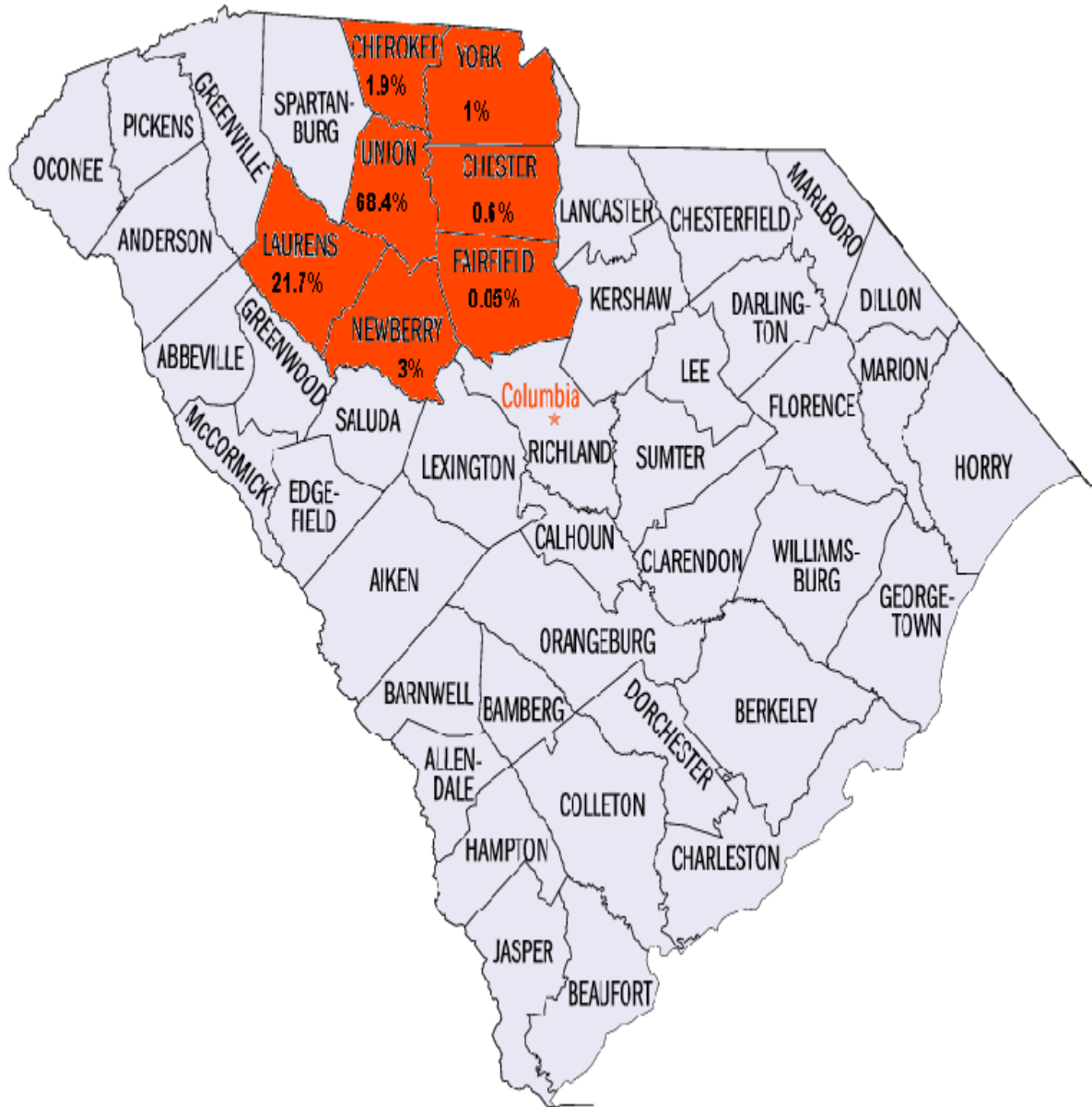
**Graph 7.5-3**



Through targeting Union County minority students through the Access and Equity grant, USC Union has increased minority enrollment to near the level of the USC Regional Campuses system. USC Union's minority enrollment is consistently higher than the IPEDS cohort group (3%).

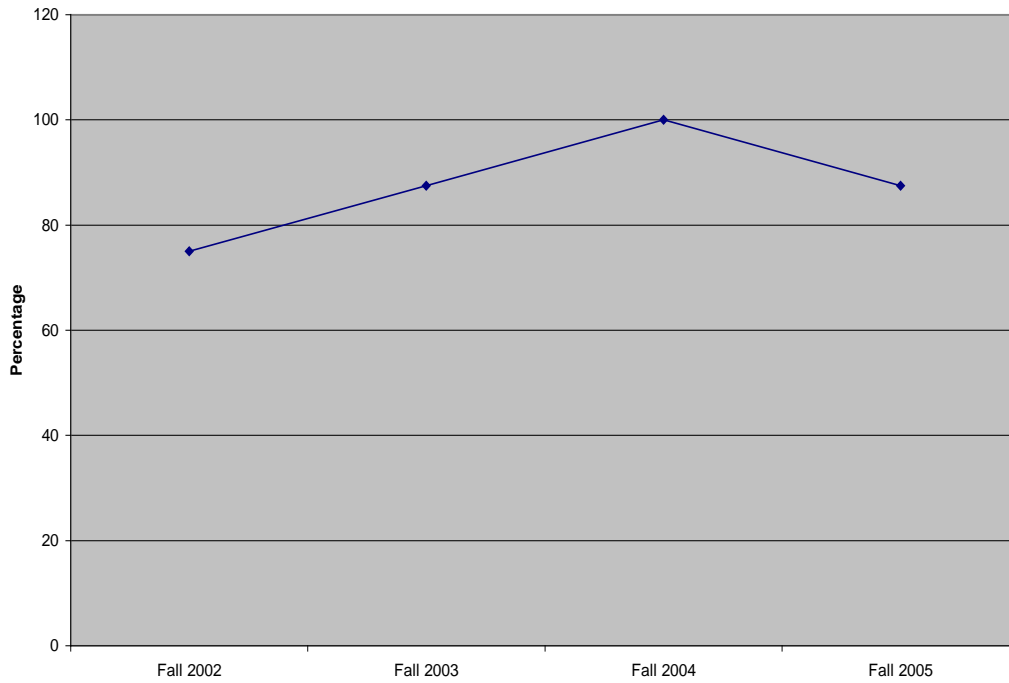
**Graph 7.5-4**

**Percentage of Students from USC Union Service Area**



### Graph 7.5-5

Percentage of Service Area Counties Represented In USC Union Enrollment



USC Union does an outstanding job in recruiting students from the service area, although there are difficulties in recruiting students from Chester, York and Fairfield counties as these counties are also in the USC Lancaster service area.