Accountability Report Transmittal Form

Agency Name   University of South Carolina Beaufort

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Agency Director   Dr. Jane Upshaw, Chancellor

Agency Contact Person   Dr. Martha Moriarty

Agency Contact's Telephone Number   843-521-3137

Section I - Executive Summary

1. Organization's stated purpose, mission, goals, and values.

The University of South Carolina Beaufort (USCB), a small senior campus of the state's largest public university, brings the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe. The campus also supports the USC Extended Graduate Campus, which provides local access to graduate courses and programs.

USCB offers programs in mathematics and the natural sciences, humanities, and professional and social sciences. Its curriculum is designed to promote acquisition of knowledge and, through it, the intellectual dispositions and skills that encourage depth of understanding, tolerance of others and individual accountability. Attracting a racially and culturally diverse student body of varying ages and experiences, the University of South Carolina Beaufort draws its students primarily from the South Carolina Lowcountry, with representation from other parts of the state, other states, and foreign countries. The University encourages students to think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual.

The major intellectual and cultural center for the region, the University enriches the quality of life for area residents of all ages through presentations of the performing and fine arts, community service, symposia, research initiatives, and partnerships with area schools, businesses and organizations.

Goals to Achieve the USCB Mission:
1. Offer undergraduate degrees to meet the needs of the student population.
2. Provide education in the major area which prepares the student for more advanced study and/or for employment in the field.
3. Provide a learning environment that promotes the acquisition of knowledge and the development of skills that demonstrate depth of understanding, tolerance, accountability, and a commitment to diversity.
4. Place value on quality of undergraduate education and an atmosphere of collegial support through the appropriate allocation of resources.
5. Emphasize quality teaching and provide appropriate faculty-development resources to support teaching excellence.
6. Emphasize research as an integral part of teaching in all academic areas of the University.
7. Provide student development services and programs that assist students in achieving educational, career, and personal goals.
8. Emphasize quality service and programs and provide appropriate staff development resources.
9. Provide the appropriate resources and library and information technology services in support of teaching, research, scholarship, and public service.
10. Provide individuals with opportunities for lifelong learning and cultural enrichment.
11. Develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

12. Demonstrate the accomplishment of the mission of the University and continuous improvement in its educational programs and services.

USCB values:
- Integrity
- Collaboration
- Innovation
- Responsiveness
- Accountability

2. Major achievements from past year.
- Added four new baccalaureate programs in History, Psychology, Biology, and Spanish.
- Completed construction and opened a new Library at the South Campus.
- Graduated 66 students with baccalaureate degrees and 26 students with AA/AS degrees.
- Developed Program Planning Summaries approved by the South Carolina Commission on Higher Education (SC CHE) for the Sea Islands Institute, a B.S. in Nursing with a generic BSN track and an RN-BSN track, and a B.A. in Liberal Studies with an option in Security Studies. Hired full-time Director and Administrative Assistant to develop the Sea Islands Institute.
- Formed articulation agreement with the Technical College of the Lowcountry for Early Childhood Education program.
- Hired two tenure-track faculty for the History and Spanish programs and hired a full-time Pritchards Island Coordinator.
- Increased the number of courses delivered between campuses using Interactive Video Conferencing and web-based course instruction.
- Raised just under $600,000 in the past fiscal year for project support, scholarships, endowment, annual giving, in-kind gifts and grants from two private foundations.
- Planned the dedication ceremony for the new library at the South Campus and honored the donors who gave the funding for the cyber café.
- Recognized Beaufort and Jasper counties for their partial support in funding the capital costs of the building.
- Wrote proposals and received funding from The Heritage Classic Foundation for $35,000 in project support for the library display cases and from the Bernard Osher Foundation for $100,000 to fund program expansion and operating support for The Osher Lifelong Learning Institute at USCB.
- Raised nearly $200,000 for scholarship support including the first new scholarship to cover tuition and housing. Two new endowed scholarships were received, one for $40,000 and the other for $100,000, and are included in the total.
- Received $795,000 in new and ongoing sponsored support, including grants and contracts, from the National Institutes of Health, the U.S. Department of Education, the National Oceanic and Atmospheric Administration, the Arthur M. Blank Foundation, and the South Carolina Commission on Higher Education.
- Submitted grant proposals for $1.8 million in new sponsored funding, including applications to the Economic Development Administration, the Administration for

Children and Families, the U.S. Department of Education, the National Oceanic and Atmospheric Administration, and the Robert Woods Johnson Foundation.

- Created new position and hired director of grants to assist faculty/staff with identifying funding sources, developing, writing and submitting proposals for sponsored funding.
- Redesigned and implemented the USCB website. The first USCB recruitment video was produced and received a national advertising award.
- Produced academic program brochures, duratran signage for the two local airports, a recruitment campaign, portable display booth for recruitment and promotional events and developed a comprehensive digital photograph archive.
- Established a baseline of annual job requests with accompanying library of printed samples.
- Developed a comprehensive recruitment campaign that included a recruitment video, broadcast & print ads, a variety of publications and promotional products featuring photos of active student life and showcasing the local environment.
- Produced over 120K printed items including eight academic program brochures, two general recruitment brochures, postcards, presentation folders, mailing envelopes, two newsletters and annual report.
- Designed a new portable display booth, signs and banners for recruiting and promotions efforts suitable for trade shows and community events as well as internal events.
- Created USCB mouse pad served to promote the new web page URL.
- Developed a comprehensive digital archive system to manage various public relation files (created and acquired within the department) into a searchable database to include photography, design & video files.
- Published the first USCB Annual Report.
- Established the Unit of Athletics Development and Recreation.
- Completed an on-campus recreation field: cleared, shaped, sodded and put in new irrigation system.
- Formed the first Student Athletic Advisory Committee and established an Athletics Advisory Board.
- Initiated, offered and facilitated YMCA membership for all housing residents at USCB and obtained discounted monthly membership for all USCB students.
- Conducted intramural and recreation activities including:
    a) Flag-football (co-ed)
    b) Basketball (co-ed)
    c) Staff vs. Student softball game
    d) 5K Run
- Received 10 donated stationary bikes for fitness.
- Developed athletics plan for the future to include membership in an athletics association.
- Participated and coordinated in community and civic events:
    a) Shrinkdown (YMCA health initiative with over 1000 participants)
    b) 2006 PGA Heritage Golf Tournament (with approximately 10,000 visitors)
    c) Commitment to run the 2007 Lonnie Barton Memorial Intercollegiate Golf tournament (with 17 collegiate golf teams participating)

- Increased membership in Osher Lifelong Learning Institute (OLLI) 29% (from 647 at the end of 2004/2005 to current membership of 836); and, expanded geographic coverage by adding classes in Jasper County and at Penn Center, increasing membership diversity.
- Featured nationally and internationally known speakers in flagship lecture series for the Winter 2006 term entitled "Global Challenges of Sustainable Development." It earned recognition and praise in the community for OLLI and USCB, and drew more than 100 attendees to each of the six lectures.
- Expanded the Continuing Education Program, including Continuing Medical Education, which showed significant gains. The ESL and Conversational Spanish programs which increased participants by more than 160 over the 2005 period showed a 109% increase. The "Lunch with Author" series grew by 19% over the previous year, and historic tours and lectures continue to be popular.
- Established the Early Childhood Family Initiative's Lowcountry Fatherhood Collaboration and Partnership with 5th grade students in local elementary schools. The "Father of the Year Awards" event created an opportunity for children to celebrate their fathers, families, teachers, principals and community sponsors.
- Completed residential on-campus housing.
- Established the Office of Public Safety.
- Phased in a stand-alone Financial Aid/Veterans Affairs office, moving from regional administration and oversight to local control.
- Developed an Admissions Office tracking system from inquiry to registration and refined the process of determining and recording transfer credit using the DARWEB system.
- Established Opportunity Scholars and Academic Success Centers at the South Campus.
- Implemented the new Opportunity Scholars Program and Pathways to Success grants.
- Developed and implemented a comprehensive Student Orientation Program that included an overnight stay option.
- Expanded recruitment activities to include state, regional and national venues.
- Created and maintained an Admission's Office's prospect to yield database that reported a 62% yield rate for Fall 2005.
- Automated the Student Government Association election process that resulted in a 400% increase in the number of voters.
- Established the new Student Ambassador program that provides campus tours including Saturdays and provides support for the new Student Orientation program.
- Established a management, communication and in-service training system based on monthly Student Development Council (Directors) and Division meetings.

3. **Key strategic goals for the present and future years.**
- Strengthen and expand academic offerings
- Expand and strengthen student support services
- Expand and diversify the student population
- Support scholarship and the pedagogy of the faculty
- Provide an environment conducive to teaching and learning
- Broaden community awareness and support
- Develop appropriate partnerships that support the University's mission
- Evaluate annually progress toward attaining its goals, objectives, strategies, and tactics

- Strengthen planning, budget and assessment
- Attain appropriate accreditations

4. Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals:

Strengths
- successful transition to a baccalaureate degree-granting institution
- potential for considerable growth
- improved technological infrastructure
- expanded and contemporary facilities that the South campus offers
- USCB's strong liberal arts tradition
- recent success in identifying and obtaining new grants
- reasonable tuition rates
- desirable coastal location
- strong community and regional support
- excellence in teaching
- many dedicated and highly qualified faculty and staff members
- support of the institution's leadership and for our shared vision of USCB's future

Opportunities
- improved communications between the campuses
- new image and facilities at South Campus
- opportunity to reengineer our structure and function
- new degree programs and expanded recruitment efforts
- ability to truly impact social promotion and advancement through educational efforts
- regional population growth
- opportunity to develop strong partnerships with local and regional entities
- opportunity to leverage the Lowcountry's strong history and arts presence
- opportunity to embrace our vision of becoming a quality baccalaureate degree-granting institution

Barriers
   The need for:
- improved internal and external communications
- adequate state financial support
- improved course scheduling procedures
- better faculty evaluation methods
- more effective integration of Pritchards Island into our academic mission
- more continuity in policies and procedures
- enhanced student recruitment initiatives
- strengthened administrative processes
- increased accountability, annual reporting and planning
- improved quality and quantity of faculty research
- advancement in our technology initiatives
- some of our faculty and staff to challenge the status quo

5. How the accountability report is used to improve organizational performance.
The Accountability Report serves as a self-assessment and internal review that USCB uses to document its effectiveness in achieving its mission and its compliance with the SC Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and other external accreditation agencies. The Accountability Report is aligned with the annual strategic planning process and institutional effectiveness framework and is used to document continuous improvement in teaching, student learning and student satisfaction. Annual assessment is a valuable tool in measuring progress, charting growth and identifying strengths and weakness that will result in the overall improvement of programs and services.

Section II - Organizational Profile

Description of the organization.
USCB is the state's newest four-year University offering degree programs at two campuses in our region. USCB is comprised of two full-service campuses: the Historic Beaufort Campus (North) and the Gateway to Hilton Head (South). The South Campus now has brand new on-campus student apartments. Both campuses offer undergraduate programs of study to some 1500 students. In addition, we offer AA/AS degrees to military personnel and dependents at the Marine Corps Air Station Beaufort and Parris Island Marine Recruit Depot.

1. Educational programs, offerings and services and methods by which these are delivered.
Educational programs, offerings and services are offered through the six academic and support units that make up the University: Academic Affairs, Advancement, Athletics Development and Recreation, Community Outreach, Finance & Operations and Student Development. USCB offers ten baccalaureate degrees in: Biology, Business, Early Childhood Education, English, History, Hospitality, Human Services, Liberal Studies, Psychology and Spanish. Associate of Arts and Associate of Science degrees are offered at the military installations to active-duty military personnel and their family members. The programs are delivered via traditional in-class instruction, on-line, and through interactive video-conferencing. There are numerous opportunities open to students who wish to study in other countries. Correspondence courses are administered through USC Distance Education and Instructional Services.

USCB offers a wide variety of educational and support services through the following offices:
- Academic Success Center
    (Advising, Career Counseling, Disability Services, Testing Services, Tutoring Services)
- Admissions Office
- Advisement
- Bookstore
- Campus Information Desk
- Center for Excellence in Collaborative Learning
- Information Technology & Computer Services
- Financial Aid & Veteran's Affairs Office
- Institutional Effectiveness & Research

- Intramural Sports
- Libraries
- Maintenance
- Military Programs and Student Services
- Opportunities Scholars Program
- Palmetto Village Student Housing Community
- Pritchards Island
- Recruitment
- Registrar's Office
- Security
- Student Clubs and Organizations
- Student Government Association
- Student Housing Office
- Student Life Office
- Visual Information Processing System (VIP)

The Community Outreach unit provides a variety of services and educational opportunities to the community through the following initiatives and partnerships:
- USCB-Penn Center At Risk Family Initiative
- Beaufort Regional Technology Center
- Jasper County/USCB Comprehensive School Reform Partnership Final Report
- Center for Excellence in Collaborative Learning
- Continuing Education
- Osher Lifelong Learning Institute at USCB
- Pathways to Success program
- Sea Pines – Continuing Medical Education (CME)
- USCB Festival Series

2. **Key student segments, stakeholder groups, market segments and their expectations.**
   Students and stakeholders expect quality academic programs and continuous improvement in the delivery of programs and support services.
   Key Student Segments:
   - On-campus students, including residents and commuter students
   - Non-traditional students
   - Area high schools in the service area
   - Military Corp Recruit Depot at Parris Island and the Marine Corp Air Station
   - Transfer students from the USC System and the Technical Colleges
   - Continuing Education students from the service area
   - Regional High School Students (out-of-state)

   Stakeholder Groups:
   - Community residents
   - Community partners, businesses and agencies
   - Legislators

- Donors
- Taxpayers
- Students
- Local school districts
- Employers
- Alumni
- Chambers of Commerce
- Local Economic Development Boards

Market Segments:
- Beaufort, Hampton, Colleton and Jasper Counties in South Carolina
- Bryan, Chatham and Effingham Counties in Georgia
- Market segments have expanded out-of-state and out-of-country with the addition of student housing

3. Your operating locations:
- North (Historic Beaufort) Campus
- South (Gateway to Hilton Head) Campus
- Marine Corps Air Station
- Marine Corps Recruit Depot at Parris Island
- Pritchards Island

4. The regulatory environment under which your organization operates:
- USC Board of Trustees
- South Carolina Commission on Higher Education (SC CHE)
- Southern Association of Colleges and Schools (SACS)
- Outside Accrediting Agencies including:
    a) National Council for Accreditation of Teacher Education (NCATE)
    b) Association to Advance Collegiate Schools of Business (AACSB)
    c) Council on Standards in Human Services Education (CSHSE)

5. Your governance system.
Governing Board
The University of South Carolina Beaufort is governed by the Board of Trustees of the University of South Carolina. The Chancellor is the Chief Administrative Office and reports directly to the President of USC. The President reports directly to the Board of Trustees. Senior administrative leadership reports directly to the Chancellor of USCB.
Procedure for Development and Approval of Academic Policy and Practice at USCB
The Faculty Manual: Regional Campuses and Continuing Education is currently the governance document for academic policy and practice at USCB until the revised faculty manual already approved by the USCB Faculty Organization and Administration is approved by USC Board of Trustees. The policies and practices therein will be implemented once final approval is granted. As outlined under the Preamble/Faculty Powers, the faculty, subject to review by the Chancellor, President, and Board of Trustees, has decision-making powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees,

curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of the University, and all other matters pertaining to conduct of faculty affairs, including discipline of their own members. Initiatives are introduced at the committee level and/to the Faculty Organization and once approved, forwarded to the Chancellor for consideration.

6. Your key suppliers and partners.
Key suppliers:
- Local high schools
- Regional high schools (out-of-state)
- Community residents from the service area
- Community residents from Bryan, Chatham and Effingham counties in Georgia
- Active duty military and their family members
- Technical College System
- USC System
- Parents and family members

The University seeks to develop partnerships where its resources can assist and support external groups in achieving their goals and where the educational and community mission of USCB can be enhanced by serving the public, making University resources available to the community at large. In addition to addressing the general education needs of the community, the office of Community Outreach focuses on the unique issues of the Lowcountry region, including economic enhancement, development activities, a growing retirement population, and preservation of the history and ecology of the area. Currently USCB has a number of partnerships including the Reconstruction Heritage Committee comprised of Penn Center, Beaufort County, Beaufort City, the Center of Excellence for Collaborative Learning and a number of other groups working to establish a Reconstruction Historical National Area; ACE Basin and Baruch Institute to explore funding and mutual projects for coastal ecology; Sea Pines resort to develop a Sea Pines Academy to offer a variety of educational programs at their property; and a number of government, business, and civic organizations. USCB frequently sponsors lectures, concerts, and theatre performances that are open to the public. Last year the special lecture series was a partnership with the Osher Lifelong Learning Institute at USCB.
Other USCB Partners and Affiliations include:
- Local social service agencies
- Local area school districts
- Local organizations and agencies
- Business and industry partners from the private and public sector
- Hospitals
- Local employers
- Non-profit agencies and organizations
- USCB - Penn Center Partnership
- Community Technology Centers
- Center of Excellence in Collaborative Learning
- Pathways to Success Program
- Osher Lifelong Learning Institute at USCB
- Jasper County/USCB Comprehensive School Reform Partnership Final Report

7. Key competitors that directly compete for the same type of studies, research, and grants.
- Other colleges and universities in the service area and the state

8. Principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation.
Until two years ago, Lowcountry residents had to travel more than 70 miles to attend a four-year baccalaureate degree-granting institution. In 2004, USCB became the only baccalaureate degree-granting institution in the southeastern tier of South Carolina. The addition of four new degree programs in academic year 2005-06 combined with the six baccalaureate degree programs already established gave greater opportunity for Lowcountry residents to live and go to school in the USCB service area rather than moving away to attend a four-year institution, thereby increasing an educated workforce in the Lowcountry. In addition to acquiring four-year status, USCB is technologically driven to be competitive with other institutions by offering courses via distance education delivery.

9. Your key strategic challenges.
- Strengthen and expand academic offerings
- Expand and strengthen student support services
- Provide an environment conducive to teaching and learning

10. Your performance improvement systems.
- Employee Performance Management System (EPMS)
- Faculty Evaluations
- Course Evaluations
- Institutional Effectiveness and Outcomes Assessment Annual Reports
- Institutional Effectiveness and Strategic Planning Framework/Process
- Internal Academic and Support Services Program Reviews
- External Academic Program Reviews by the SC CHE
- Institutional Effectiveness Annual Report to the SC CHE
- Academic Program Curriculum Evaluation by the USCB Curriculum Committee
- SC State Budget and Control Board Annual Accountability Report

11. Your Expenditures/Appropriations Chart

USC Beaufort Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

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	$5,993,628	$1,511,410	$ 7,352,880	$ 1,571,866	$ 7,401,338	$1,571,866
Other Operating	$4,480,351	$ -	$ 5,898,047	$ 500,000	$ 6,371,612	$ 500,000
Special Items	$ 180,323	$ 180,240	$ 180,240	$ 180,240	$ 180,240	$ 180,240
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$1,423,935	$ 334,565	$1,658,502	$ 357,381	$ 1,556,186	$ 357,381
Non-recurring	$ -	$ -	$ -	$ 500,000	$ -	$ -
Total	$12,078,237	$2,026,215	$15,089,669	$3,109,487	$15,509,376	$2,609,487

Other Expenditures

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

12.   Your Major Program Areas Chart.

As set by the National Association of College and University Business Officers (NACUBO), standards, instruction and academic support make up 83% of our current year funding.

Beaufort 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*
510	Instruction-Undergraduate and graduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	**State:** 794,422 **Federal:** 15,799 **Other:** 3,833,413 **Total:** 4,643,634 **% of Total Budget:**	38.45%	**State:** 1,260,612 **Federal:** 82,796 **Other:** 3,919,027 **Total:** 5,262,435 **% of Total Budget:**	34.87%	Chart 7.1-1 Chart 7.1-2
511	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:** 15,441 **Federal:** 9,549 **Other:** 100,674 **Total:** 125,664 **% of Total Budget:**	1.04%	**State:** 24,502 **Federal:** 67,954 **Other:** 156,320 **Total:** 248,776 **% of Total Budget:**	1.65%	Chart 7.4-1 Chart 7.4-4
512	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:** 0 **Federal:** 277,832 **Other:** 145,308 **Total:** 423,140 **% of Total Budget:**	3.50%	**State:** 0 **Federal:** 198,919 **Other:** 217,498 **Total:** 416,417 **% of Total Budget:**	2.76%	Chart 7.5-5
513	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	**State:** 290,571 **Federal:** 0 **Other:** 1,266,128 **Total:** 1,556,699 **% of Total Budget:**	12.89%	**State:** 461,087 **Federal:** 0 **Other:** 1,292,466 **Total:** 1,753,553 **% of Total Budget:**	11.62%	Chart 7.4-1 Chart 7.4-2 Chart 7.4-3 Chart 7.4-4 Chart 7.5-4
514	Student Services-Student focused activities to include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	**State:** 208,047 **Federal:** 0 **Other:** 684,946 **Total:** 892,993 **% of Total Budget:**	7.39%	**State:** 330,134 **Federal:** 179,031 **Other:** 925,882 **Total:** 1,435,047 **% of Total Budget:**	9.51%	Chart 7.4-3 Chart 7.5-1 Chart 7.5-2

515	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	**State:** 301,321 **Federal:** 0 **Other:** 975,134 **Total:** 1,276,455 **% of Total Budget:** 10.57%	**State:** 478,145 **Federal:** 0 **Other:** 1,420,768 **Total:** 1,898,913 **% of Total Budget:** 12.58%	Chart 7.4-3
516	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.	**State:** 0 **Federal:** 681,459 **Other:** 561,529 **Total:** 1,242,988 **% of Total Budget:** 10.29%	**State:** 0 **Federal:** 957,789 **Other:** 697,223 **Total:** 1,655,012 **% of Total Budget:** 10.97%	
517	Auxiliary: Bookstore-Self-supporting activities that exist to furnish textbooks, goods and services to students, faculty, or staff.	**State:** 0 **Federal:** 0 **Other:** 599,504 **Total:** 599,504 **% of Total Budget:** 4.96%	**State:** 0 **Federal:** 0 **Other:** 736,442 **Total:** 736,442 **% of Total Budget:** 4.88%	
518	Penn Center -Provide assessment and coordinate services to rural at-risk families on St. Helena Island.	**State:** 180,240 **Federal:** 0 **Other:** 0 **Total:** 180,240 **% of Total Budget:** 1.49%	**State:** 180,240 **Federal:** 0 **Other:** 0 **Total:** 180,240 **% of Total Budget:** 1.19%	
519	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	**State:** 236,173 **Federal:** 0 **Other:** 900,746 **Total:** 1,136,919 **% of Total Budget:** 9.41%	**State:** 374,767 **Federal:** 0 **Other:** 1,128,067 **Total:** 1,502,834 **% of Total Budget:** 9.96%	Chart 7.4-3

Grand Total	**State:**	2,026,215	**State:** 3,109,487
Grand Total	**Federal:**	984,639	**Federal:** 1,486,489
Grand Total	**Other:**	9,067,382	**Other:** 10,493,693
Grand Total	**Total:**	12,078,236	**Total:** 15,089,669

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State:
	Federal:
	Other:
	Total:
	    % of Total Budget:
		State:
		Federal:
		Other:
		Total:
		    % of Total Budget:

13. Your Organizational Structure.

USC Beaufort
Organizational Chart

Chancellor

Administrative Assistant

Executive Vice Chancellor Academic Affairs | Vice Chancellor Advancement | Vice Chancellor Finance & Operations | Vice Chancellor Student Development | Director Athletics Development & Recreation | Director Community Outreach

Humanities | Math & Science | Development | Facilities and Maintenance | Admissions | Financial Aid | At-Risk Family Initiative

Professional & Social Sciences | Academic Programs* | Grants | Security | Student Life | Military Programs | Continuing Education

Information Technology | Institutional Effectiveness and Research | Public Information | Human Resources | Academic Success Center | TRIO/OSP | Osher Lifelong-Learning Institute

Registrar | Library | Public Relations | Bookstore | Transition Coordinator | Advisement and Housing | Sea Pines – Continuing Medical Education

Environmental Health | Pritchards Island | Small Business Development Center | Food Services

Finance

*Academic Programs include an Associate of Arts, Associate of Science, and baccalaureate degrees in Biology, Business Administration, Early Childhood Education, English, History, Hospitality Management, Human Services, Liberal Studies, Psychology and Spanish. The Center for Excellence in Collaborative Learning is housed under the Early Childhood Education program.

Section III – Elements of Baldrige Award Criteria

Category 1 - Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Strong leadership is vital as USCB strives for continuous improvement in academic programs, student support services, and improved customer satisfaction. The leadership at USCB has established the Core Values of Integrity, Collaboration, Innovation, Responsiveness and Accountability that the faculty organization has approved and the University family has embraced. The Chancellor and Administrative Council (Senior Leadership) model these Core Values to faculty and staff daily in their personal and professional actions, and in turn articulate them to their units as standards by which all academic and support services staff will function as they uphold and carry out the goals and mission of the University. Under the leadership of the Chancellor and the Administrative Council, University policy, procedures, direction, and other issues are developed and reviewed on a weekly basis.   Information from the Chancellor and Administrative Council is delivered to faculty, staff, suppliers, partners and stakeholders in a number of ways:

- The Chancellor and Administrative Council meet weekly and send the *University Weekly Update,* to all faculty and staff immediately following the meetings.
- The Chancellor's Cabinet is a vital mechanism by which information is communicated from administration to the faculty, staff and student body.
- The President of the Student Government Association (SGA) is a member of the Chancellor's Cabinet and communicates information from administration to the student body and addresses student concerns with the administration.
- Chancellor and Administrative Council are actively involved in community organizations and share information with community and stakeholders at a number of venues.
- Forums are held regularly with the student body at both campuses.
- Forums are held with the USCB Beacon (staff) organization.
- Chancellor writes a column in The Shrimp, a bi-weekly student newspaper.
- Chancellor and the Executive Vice Chancellor report to the Faculty Organization at regularly scheduled meetings.
- Chancellor reports annually to Beaufort and Jasper County Councils.
- Chancellor reports bi-monthly to the Beaufort/Jasper Higher Education Commission.
- Chancellor reports monthly to the USC President.

2. How do senior leaders maintain legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

All unit/subunit heads are responsible for monitoring and maintaining legal and regulatory accountability in their respective University offices with regard to state and federal regulations and USC policy and procedures through continuous review of operations, by communicating regularly with the appropriate legal authorities and personnel from regulatory agencies, and by

setting high standards for operations and accountability. Fiscal accountability is maintained by adherence to state and federal laws and measured through annual state and federal audits. The SC State Budget Office, State Legislature and Governor's Office, and USC Budget Office provide oversight as the University budget is developed annually. The University provides data to the state and federal government in a timely manner relating to Performance Funding, IPEDS, CHEMIS, financial aid, and other data for accountability purposes.

Ethical behavior is maintained by adherence to The Carolina Creed. Choosing to join the USC community obligates each member to a code of civilized behavior. Students conform to The Carolina Creed, the USCB Academic Code of Conduct, and the Student Code of Conduct. Students of the University are expected to be honest and forthright in their academic endeavors. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the Student Handbook.

3. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance and attain your vision?
USCB engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuing improvement and (b) demonstrate that the institution is effectively accomplishing its mission. Senior leaders take an active role in strategic planning and institutional effectiveness initiatives and communicate the institution's mission, vision, values goals, and objectives to staff, via face-face meetings, discussions with subunit heads and staff, through written guidelines and policies, through faculty and staff annual evaluations, student evaluations of courses and teaching effectiveness, internal and external satisfaction surveys to stakeholders and constituents, and through the development of effective training programs provided by the Human Resources office. Performance measures are set as part of the individual staff members' EPMS planning stages. Unit heads monitor and evaluate these measures for individual employees through a review process for actual performance and recommendations. Consistent with the USCB mission of striving for continuous improvement in student learning and improving student satisfaction, all academic and support units and subunits draft annual Institutional Effectiveness and Outcomes Assessment (IE-OA) Reports that are used to articulate their purposes, goals, objectives and action plans for the coming academic year. The reports are reviewed by the Institutional Effectiveness Council (IEC) and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for their review.

4. How do senior leaders create an environment for faculty and staff learning?
Faculty and staff are encouraged to pursue professional development opportunities for personal and professional growth. All full-time employees earn one free course per semester and are encouraged to further their education. The Human Resources office offers a plethora of free seminars, workshops, and training programs in a variety of subject areas that are available to all employees. The administration plans faculty/staff development opportunities on campus annually. Faculty are awarded release time to pursue research activities and funding is provided for professional development activities. Selection for course release is made by a criteria-based application process to the Faculty Development Committee.

5. How do senior leaders promote succession planning to develop future leaders?
Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth. A faculty mentoring program has been established for new faculty and employees are encouraged to attend conferences in their field for job improvement, professional development and career expansion. Coaching and mentoring are provided to new employees within their respective units while unit heads and supervisors provide a great deal of informal transfer of knowledge to their colleagues. The University has clear definitions of roles and responsibilities for each position available so that employees can review the job descriptions and prepare for advancement. Employees are encouraged to take University classes at no charge and earn advanced degrees while employed. Senior leaders serve as role models to all employees by belonging to organizations that help them do their jobs better while transferring newly gained knowledge back to their staff.

6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do they take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?
The flow of communication begins with Senior Administration who are the team leaders for their units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental levels and in committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvement in programs and services. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for University committees. An awards ceremony, presided over by the Chancellor and Executive Vice Chancellor that recognizes the accomplishments of faculty and students is held annually. Faculty and staff are eligible for annual Pay for Performance increases that are tied directly to annual performance appraisals which include areas that need improvement and specific steps for improvement. USCB strives to publicly acknowledge the achievements of faculty, staff and students by recognizing them in University and community public relations mediums.

7. How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How are the performance reviews used to improve their own leadership effectiveness and that of the board and leadership system?
In order for USCB to demonstrate its overall effectiveness, administrators, including the chief executive officer, are periodically evaluated regarding their achievement of performance objectives that in turn are linked to institutional effectiveness measures. Regular evaluations contribute to the continuing development of the institution. Senior Administration are evaluated by faculty and staff using the USCB Rating Scale for Administration that targets interpersonal and communication skills, budget processes and management of resources, leadership and personal skills. The results of the surveys are shared with the administration and used to improve administrator effectiveness in the performance areas. The office of Institutional Effectiveness and Research (IER) has been reviewing other surveys and rating scales and will use a new administrator evaluation tool in the next academic year. The Chancellor is evaluated by the USC President and USC Board of Trustees annually.

8. How does your organization address and anticipate any adverse impacts of its programs, services and operations? What are the key compliance related processes, goals, measures?
USCB strives for continuous improvement in its academic programs and support services and takes a pro-active approach by anticipating problems before they arise. Through assessment, USCB identifies problem areas so that improvements in programs and services can be made in order to offer the best educational experience possible. The office of IER is responsible for all institutional assessment activities and the administration, in turn, relies on, and analyzes the data so that sound, data-driven decisions can be made.

The IEC is responsible for overseeing general education assessment as well as reviewing the academic and support units' assessment reports. Major assessment is done in concert with the University's mission and strategic plan. Academic programs and services are reviewed by internal and external constituencies such as the SC CHE and SACS. USCB recently went through a comprehensive self-study and received four-year baccalaureate degree-granting status from SACS in 2004. In addition, USCB is seeking voluntary external accreditation for several of its academic programs as the institution continues its commitment to excellence (NCATE, CSHSE and AACSB).

Student participation in assessment activities is a University priority. After the close of each semester and summer, students complete a courses evaluation, and an exit survey upon graduation. Focus groups are held with students to discuss the strengths and weaknesses of programs and services so that action plans for improvement can be developed. The SGA represents the student body and plays an important role in institutional decision-making and addressing student concerns. The President of the SGA is appointed to several University committees including the Chancellor's Cabinet and the Institutional Effectiveness Council and brings concerns about programs, services and operations directly to the administration.

The University seeks input from community partners and stakeholders in order to gain knowledge on strengths and weaknesses. We seek input from the local schools, businesses, industry, hospitals, social services agencies, private and non-profit sector, and other community partners to ensure program effectiveness. An advisory board, made up of community members and partners, has been established for each academic program. Surveys given to community partners to gauge the effectiveness of programs, operations and services include internship surveys, employer surveys and alumni surveys.

9. How do senior leaders and the university actively support and strengthen the community? How do leaders determine areas of emphasis for involvement?
In keeping with the University mission of teaching, research, scholarship and public service, USCB has been responding to local needs by providing programs and services to the community since 1959. Senior administration, faculty, and staff are heavily involved in public service through volunteer efforts that impact the community in a positive way. Community involvement at the local, state and/or federal level is essential for all faculty and staff, not just senior administration. Faculty members are expected to contribute to the community at large in ways that make use of their professional expertise. The Beacon staff organization collectively determines which volunteer service activities the University staff will participate in each year. Over the past year those activities included the Relay for Life, Red Cross Blood Drive, AIDS

Awareness, the United Way, Needy Families Drive during the holidays, Toys for Tots Drive, Thanksgiving Food Drive, and a Coat Drive. Students can join a number of organizations on campus, such as Gamma Beta Phi, which seek to disseminate and improve education through appropriate service activities. The office of Community Partnerships supports USCB's mission of serving the public by making University resources available to the community at large through a wide variety of outreach programs. Senior leadership determines areas of emphasis for organizational involvement and support through the University's ongoing strategic planning and institutional effectiveness initiatives and communicates information to administration, faculty, staff and students via face-to-face meetings, committees, and weekly electronic updates. Senior leaders are involved in civic and service organizations, economic development initiatives, and local government task forces including:

- Local Rotary
- Greater Beaufort-Hilton Head Island Economic Development Partnership
- Literacy Volunteers of the Lowcountry
- Beaufort County Mayor's Task Force
- Beaufort Regional Chamber of Commerce
- American Association of University Women
- Governing Board, Hilton Head Island/Bluffton Chamber of Commerce (current Chairperson)
- Governing Board, Coastal Business Education Technology Alliance (CEBTA)
- Governing Board, Hilton Head Regional Medical Center
- Governing Board, Greater Beaufort-Hilton Head Island Economic Development Partnership
- Ex-Officio Member, Beaufort Chamber of Commerce, Board of Directors
- Board of Directors, Coastal Carolina Medical Center
- Board of Trustees, Community Foundation of the Lowcountry
- Arthur M. Blank Family Foundation, Pathways to Success National Advisory Committee.
- Hilton Head Island Greater Island Committee
- Pathways to Success Advisory/Steering Committee, Bluffton High School

Category 2 - Strategic Planning

Category 2 - Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1 - Strengthen and expand academic offerings	1) Develop and implement degree programs to meet baccalaureate-level needs of the region 2) Develop the general education core of course offerings 3) Establish institutes which support study and research in fields specifically appropriate to this region	1) Identify and adapt those baccalaureate degrees for which a strong needs-based case can best be made and USCB can provide the necessary infrastructure 2) Increase number of institutes and integrate at least one into the academic offerings	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.1-6 7.5-3
2 - Expand and strengthen student support services	1) Provide high quality and accessible student support services, with extended office hours 2) Provide a more student-friendly enrollment and registration 3) Increase and strengthen connectedness among students, faculty, and staff	1) Hire more staff 2) Strengthen the interrelationships between admissions, registration, and financial aid to create a unified process for students 3) Offer campus-wide activities involving students, faculty, and staff	7.2-1 7.2-2 7.4-3
3 - Expand and diversify the student population	1) Develop and implement an enrollment management system	1) Explore non-traditional calendars, course times, and locations 2) Improve access and opportunity for student financial support 3) Increase retention and graduations rates	7.1-4 7.1-5 7.5-1 7.5-2 7.5-4
4 - Support scholarship and the pedagogy of the faculty.	1) Increase scholarship and research opportunities for faculty	1) Develop a policy for and encourage sabbaticals and leaves of absence 2) Explore funding sources for research and scholarship 3) Increase student involvement in faculty research projects	7.4-1 7.4-4
5 - Provide an environment conducive to teaching and learning	1) Provide adequate maintenance, custodial services and landscaping on campus 2) Provide adequate and appropriate facilities to support academic and administrative needs 3) Improve the level of multimedia support within the university	1) Provide maintenance, custodial service and landscaping for each campus 2) Evaluate current and future physical needs 3) Provide Intranet and Internet access to all facilities on campus	7.4-2 7.4-3 7.5-4
6 - Broaden community awareness and support	1) Increase community awareness of the continuing education programs 2) Increase community support for University programs 3) Improve military access and participation in the programs and activities of the University	1) Develop USCB as the center for life-long learning 2) Develop procedures and guidelines for establishing and coordinating existing and prospective partnerships 3) Develop a schedule and a location for classes that are conducive to military life	7.5-5

7- Develop appropriate partnerships that support the university's mission	1) Establish partnerships in the area of education (including life-long learning) 2) Establish partnerships in the area of artistic and cultural offerings 3) Establish partnerships in the areas of science, technology and health	1) Expand and further develop partnerships with public and private schools, day care facilities, youth programs, ESL programs, Penn Center, and 2) local arts organizations 3) Develop offerings of lectures and courses relative to health care industry	7.5-5
8 - Evaluate annually the university's progress toward attaining its goals, objectives, strategies and tactics	1) Determine status of stated goals, objectives, strategies, and tactics	1) Appoint or designate appropriate individual, office, administrator or committee to evaluate and report to the administration on progress of stated goals, objectives, strategies and tactics	IE-cycle p. 27
9 - Strengthen planning, budget and assessment	1) Secure financial resources that will support the University's Strategic Plan and promote institutional improvement 2) Prepare and annually revise a five-year pro-forma budget reflecting institutional priorities for use in department budget planning	1) Complete a grant application to obtain funding for tuition elasticity study 2) Evaluate financial performance and develop budgetary assumptions to build a realistic five year budget plan	7.4-2
10 - Attain appropriate accreditations	1) Comply with the Core Requirements, Comprehensive Standards, and Federal Requirements as found in SACS Principles of Accreditation: Foundations for Quality Enhancement 2) Establish plan for securing academic program accreditations	1) Provide resources to support accreditation process and attend annual SACS conference 2) Initiate the process for NCATE accreditation for the BA in Early Childhood Education	

1. What is your Strategic Planning process?
a) Your organizations' strengths, weaknesses, opportunities and threats
USCB has engaged in systematic, University-wide strategic planning for many years. The strategic planning cycle is five years with annual updates. Strategic planning involves input from all members of the USCB community and a wide representation of external stakeholders. Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and CHE.

The University has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services that provides for continuous improvement Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of the University. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats, are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University.

USCB recently implemented a three-tiered approach to comprehensively reviewing institutional effectiveness initiatives. The IEC (formerly Planning Council) was integrated into the new model for institutional effectiveness and strategic planning. The IEC is now functioning with revised roles and responsibilities to review, monitor, and revise the Institutional Effectiveness and Strategic Planning Framework/Process, processes and procedures of the University. Professional development sessions were held for the academic and support units that focused on expanding the use of assessment to facilitate continuous improvement and on developing outcomes and criteria for measuring progress in attaining them. Planning meetings focused on how to accelerate the shift to strategic thinking so that campus-wide processes, structures, and human financial resources are aligned to facilitate performance in priority areas. These cumulative analyses formed the foundation of the strategic planning process and resulted in the development of the USCB 2003-08 Strategic Plan.

USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. The process itself has been evaluated as the University prepared for separate accreditation as a four-year institution. With input from all units of the University, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry by continuously improving its educational programs and support services.

b) Financial, regulatory, and other potential risks
- Cost benefit analyses are reviewed for each proposed objective. Agency strengths and weaknesses are identified. An external analysis, to include factors and impact, is included in the plan to address increases in tuition and fees. USCB will further refine our process to include peer institutions to maintain what we believe is our competitive

advantage. Strategic planning objectives are aligned with the agency's performance outcome measures and state and federal regulations.

- Human resource capabilities and needs: Staffing patterns are analyzed to ensure objective workforce training and succession planning accomplishment. Staff realignment and resources are prioritized to meet the needs of the institution.
- Operational capabilities and needs: Fiscal data to include the projected annual budget in addition to staffing patterns and available resources are discussed.   Organizational capacity is analyzed and expanded as appropriate to meet the agency's mission.

c) Shifts in technology, student and community demographics, markets, and competition
Shifts in technology, student and community demographics, markets, and competition are addressed by Goals I, II, III, V, VI, VII, VIII, IX in the University Strategic Plan. Shifts in technology are based on the demands of students who come to the University expecting to use up-to-date technology in the classroom. USCB has created a collaborative computing center in the new Library so that groups can work in a collaborative environment. A new system called Tegrity is being implemented to give students and faculty more control and access to course lectures using multiple sources such as computers, PDAs, iPods, and cell phones.

USCB uses census data and conducts long-term studies to identify student demographics and market segments. The IER office conducts a number of internal and external surveys to gather information on student and community satisfaction. In addition, we examine and seek expert advice to improve internal processes and market research.

USCB is gathering the information about availability of its newly established four-year degree programs out in the market to "prove" the model that was proposed when the institution was granted four-year degree status. It is doing so in local markets that are undergoing rapid population growth. For example, the community surrounding the South Campus location doubled in population between 2000 and 2004. With the retiring of the baby boomer generation, this level of growth—and shift toward a growing older demographic segment—is expected to accelerate. At the same time, the area is beginning to attract knowledge-based businesses run by "thirty-something" entrepreneurs as well as a large population of people who host tourism and the service industries supporting the elderly. As a result, local school systems are overflowing with students who will need a local higher education source.

In addition to rapid growth in the four county South Carolina areas that USCB served as a 2-year institution and still serves today, the university is reaching into the nearby Savannah metropolitan area to attract both undergraduate and extended graduate campus students. This new market offers much potential as Savannah is experiencing rapid population growth, particularly in areas such as Effingham and Bryan Counties, from which USCB is more accessible than its equivalent Georgia institution.

Lastly, USCB is tapping new markets, particularly in the Midwest and East Coast. Using data collected by USCB and by Hilton Head tourism watchers, USCB is finding that states and communities where Hilton Head Island is well known are open and interested in learning more about university options in this section of the Lowcountry. As our communications and recruiting program expands, we expect to find strong growth in this market segment.

Ironically, one of USCB's most challenging markets is local place-bound students. Local high schools have some of the lowest graduation rates in the United States and the rate of baccalaureate attainment among the local, indigenous population is extremely low. USCB is actively developing new models to encourage local students to aspire to earn a baccalaureate degree and to take the course work needed to enable them to enter four-year degree programs upon graduation.

(d) Long-term organizational sustainability and organizational continuity in emergencies
USCB takes a proactive approach rather than reactive one and has developed a five-year strategic plan, 2003-2008. Now that we have passed the mid-point in the five year plan, the IEC will review the plan and begin drafting the 2008-2013 university strategic process to ensure continuity and stability.

e) Your ability to execute the strategic plan
USCB achieves its mission and goals using a four-phase Institutional Effectiveness and Strategic Planning Framework/Process.

USCB Institutional Effectiveness and Strategic Planning Framework/Process
Phase I: Analysis and Input Process
- There is University-wide analysis and input by all areas of the University through responses to surveys and/or questionnaires or by other means (SWOT Analysis).
- Key performance areas (Academic Affairs, Advancement, Athletics Development and Recreation, Community Outreach, Finance and Operations, and Student Development) analyze and/or identify:
  o The strengths and weaknesses of the internal environment of the University that includes organizational performance and organizational design;
  o The political, economic, sociological, and technological forces of the external environment;
  o The stakeholders of the University;
  o The University's competition; and
  o Resources of the University.
- The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input.
- The Administrative Council Retreat is held to discuss results of the data analysis.

Phase II: University-Wide Plan
- Strategic goals and objectives are developed and/or revised for the USCB Strategic Plan.

Phase III: Unit Plans and Institutional Effectiveness and Outcomes Assessment Plans
- Unit Plans to accomplish the Strategic Plan are written by the key performance areas: Academic Affairs, Advancement, Athletics Development and Recreation, Community Outreach, Finance and Operations, and Student Development.
- The Chancellor reviews the Enabling/Unit Plans
- Educational Programs and Administrative Support Services develop Institutional Effectiveness and Outcomes Assessment Plans that include intended outcomes,

assessment strategies, measures, and criteria.
- Academic Program Reviews are conducted according to schedule.

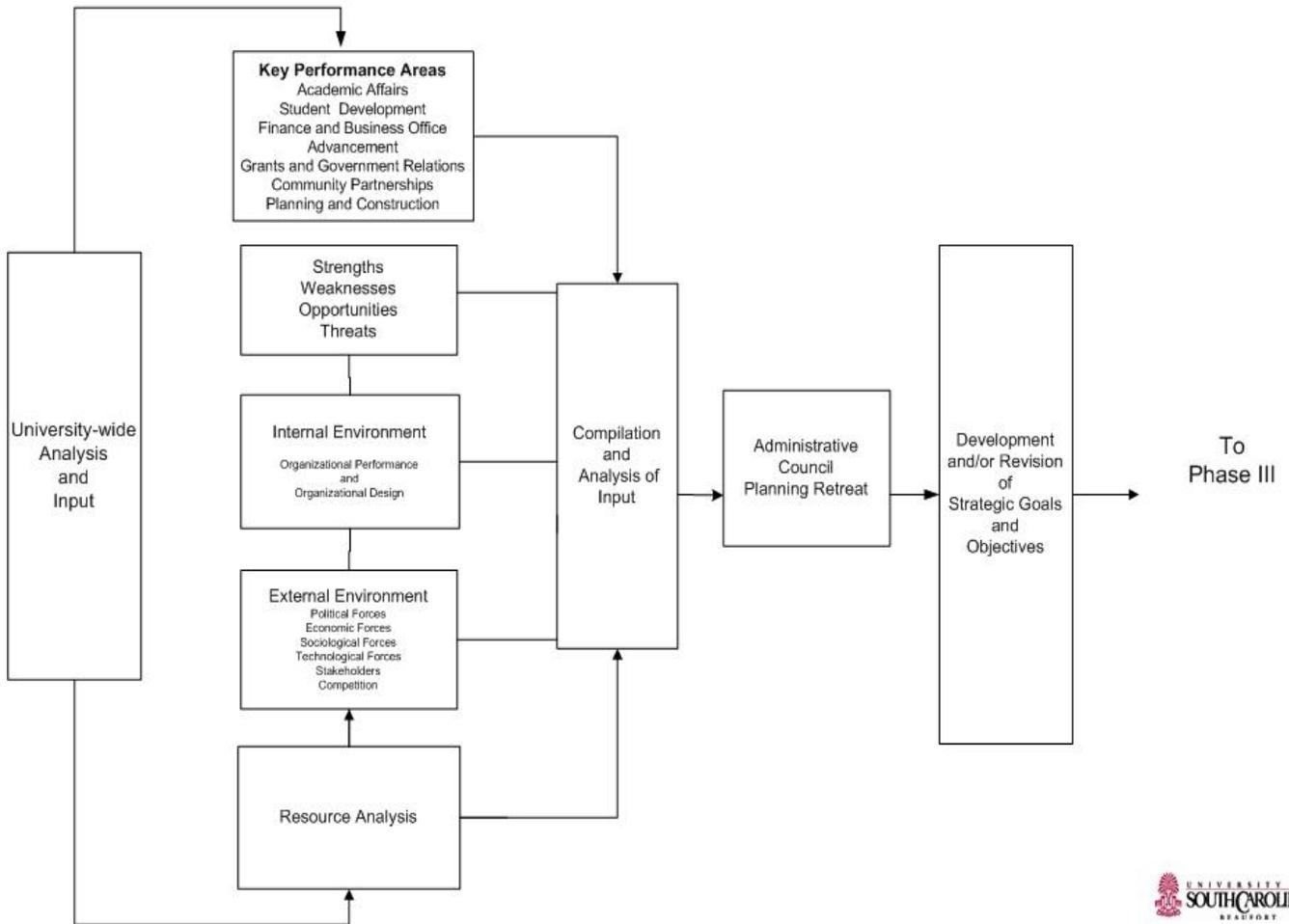**Phase IV: Plan Implementation and Evaluation of Progress**
- Institutional Effectiveness Plans are implemented.
- The Institutional Effectiveness Council reviews the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and the results of the Academic Program Review(s).
- The Institutional Effectiveness Council makes recommendations regarding the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and submits them to the Chancellor who then submits those with budget implications to the Budget Committee.
- The Institutional Effectiveness Council makes recommendations regarding Academic Program Review and submits them to the chair of the Academic Program Review Committee.

A flowchart illustrating the USCB Institutional Effectiveness and Strategic Planning Framework/Process is located on the following pages.

University of South Carolina Beaufort
Institutional Effectiveness and Strategic Planning Framework

Phase I: Analysis and Input Process   Phase II: University-Wide Plan

Phase III: Enabling/Unit Plans

Phase IV: Plan Implementation and Evaluation of Progress

From Phase II

Academic Affairs

Student Development

Finance and Business Office

Advancement

Grants and Government Relations

Community Partnerships

Planning and Construction

Educational Programs and Administrative/ Educational Support Services Units develop Annual Institutional Effective Plans, including Intended Outcomes, Assessment Strategies, Measures and Criteria

Academic Program Review

Implemention of Plans

Review of Enabling Plans by the Chancellor

Review of Institutional Effectiveness Plans, Academic Program Review Results, and Outcomes Assessment Reports by the Planning Council

To Phase I

Budgeting Process

Outcomes Assessment Measures and Use of Results

Revised 12/12/03

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

2. How do you evaluate and improve your strategic planning process?
Responsibility for planning and evaluation is a shared responsibility at USCB. USCB engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. To ensure efficacy, USCB employs a Director of Institutional Effectiveness and Research to facilitate the leadership of planning and assessment initiatives. In this capacity, the individual works with administration, faculty, and staff in coordinating the continuous improvement initiatives across campus. The Director works with the IEC to evaluate the Institutional Effectiveness and Strategic Planning Framework/Process, process, and procedures of the University. The strategic planning process is reviewed annually by the IEC. Recommendations of their findings are compiled into a report and presented to the Chancellor, Administrative Council, and Budget Committee for their review and action if necessary.

3. What are your key strategic objectives?

The key strategic goals identified in the institutional analysis are actions to be taken and intended to lead to the improvement of the academic programs and support services of the University. They are listed in the Strategic Plan and are used to develop unit plans and the IE-OA Reports. The Strategic Plan 2003-2008 demonstrates the solid ground on which the institution stands because of planning and using the results of evaluation to achieve the mission and goals of the University. The key strategic goals are to:

1. Strengthen and expand academic offerings
2. Expand and strengthen student support services
3. Expand and diversify the student population
4. Support scholarship and the pedagogy of the faculty
5. Provide an environment conducive to teaching and learning
6. Broaden community awareness and support
7. Develop appropriate partnerships that support the University's mission
8. Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics
9. Strengthen planning, budget and assessment
10. Attain appropriate accreditations

4. What are your key action plans/initiatives?

Key action plans/initiatives are identified in the Institutional Analysis of Phase I or by key performance areas in and of themselves. They are actions to be taken and intended to lead to the improvement of the educational programs and support services of the University. They are listed in the University Strategic Plan, and the unit plans and are used to develop annual Institutional Effectiveness and Outcomes Assessment reports. All of the University's goals and objectives are geared toward the achievement of the mission of the University.

5. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The IEC evaluates the Institutional Effectiveness and Strategic Planning Framework/Process, and procedures of the University. The Institutional Effectiveness Plan and Process is an on-going, comprehensive, broad-based and institutionally integrated system for planning and evaluation designed to enhance and improve the institution, as well as demonstrate to what degree the institution has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of the University, setting intended/expected outcomes (results), assessing these results, analyzing the data from the assessment, and using the results for improving academic programs and services.

The unit head oversees the development of unit plans and annual IE-OA Reports within their units. The action plans, known as Institutional Effectiveness and Outcomes Assessment (IE-OA) Reports address the University's mission and goals, and the unit head's expectations for improvements in their areas. These plans are monitored throughout the year and allocations of resources are based on data driven assessment. The IEC monitors the action plans and makes recommendations regarding the results of the IE-OA Reports to the Chancellor who then submits those with budget implications to the Budget Committee.

6. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

USCB achieves its mission, goals, objectives, action plans and other performance measures using a four-phase Institutional Effectiveness and Strategic Planning Framework/Process. The IEC communicates on an on-going basis the institutional effectiveness and strategic planning process, procedures, and findings to the educational programs, academic divisions and to the administrative and educational support services units through minutes, reports, and direct contact of members with their respective divisions. The IEC reports after every scheduled meeting the findings of the IEC to the Chancellor of the University and to the Chancellor's Administrative Council and/or the Chancellor's Cabinet. The IEC prepares an annual report of the work of the IEC.

7. How do you measure progress on your action plans?

The IEC monitors the action plans that address the key objectives. The office of Institutional Effectiveness and Research identifies, collects, and interprets the data (quantitative and qualitative) from the unit plans to determine the extent to which intended outcomes (expected results) are actually achieved. The IER office compiles and presents a report to the IEC for their review. A final report along with budget implications is presented to the Chancellor and Administrative Council. The IER office also compiles and submits an Institutional Effectiveness Report to the CHE annually.

8. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

The strategic challenges are identified and addressed using the USCB annual, four-phase Institutional Effectiveness and Strategic Planning Framework/Process. Phase I consists of a University-wide analysis and input by all areas of the University through responses to surveys and/or questionnaires or by other means (SWOT Analysis) from the IEC. The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input and presents the information to the IEC and the Chancellor at the annual Administrative Council Retreat. Senior leadership determines areas of emphasis for organizational involvement and support through the University's ongoing strategic planning and institutional effectiveness initiatives and communicates information to administration, faculty, staff and students via face to face meetings, committees, and weekly electronic updates. Extensive discussions center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. The outcomes of the discussion form the framework for developing our current strategic plan strategies and tactics and the unit plans in each of our key performance/functional areas to accomplish our goals and objectives.

The University has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of the University. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats of the University, are identified and discussed at an annual planning retreat of the

Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University.

9. The agency's internet homepage address to access the strategic plan.
The strategic plan is available at http://www.uscb.edu/uploads/IE_Strategic_Plan_2003-2008.pdf

Category 3 - Student, Stakeholder, and Market Focus

1. How do you identify the student and market segments and how do you determine which student and market segments to pursue for educational programs, offerings, and services?
USCB is the only four-year baccalaureate degree-granting institution in the southeastern corner of the state within a 70 mile radius. The rationale for providing specific programs is based on market analysis, needs assessment surveys, focus groups, market research, census data, surveys from high schools, feedback from advisory boards that make up a cross-section of the community and help determine program needs, student demand, and the success of existing curricula in the disciplines where courses have been previously offered by USCB.

USCB has identified its markets based on geographic proximity and affinity to Hilton Head Island. A three-pronged strategy for creating a diverse, lively campus by serving local residents of four counties in South Carolina, the metropolitan Savannah area, and east coast communities with strong links to Hilton Head Island, was established when the campus moved to four-year status in 2004. This model has been supported by the campuses' ability to attract these three populations of students without an extensive or complete marketing program in place.

USCB has begun to develop the communication tools needed to reach these segments including some key literature pieces, a website and recruiting video on CD, and has gained some experience in media usage in Savannah and east coast markets. As this marketing capability grows, the research sophistication of the institution is now ready to develop. In August of 2006, a marketing-oriented Vice Chancellor for University Advancement was hired to assist in developing the research program.

2. How do you keep listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features) and their relative importance to these groups' decisions related to enrollment?
As USCB transitioned from a two-year to a four-year institution, the demand for programs and services from our stakeholders was extensive and clear. Direct communication is the most effective way to gauge academic interest and customer service and focus groups are regularly held with students and key stakeholders to gauge needs and interests. Our faculty and staff are tightly integrated with students and openly exchange ideas about how to move forward. The IER office sends surveys to students and stakeholders asking for input and suggestions on academic programs, distance education delivery methods, and student satisfaction. The challenge has been to grow quickly enough to serve them. Two examples are the development of a Nursing Program that clearly fits current regional needs and strengths and the increasing use of technology to deliver the courses.

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

As the newest four-year baccalaureate degree-granting institution in South Carolina, the office of Advancement is in the process of establishing an alumni association that will help gather feedback from alumni. We are working to coordinate feedback from academic and support areas to evaluate student satisfaction and needs. Graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, employer surveys, and internship surveys are given by the IER office to gain information on programs and services. Each academic program has an advisory board that provides support and feedback on academic programs.

4. How do you determine student and stakeholder satisfaction and dissatisfaction?

USCB is committed to continuous improvement in student learning, student satisfaction, and customer service. Results from graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, focus groups, customer service survey, employer surveys, and internship surveys are given by the IER office to gain information on programs and services. The results of the surveys are shared with staff and used to make improvements in the appropriate areas.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

We seek to respond to a broader spectrum of critical educational needs and interests of our citizens by becoming the region's first baccalaureate degree-granting institution. Recognizing teaching as its primary function, USCB recruits and continuously develops highly qualified faculty members with current content knowledge, outstanding instructional skill, and a student-centered philosophy of education. Through its dedicated professional administration, faculty, and staff, we seek to provide a learning environment, which is technologically current, supportive of student with diverse interests and abilities, and dedicated to student success. The institution also strongly supports the study and appreciation of the area's unique geography, ecology, history and culture. As the region grows in population and complexity, USCB will become the primary resource for intellectual, social, cultural and economic life for students and stakeholders.

Category 4 - Measurement, Analysis, and Review of Organizational Performance

1. How do you select which operations, processes and systems to measure to track student learning, organizational performance, and progress relative to strategic objectives and action plans?

In line with USCB's Institutional Effectiveness and Strategic Planning Framework/Process, and USCB's mission and goals, each academic and support unit identifies measures at the unit level. We have established evaluation and assessment methods designed to ascertain attainment of educational goals at both the institutional and academic program level. Each academic and support unit has a defined statement of purpose directly linked to USCB's mission. Annual IE-OA Reports are developed for all academic and support units and are used to measure student learning outcomes and student satisfaction. USCB's Strategic Plan integrates critical goals and objectives for all units campus-wide. The Chancellor, Administrative Council, Unit Heads, Enrollment Management Team, and IEC meet throughout the year to review performance results.

The IER office provides training to assist internal groups with data collection and analysis of the performance measures.

Some of our processes are mandated by external state and federal entities such as the state of SC and the CHE, Title II and Title IV. As a state University, USCB is required to report annually on a range of indicators as part of the South Carolina's performance-based funding model. This level of assessment provides a broad overview of how well the institution is meeting its mission and serving the state. The scorecard approach also allows for benchmark comparisons with other colleges and universities within South Carolina. Institutional effectiveness measures are also mandated by state law. All South Carolina colleges and universities must assess academic advising, library resources and services, student development, general education, technology competency, and majors and concentrations on a rotating annual basis. Each institution determines the tools and methodologies it will employ for this level of assessment. Preparing for the accreditation processes of SACS, NCATE, AACSB, and the CSHSE, is another means by which the University initiates self-studies that examine and track student learning, organizational performance, and allow us to measure progress relative to strategic objectives and action plans.

2. How do you use data analysis to provide effective support for decision making?
Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and the SC CHE. The University has implemented an institutional effectiveness and planning cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of the University. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats of the University are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University. The IER office provides data and reports to the Administrative Council, Enrollment Management Team, Budget Committee, the IEC, and other committees on campus to be used as the basis for decision making. The various committees collect data and use the results to set policy or focus efforts for improvement of the University. Annual IE-OA Reports are used to make improvements in academic and support services.

3. What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?
The key measures are review by various committees and councils within the University using the Institutional Effectiveness and Strategic Planning Process/Framework. Key measures are reviewed at different frequencies, annually, on a semester basis, and weekly, to keep them current with educational service needs and directions. For example, graduation rates are reviewed annually whereas enrollment data is reviewed weekly. The key measures are:
- Enrollment Statistics
- Program Graduates
- Retention/Attrition Data

- Graduation Rates
- University Enrollment
- Applicant Yield Rate
- Number Applying for Financial Aid
- Number Eligible for Title IV Funds
- Student/Customer Satisfaction
- Employment Rates
- Examinations and Certification Tests
- Number of Students in Post-Graduate Study
- Human Resources EPMS

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?
Comparative data and information are selected according to the goals of the Strategic Plan. The annual IE-OA Reports are used to assess goals and objectives for each unit and are the basis for the next year's plan. Due to the newness of our four-year status, USCB is in the formative stages of establishing baseline data for each measure and will compare all results thereafter to the baseline. The Performance Funding Report Card compares USCB with our peer institutions statewide.

5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?
To ensure efficacy and integrity of our measures, USCB conducts internal and external reviews. Other quality assurance procedures the University participates in are internal quality assurance audits, federal and state audits, electronic data collection, review of data by Administrative Council, Unit Heads, the IEC, Enrollment Management Team, training in technology and data collection and annual reviews of data to analyze and support the institutional effectiveness and strategic planning cycle.

USCB protects the security, confidentiality and integrity of its records and maintains security measures to protect and back up data, follow standard confidentiality and security procedures such as firewalls, redundancy, password protection and other policies to ensure data integrity. Incremental backups are done on a daily basis for local data. USC Columbia maintains critical student data for the University. USC is working to implement an Enterprise Resource Planning system to replace the Legacy student information data system. One of the benefits of this change will be the removal of social security numbers as a primary identifier.

6. How do you translate organizational performance review findings into priorities for continuous improvement?
The overriding theme at USCB is continuous improvement in student learning and student satisfaction. Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and CHE. The University has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services. Annually the IEC

reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of the University. The results of an institutional analysis whereby the strengths, weaknesses, opportunities and threats of the University are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University.

7. How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?
The Chancellor and Administrative Council meet weekly and transmit the information from these meetings to their units through face to face meetings with staff and through the *University Weekly Update*. Unit heads are responsible for disseminating the information and ensuring that new guidelines, policy and procedures, best practices are being followed to make day-to-day decisions by staff and directors. The USC system holds quarterly, system-wide meetings based on academic and support services units such as the registrar, admissions, institutional effectiveness, academic affairs, finance, University leaders' council, student affairs and financial aid where best practices are shared among colleagues. Best Practices are learned from faculty and staff attendance at professional associations and conferences and brought back to University staff through transfer of knowledge and cross-training workshops.

Category 5 - Faculty and Staff Focus

1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans? How do you evaluate and improve organization and HR processes?
The university leadership team creates values and promotes consistent communication at all levels of the organization through: 1) emailed information concerning various issues, 2) annual Employee Performance Management System (EPMS) Evaluation Meetings, 3) and Employee Recognition Awards Ceremony Programs. These forums are created as a strategy to empower employees, build morale and facilitate communication by allowing employees to participate and provide feedback. They also allow for participation in the decision-making and strategic planning process of the agency. Managers should also encourage and motivate employees through the EPMS. The EPMS process is crucial in communicating, coaching and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, and evaluation of employee performance. The agency measures the Meets by Default rate on a monthly/annual basis and discusses the results with supervisors during monthly managers meetings. This measure provides senior managers a sense of the overall commitment that supervisors demonstrate with respect to employee development and the performance management process.

The flow of communication throughout the University begins with the Administrative Council, the team leaders for their units, who communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental and committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvements in programs and services. Senior administration values and promotes ongoing communication at all levels of the

University and communicates with employees through faculty and staff meetings, strategic planning sessions, unit meetings, committee and council meetings, and faculty and staff forums. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for University committees. Committees, councils, and meetings are a tool used to empower employees, build morale, and facilitate communication by allowing employees to participate and provide feedback on the decision-making and strategic planning process of the University. The University seeks to build morale by hosting back-to-school orientation and activities for new and returning faculty, an awards ceremony, and a faculty and staff picnic to show appreciation to employees.

The EPMS is a crucial component in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance. Faculty are evaluated through courses evaluations, an annual evaluation from the Executive Vice Chancellor, faculty peer reviews, tenure and promotion processes and post-tenure reviews that are tied in with pay-for-performance merit raises.

2. How do you organize and manage work to promote cooperation, initiative, empowerment, innovation and your organizational culture?

Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth. A faculty mentoring program has been established for new faculty and employees are encouraged to attend conferences in their field for job improvement, professional development and career expansion. Coaching and mentoring are provided to new employees within their respective units and unit heads and supervisors provide a great deal of informal transfer of knowledge to their colleagues. Employees are encouraged to take University classes at no charge and earn advanced degrees while employed. USC provides on-going professional development and training at no charge to employees where they can explore the many opportunities for personal and professional growth available through a host of workshops sponsored by the office of Human Resources.

The key to success in any organization is to link job responsibilities with the university mission and its strategic priorities. USCB's Strategic Plan integrates critical goals and objectives for all units campus-wide. Additionally, each of the academic programs has defined statement of purpose, directly linked to USCB's mission. In the broad context of USCB's strategic goals, each program will strengthen academic offerings, expand and diversify the student population, and provide an environment conducive to teaching and learning. USCB also has established evaluation and assessment methods designed to ascertain attainment of educational goals at both the institutional and academic program level.

3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

USCB is one University with two full-service campuses and offers courses at the two military installations in Beaufort. Effective communication is accomplished by the use of voicemail, email, and interactive video technology to broadcast meetings between the campuses. Employees

share time between the campuses and travel between the sites to ensure that programs, courses and services are available to all constituents. Faculty, staff and administration are encouraged to attend conferences and professional development opportunities where best practices are shared and brought back to University staff through cross-training and transfer of employee knowledge through in-house training. The Chancellor delivers several updates, during the month. Units are tasked with weekly meetings to inform, alert, and communicate to staff members.

4. How does your performance management system, and feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?
Senior administration motivates and encourages employees through the EPMS. The EPMS is a crucial component in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance.

Faculty are evaluated through courses evaluations, an annual evaluation from the Executive Vice Chancellor, faculty peer reviews, tenure and promotion processes and post-tenure reviews that are tied in with pay-for-performance merit raises. The flow of communication begins with Senior Administration who are the team leaders for their units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental and committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvement in programs and services. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for University committees. An awards ceremony, presided over by the Chancellor and Executive Vice Chancellor that recognizes the accomplishments of faculty and students is held annually. Faculty and staff are eligible for annual pay-for-performance increases that are tied directly to annual performance appraisals which include areas that need improvement and specific steps for improvement. USCB strives to publicly acknowledge the achievements of faculty, staff and students by recognizing them in University and community public relations mediums.

5. How do you accomplish/manage effective career progression for all faculty and staff?
Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth. Senior leadership encourages staff to participate in education and training related to their responsibilities and incorporating the new information and strategies into the work culture through cross-training and in-service workshops.

A faculty mentoring program has been established for new faculty and employees are encouraged to attend conferences in their field for job improvement, professional development and career expansion. Coaching and mentoring are provided to new employees within their respective units and unit heads and supervisors provide a great deal of informal transfer of knowledge to their colleagues. The University has clear definitions of roles and responsibilities for each position available so that employees can review the job descriptions and prepare for advancement. Employees are encouraged to take University classes at no charge in order to acquire new skills to permit career expansion within the University. Faculty and staff have the opportunity to be involved in several areas of the institution. As USCB grows, many

opportunities will continue to evolve. Our continued growth in enrollment will foster the need for more support services within our organization.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Annually, a Professional Development calendar is available at http://hr.sc.edu/profdevp.html where all employees can explore the many opportunities for personal and professional growth available through a host of workshops sponsored by the office of Human Resources. Employees are encouraged to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Internally, seminars are held on a number of topics including customer service, technology, aids awareness, and the EPMS. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth and incorporate the newly learned information and strategies into the work culture through cross-training and in-service workshops. Staff is afforded the opportunity to take numerous professional development courses through our Columbia campus as well as other organizations such as the Southern Association of College and University Budget Officers (SACUBO) and NACUBO. The goal is to increase the knowledge of our staff members so that they can better serve our public.

7. How do you motivate faculty and staff to develop and utilize their full potential?

Faculty, staff and administration are encouraged to attend conferences and professional development opportunities where best practices are shared and brought back to University staff through cross-training and transfer of employee knowledge through in-house training. Annually, a Professional Development calendar is available at http://hr.sc.edu/profdevp.html where all employees can explore the many opportunities for personal and professional growth available through a host of workshops sponsored by the Division of Human Resources.

Staff motivation is provided through numerous avenues. Managers must provide the needed feedback through the EPMS process to allow for the growth of our staff. As USCB continues to expand, many opportunities are becoming more apparent and need attention. Our goal is to continue to grow our current staff and challenge each employee with new opportunities thus making them a part of our current growth.

8. How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

USCB has established a systematic prevention-based approach to safety and health for all students, employees, customers, and visitors through the development and implementation of a Safety Management Program. Our Public Safety Officer, Director of Maintenance and the Vice Chancellor of Finance are members of this team which meets monthly. We have included several other key members of the institution to ensure we capture as many perspectives as possible. An appointed Safety Committee directs on-going agency-wide safety initiatives, collects and analyzes safety related data, makes recommendations for improvement, and monitors the implementation of recommendations and effectiveness. USCB conducts monthly hazard inspections of agency facilities to identify and evaluate environmental deficiencies, hazards, and unsafe practices. USCB will begin the process of conducting monthly fire and emergency drills

on a regular basis. Our organization also tracks crime reports within the local jurisdiction as we must submit our Annual Security Report in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?
USCB plans to dedicate more attention to evaluating faculty and staff satisfaction this year by developing assessment tools to monitor employee well being and satisfaction and using the results of the assessment to make improvements in this area. The Beacon is the forum for staff to discuss concerns with senior administration. The faculty organization is the forum for faculty to discuss concerns with administration. In the past year, faculty surveys were conducted by the faculty organization. The IER office is in the process of developing a satisfaction survey for faculty and staff. The office of Human Resources provides annual training sessions on numerous topics. Surveys are conducted after each information session to ensure we are addressing the needs of the faculty and staff.

10. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?
Feedback from faculty and staff surveys and forums are used to implement polices to correct identified areas of need. USCB is a growing institution that is seeking to improve its performance in many areas. Effective communication is the key as we continue to communicate our need to streamline our current process and thus provide better services. The office of Academic Affairs sought to enhance the productivity of faculty by developing a competitive program to allow faculty course releases each spring for research. The funds were allocated in 2005-06 and the Faculty Development Committee was assigned the task of further developing the program. The program will be completed and in operation during the 06-07 academic year. The incentive to conduct research to further help the community is essential to ensure a balanced relationship with the community.

Category 6 - Process Management

1. How do you determine and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?
USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our key learning-centered process requirements. Senior leadership and unit heads determine areas of emphasis for organizational involvement and support through the University's ongoing Institutional Effectiveness and Strategic Planning Framework/Process initiatives and communicates information to administration, faculty, staff and students via face-to-face meetings, committees, and weekly electronic updates. A University-wide SWOT analysis and input by all areas of the University is done through responses to surveys and/or questionnaires from the IEC. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA Reports. The Director of Institutional Effectiveness and Research compiles and analyzes the data from the institutional analysis in which the strengths, weaknesses, opportunities and threats of the University are identified, along with the results of the IE-OA Reports, and presents the information to the IEC, the Chancellor and the Administrative Council. Extensive discussions

center on how best to address a variety of issues and how to develop appropriate strategies and objectives to advance the institution. Needs assessments, market research, and other data are used to identify and make decisions on the following learning centered process requirements:

- Providing a balance of courses at all locations
- Providing complete degree programs at all location
- Providing adequate student services at all locations
- Providing transportation between sites
- Addressing the lack of state funding
- Increasing the number of courses delivered through distance delivery including IVC, Hybrid, Blackboard, Tegrity

2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key learning-centered process requirements?
USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our key learning-centered process requirements. Focus groups, needs assessment surveys and extensive discussions with internal and external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. A University-wide SWOT analysis and input by all areas of the University is done through responses to surveys and/or questionnaires from the IEC. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA Reports.

3. Incorporation of organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?
New technology has been an important factor in continuous improvement in student learning and improved student satisfaction. Technology advances in recent years have positively impacted communication and other processes at USCB. We are currently implementing a new query system called IntelliResponse on the USCB Home Page that allows students and stakeholders to ask questions and receive an instant response. Holding meetings and focus groups provides ongoing communication with those we serve in order to incorporate improvements within the institution.

4. What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure theses processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?
The Institutional Effectiveness and Strategic Planning Framework/Process are ingrained in the daily operation of the University at all levels: faculty, staff and administration. The delivery of academic programs and support services, compliance assurance, continuous improvements in student learning and student satisfaction are monitored regularly though the IE-OA Reports. The IEC coordinates and reviews the IE-OA Reports and makes recommendations for improvements for action plans. USCB conducts internal analyses, each semester and annually, to improve our learning centered processes. The Administrative Council, the Institutional Effectiveness Council, and the Enrollment Management Team review the weekly enrollment reports and other data to ensure the daily operation of these key process and performance requirements.

Key Performance Measures/Indicators
- Number of students continuing their education beyond associates and baccalaureate level
- Degree Attainment
- Graduation Rate
- Retention/Attrition Rate
- Number of Transfers and Transfer Studies
- Staff Demographics
- Placement Studies
- Employer Feedback
- Performance Funding Data
- Program Enrollments

5. How do you systematically evaluate and improve your learning center processes?
USCB uses the Institutional Effectiveness and Strategic Planning Framework/Process to continuously review and improve all University processes.

6. What are your key support processes and how do you improve and update these processes to achieve better performance?
USCB's overall processes are reviewed on an annual basis using the Institutional Effectiveness and Strategic Planning Framework/Process.

The office of University Advancement incorporates three critical areas that support the university: Marketing and Communications, Institutional Development and Alumni Relations, and Grant Development and Administration. As a new four-year institution, USCB is establishing and documenting the basic business processes it has in place and those areas into which it needs to expand. This documentation for University Advancement has begun in the Marketing and Communications area as a pilot program. It will proceed through each area. Once the business processes have been documented and reviewed for improvement, University Advancement would like to start a program of effectiveness assessment. These customer assessments will enable us to start a program of customer led continuous improvement.

Finance and Operations continues to provide quality service to our customers. Finance and Operations maintains a user friendly approach to solve and deliver the needed goods or services. The goal for this unit is to provide services in an efficient manner.

The office of Information Technology continually analyzes the current support structure in order to provide a more consistent point of contact. Through consistent communication with focus groups, we evaluate the effectiveness of each support structure to ensure better delivery of systems and provide timely solutions to problems.

7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?
Resources are determined by three factors:
- State Appropriations
- County Appropriations

- Tuition and Fee Revenues

Resources are allocated based on enrollment and planned new academic programs. Once a new academic program is developed, USCB develops a plan for support services that include office support, facilities, library materials, public safety and general student support services.

Category 7 - Results

USCB became a four-year baccalaureate degree-granting institution in 2004. Due to the newness of our institution, the University is still in the beginning stages of developing some processes and collecting comparison data. In some areas, there is limited and/or no data.

7.1. What are your performance levels and trends for your key measures on student learning and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Due to the newness of USCB's four-year status, comparative data with peer institutions is limited and non-existent in some cases. Our degree programs have increased since USCB attained baccalaureate degree-granting status in 2004. Chart 7.1-1 shows the growth in the number of degree programs.

Chart 7.1-1: Number of Degree Programs

Chart 7.1-2: Enrolled Students by Degree Type
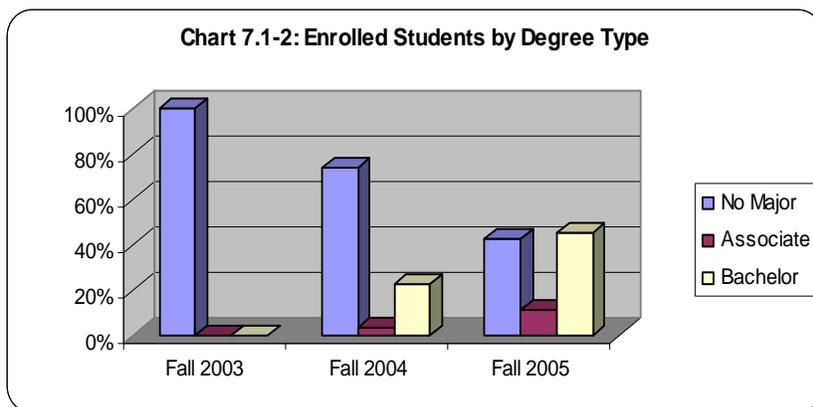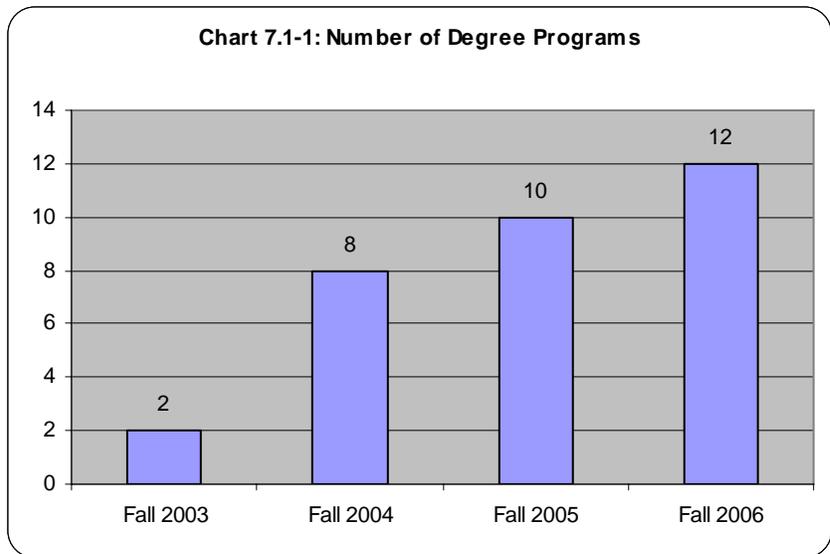
Charts 7.1-2 and 7.1-3 show the shift in students enrolled in bachelor degree programs instead of associate degree programs or "no major." We expect this trend to continue as more programs are added and students continue to declare majors.

Chart 7.1-3: Students by Major
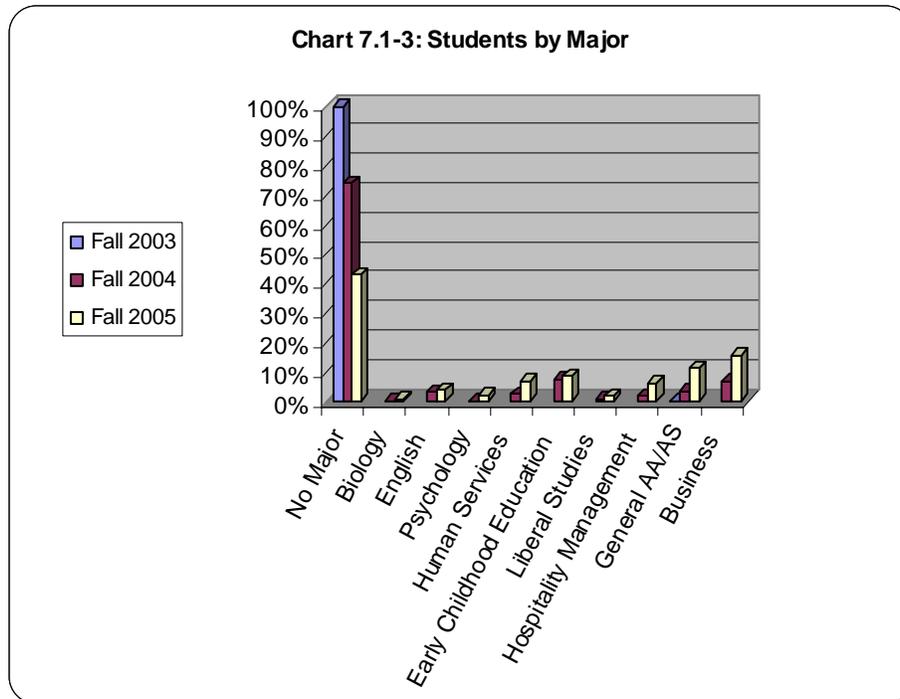
At USCB, General Education is a program of general study, designed to be completed largely during a student's first two years at the University, and is intended both to provide students with a well-rounded education and to serve as a foundation for later upper-division work with the student's major. In the vital areas of writing and mathematics, USCB relies upon a pre-test/post-test methodology, supplemented by other course-embedded assessments and student, alumni, and employer surveys.

In English, all incoming freshmen take an English Placement Test designed and graded to mimic the ACT CAAP Writing Essay Test—a test which, when taken by USCB's incoming freshmen, has been shown to correlate highly with student performance in BENG 101 and with first year GPA at USCB. All students are required to pass BENG 101, 101L, and 102 with a grade of C or higher. The writing ability of USCB's incoming freshmen has been demonstrated to be an excellent predictor of student performance at USCB. A spring 2005 study of 756 English 101 grades at USCB (summer 2002 to fall 2004), demonstrated a remarkably strong correlation of 0.81 between English 101 grades and subsequent student GPA at USCB. (If we factor the students' English 101 grades out of their USCB GPA, this correlation remains an impressive 0.73.[1]) The ACT CAAP Writing Essay Test, given as a pilot test to incoming USCB freshmen in August 2003, similarly proved to be a strong predictor (correlation 0.60) of first-semester freshman GPA at USCB. (By comparison the SAT composite and SAT Verbal were weak predictors, 0.31 and 0.26 respectively.) In light of such data and what they imply about the fundamental importance of writing skills to university success, we have made writing skills central to general education assessment at USCB.

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[1] This would compare with a correlation of 0.51 between BMTH 111/111L grades and USCB GPA, again if we factor out the math grade itself from the student's USCB GPA.

The importance of writing skills has been further underscored by data revealing the importance of these skills to student retention at USCB. Our 2005 study of English 101 grades revealed that, between summer 2002 and summer 2004, 28% of USCB's English 101 students failed to earn a grade of C or higher in English 101, and of these failing students, 50% had dropped out of USCB by fall 2004. Restricting the study to students who failed to receive a grade of C or higher in English 101 in or before fall 2003 (giving students time to drop out of USCB) further increased the percentage of attrition to 58%. This compares with an attrition rate of 21% for students in the study who earned a C or higher in English 101 and 19% those who passed with a grade of B or higher. This difference in attrition rate between students who succeed and students who fail in English 101 suggests that between summer 2002 and summer 2004 USCB regularly lost something on the order of 16% of its incoming students to English 101-related attrition.[2]

Chart 7.1-4: Percent Unsuccessful in English 101
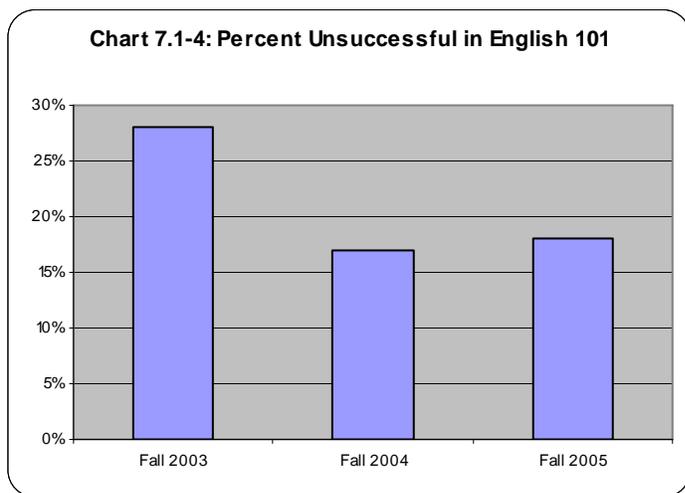
In this light, it seems important that with the implementation of English 101L—a new lab companion to English 101 added to USCB's GE curriculum in fall 2004—we have significantly improved the failure rate in English 101. Chart 7.4-1 illustrates the decrease in the number of students who have not been successful (earned a grade of D+ or below) since the implementation of the English Lab course. In fall 2003—before we had BENG 101L in place—28% of our English 101 students received grades of D+ or below. In fall 2004—our first semester with BENG 101L—only 17% of the students received grades of D+ or below. For fall 2005 the rate was 18%.

Math has been another area of focus for our general education program. Once again a lab course, BMTH 111L, was added to the math curriculum in fall 2004 and studied to see if it was making any difference in student performance. While it is difficult to answer this question with certainty, it is beyond question that the BMTH 111L faculty did an outstanding job. In fact, *students in BMTH 111L outperformed those in traditional sections of MATH 111*—this in spite of significantly lower placement scores (median 8, compared with median 14 for students in traditional sections of 111). Students who passed BMTH 111L with a grade of C or higher had a median post-test score of 20 (just one point shy of placement into MATH 122), and 42% of these students had scores high enough to place them into MATH 122. By comparison, students who passed traditional sections of MATH 111 with grades of C or higher had a median post-test score of 18, and 40% of them scored high enough on the post-test for placement into MATH 122. Thus, while students in traditional section of 111 improved their scores, on average, only by 4 points, students in 111L improved their scores, on average, by 12 points.

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[2] This claim should be tempered by an awareness of the high correlation between performance in English 101 and performance in other courses at USCB. In other words, students who do well in English 101 tend to do well in their other courses; students who perform poorly in English 101 tend to perform poorly in their other courses at USCB.

ALL STUDENTS IN BMTH 111L, FALL 2004				
	MEAN	MEDIAN	SD	COUNT
Pre-Test: all BMTH 111L students in study	7.6	8	2.6	40
Post-Test: all BMTH 111L students in study	17.2	19	6.5	41
Pre-Test: Overlapping Pre/Post-Test 111L students	7.5	8	2.7	36
Post-Test: Overlapping Pre/Post-Test 111L students	17.1	18.5	6.4	
Pre-Test: students with grades of C or higher in BMTH 111L	7.7	8	3.1	23
Post-Test: students with grades of C or higher in BMTH 111L	19.9	20	5.5	26
Correlation between Pre-Test and BMTH 111L grade (39 students)				0.11
Correlation between Post-Test and BMTH 111L grade (41 students)				0.64
Correlation between Pre-Test and Post-Test (36 students)				-0.05
Percentage of students who pass BMTH 111L with a grade of C or higher				59%
Percentage of students with C or higher who would place on Post-Test into MATH 122				42%

Table 3. Statistics for BMTH 111L for fall 2004.

ALL STUDENTS IN TRADITIONAL SECTIONS OF MATH 111, FALL 2004				
	MEAN	MEDIAN	SD	COUNT
Pre-Test: all MATH 111 students in study	14.2	14	2.9	43
Post-Test: all MATH 111 students in study	18.4	18	5.2	59
Pre-Test: Overlapping Pre/Post-Test 111 students	14.2	14	2.9	44
Post-Test: Overlapping Pre/Post-Test 111 students	18.5	18	4.8	
Pre-Test: students with grades of C or higher in MATH 111	14.7	14.5	2.6	40
Post-Test: students with grades of C or higher in MATH 111	19.1	18	4.8	52
Correlation between Pre-Test and MATH 111 grade (43 students)				0.62
Correlation between Post-Test and MATH 111 grade (59 students)				0.53
Correlation between Pre-Test and Post-Test (students)				0.50
Percentage of students who pass MATH 111 with a grade of C or higher				88%
Percentage of students with C or higher who would place on Post-Test into MATH 122				40%

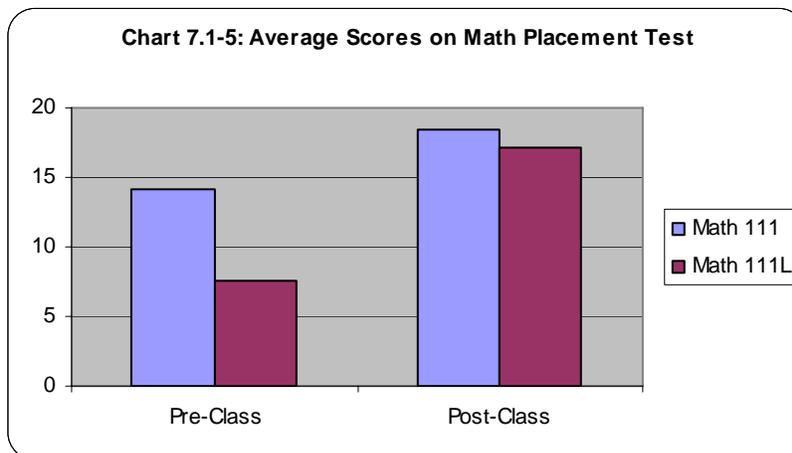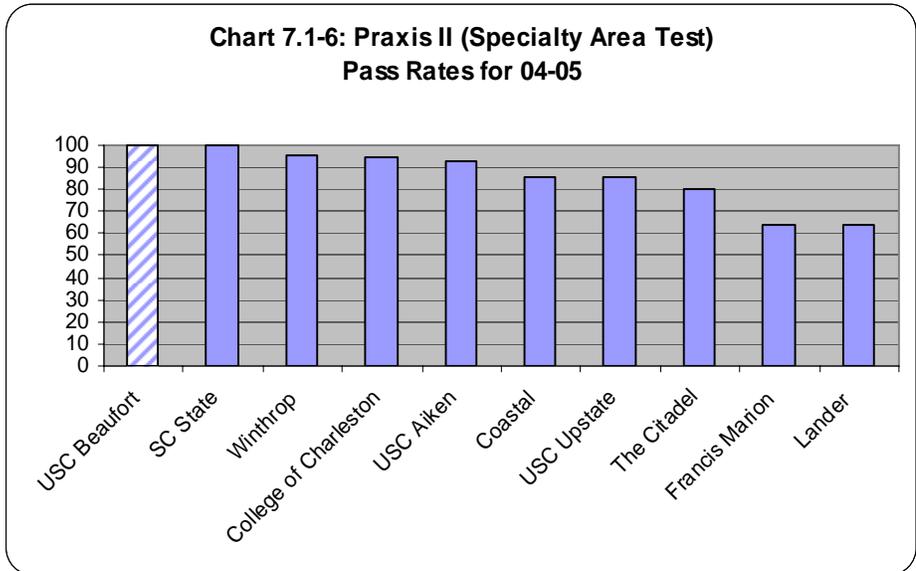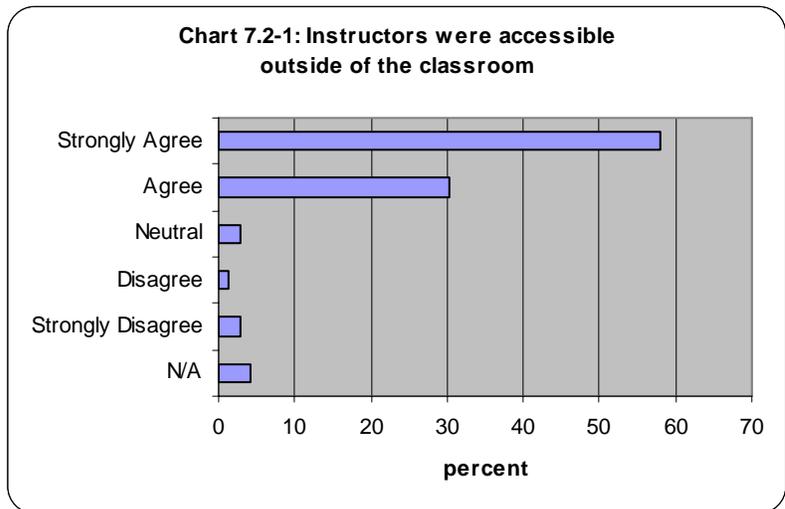*Table 4. Statistics for traditional sections of MATH 111 for fall 2004.*

Chart 7.1-5 illustrates the increase in the average scores on the Math Placement Test from Pre-Class to Post-Class. You can see a greater improvement by students in Math 111L.
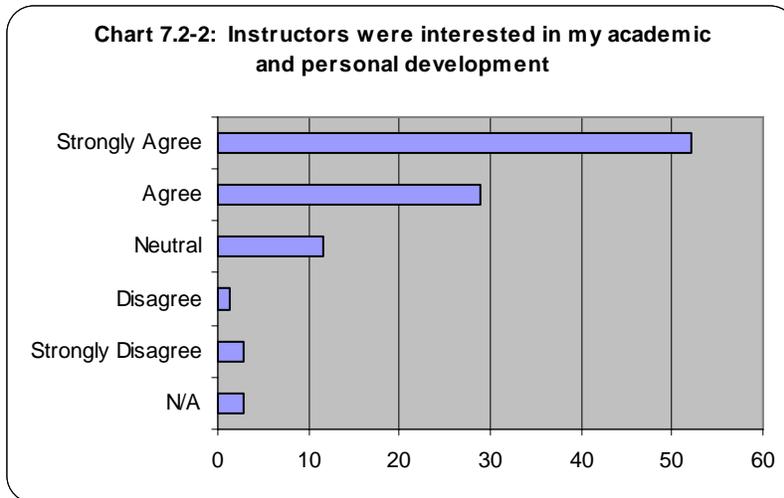
For future assessment purposes within the programs, USCB plans to use the Major Field Tests in Business, Biology, Psychology, Spanish, History and Hospitality Human Services. We also administer a Graduation (exit) survey which provides feedback to the programs. Some

departments are developing internally constructed exams that measure content knowledge in their majors. Early Childhood Education majors are required to take the PRAXIS I and II. Chart 7.1-6 shows the 04-05 Praxis II pass rates for USCB as well as other public 4 year institutions within the state. USCB Praxis II pass rates remained at 100% for the 05-06 year.

Chart 7.1-6: Praxis II (Specialty Area Test) Pass Rates for 04-05

USC Beaufort, SC State, Winthrop, College of Charleston, USC Aiken, Coastal, USC Upstate, The Citadel, Francis Marion, Lander

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Advisement surveys, student evaluations, graduate (exit) survey, alumni surveys are used to measure student satisfaction. Comparative data for higher education institutions appears on CHE Performance Funding website and appears on the websites of the 33 public colleges and universities in SC. The following two charts (7.2-1 and 7.2-2) illustrate that our students are satisfied with the availability of faculty and the interest shown to them by faculty as reported on the 2006 graduate exit survey.

Chart 7.2-1: Instructors were accessible outside of the classroom

Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, N/A — percent

Chart 7.2-2: Instructors were interested in my academic and personal development

Category	Value (approx.)
Strongly Agree	52
Agree	29
Neutral	11
Disagree	1
Strongly Disagree	3
N/A	3

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

Levels are predicated based on current enrollment. Expanding our enrollment allows our institution to grow and affords our students a top notch education, safe environment and state of the art infrastructure. Each semester enrollment is tracked to ensure that our budget projections are on target.

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Faculty receive annual evaluations from the Executive Vice Chancellor and from students via course evaluations. The university uses the EPMS format to evaluate staff performance and gives them an opportunity to respond to the evaluation. Staff satisfaction can be discussed during Beacon meetings as well as with their immediate supervisor. All employees are encouraged to seek professional development opportunities. Ten thousand dollars is available annually for faculty to compete for a course release in order to pursue research activities (one per division each spring). The Faculty Welfare Committee conducts faculty surveys that are shared with the administration.

When USCB became a four-year baccalaureate degree-granting institution in 2004, the six program directors and three division coordinators were awarded one course release per semester to handle the administrative duties for their programs and divisions. The release time allowed program directors and divisions coordinators to develop unit plans, create a balanced schedule of course offerings at the four locations, develop curriculum, and work on accreditation issues as well as other assigned duties pertaining to their program.

In Fall 2003, USCB offered only an AA and AS degree. In Spring 2004, the university added six baccalaureate degree programs. In 2004-05 there were six academic programs, an AA and AS, and three divisions. In 2005-06 four new baccalaureate degrees were added, two in the fall and two in the spring.

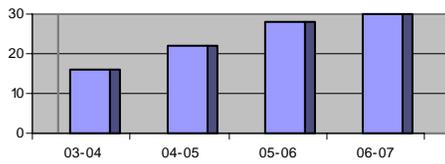**Chart 7.4-1: Course releases per academic year**

Chart 7.4-1 shows the number of courses released for faculty to develop the new programs.

Chart 7.4-2 shows that faculty salaries are increasingly becoming competitive with our peer institutions despite the newness of our four-year status.

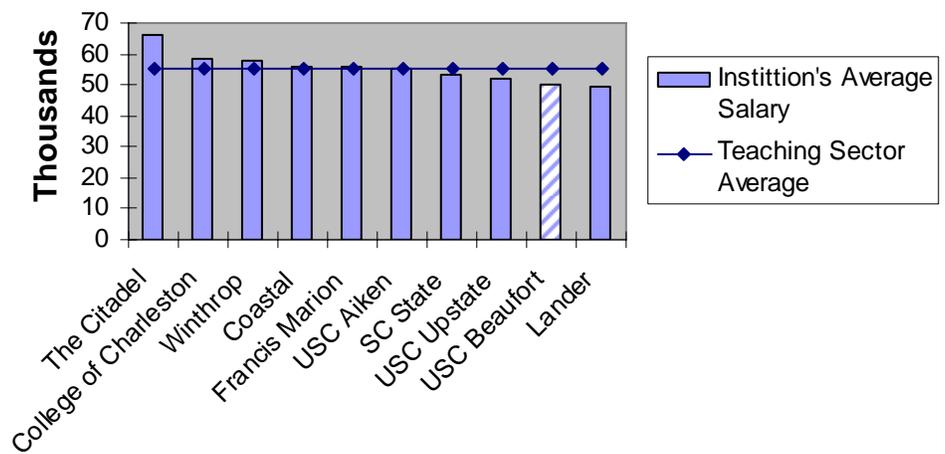**Chart 7.4-2: 2005 Average Faculty Salaries**
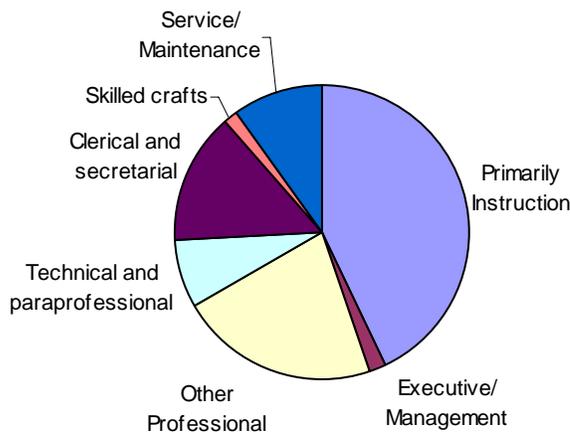

Chart 7.4-3: Fall 2005 Employees by Category

Chart 7.4-3 shows the distribution of faculty and staff across the University. In line with our mission of teaching, the majority of our positions are faculty positions. We have sufficient staff to support the academic and support services at present, but as new programs and services are added, more will be needed.

**Chart 7.4-4: Average Sponsored Research Dollars per Fulltime Faculty Member**
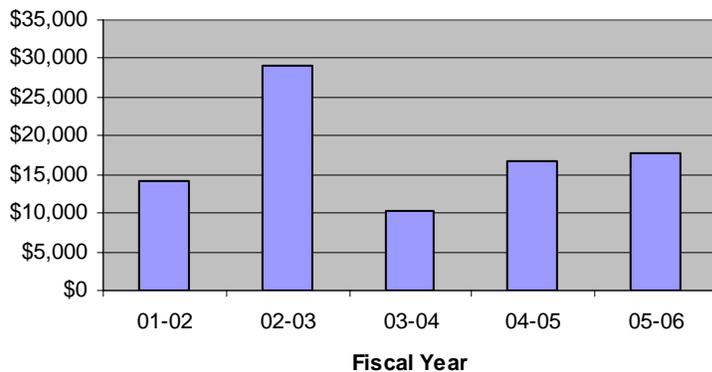
Chart 7.4-4 shows the average amount of sponsored research per full-time faculty member. The significant increase in fiscal year 02-03 was due to additional one time technology funds.

7.5 What are your performance levels for your key measures of organizational effectiveness/operational efficiency, learning centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; cycle time, and other appropriate measures of effectiveness and efficiency).

Performance of key measures is monitored through the Institutional Effectiveness Cycle, using annual IE-OA reports from each unit. Retention and graduation rates are studied to identify trends. Chart 7.5-1 shows the retention rates for an eight year period. This is a one-year retention rate that shows the percentage of first time freshmen that started during fall of one year who returned to USCB in the fall of the next year. The data are based on associate degree seeking students since USCB

Chart 7.5-1: Retention Rates of New Freshmen After One Year
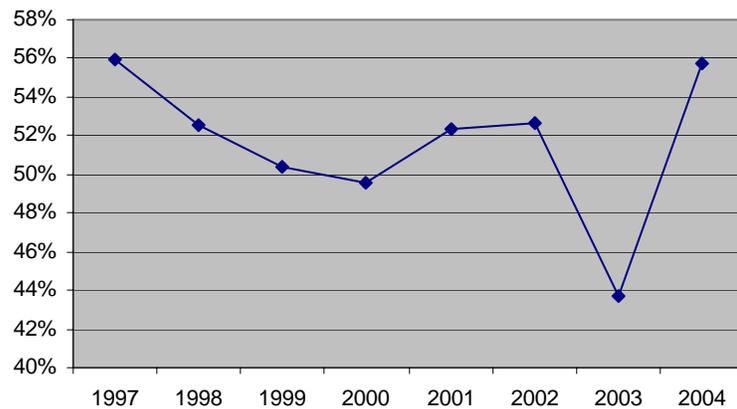
became a baccalaureate degree-granting institution in 2004. The drop in retention rate for 2003 was due to several factors including a number of active military deployed to Iraq from the two bases in Beaufort, military dependents relocating to be with their families while their spouses were in Iraq, students transferring to other institutions, and possibly the shift from a two-year to a four-year institution.

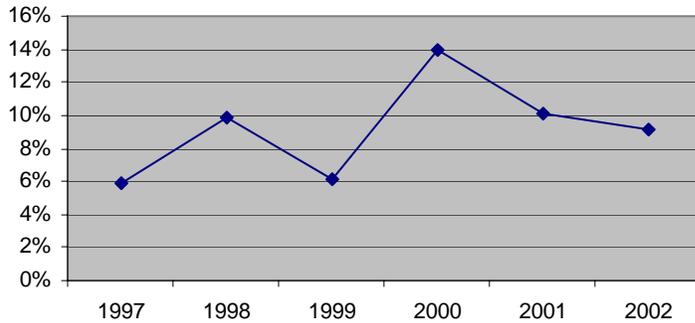**Chart 7.5-2: Graduation rates (based on associate degree seeking students)**

Chart 7.5-2 shows the graduation rates for associate degree seeking students within 150% time to degree.

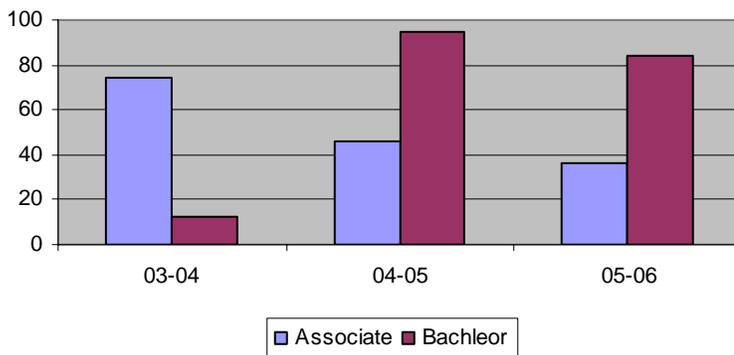**Chart 7.5-3: Degrees Awarded at USCB**

Chart 7.5-3 shows the number of degree awards at USCB. This illustrates the decline in associate degrees and increase in baccalaureate degrees as more programs became available.

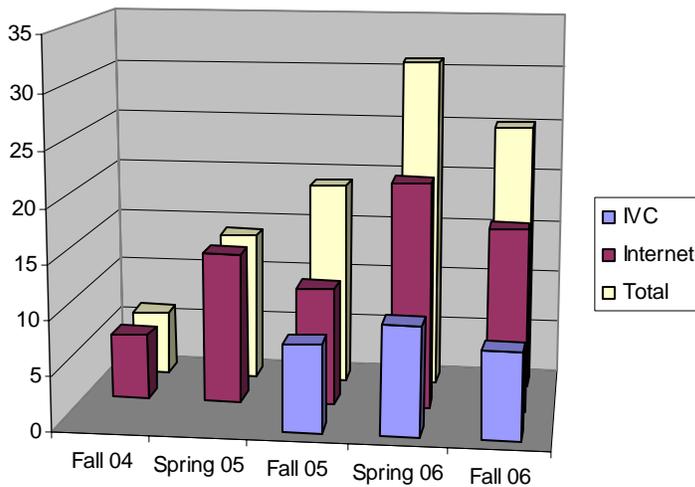**Chart 7.5-4: Courses Taught Using Technology**

Chart 7.5-4 shows the number of courses taught using distance education delivery. Interactive Video Technology (IVC) connects a classroom on each of the two campuses so that instructor is teaching both sections simultaneously. This allows us to work efficiently yet be response to student needs.

Chart 7.5-5: Percentage Growth in Community Outreach Educational Opportunities from '04-'05 to '05-'06
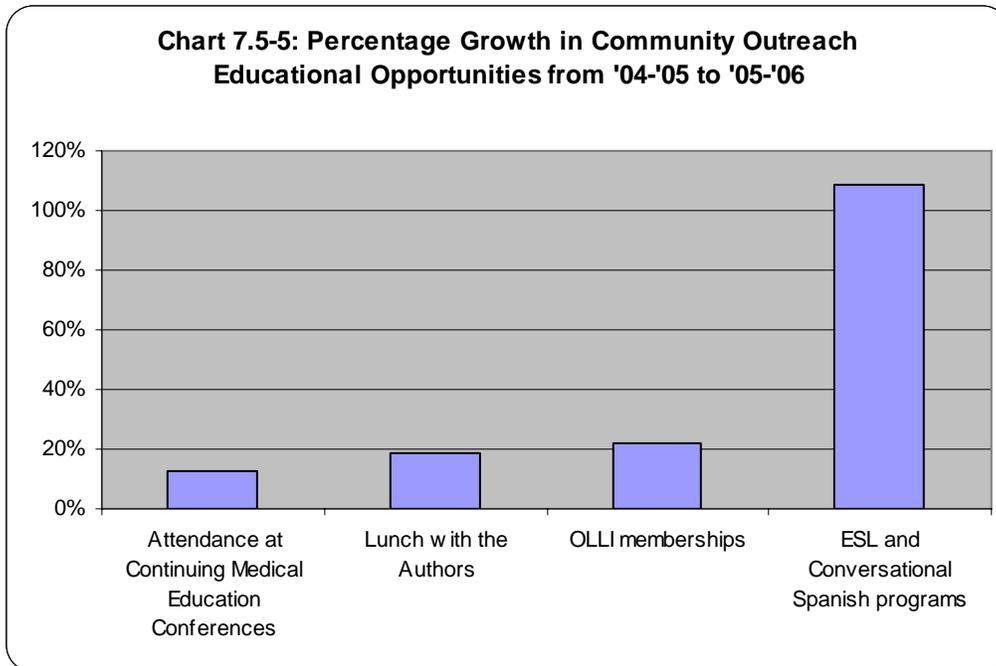

Chart 7.5-5 shows the growth in Community Outreach activities from 2004-2005 to 2005-2006. Osher Lifelong Learning Institute (OLLI) memberships increased by more than 20% (from 647 to 787) and the program was extended to include Jasper County, with five courses offered. Participation in ESL and Conversational Spanish increased from 157 in '04-'05 to 328 in '05-'06. The "Lunch with Authors Series" increased by 19% over last year. Participation in the historic tours and lectures remained strong. Continuing Medical Education strives to provide high quality medical training to local, regional, and national medical professionals in partnership with USC SOM PRH and The Sea Pines Resort. The average registration for the medical education conferences increased from 48 to 55 per conference.

7.6 What are your performance levels for your key measures related to leadership and social responsibility?
a) accomplishment of your organizational strategy and action plans
The organizational strategy and actions plans are accomplished using the USCB Institutional Effectiveness and Strategic Planning Framework/Process.

b) stakeholder trust in your senior leaders and the governance of your organization
Strong leadership is vital as USCB strives for continuous improvement in academic programs, student support services, and improved customer and stakeholder satisfaction. The leadership at USCB has established the Core Values of Integrity, Collaboration, Innovation, Responsiveness and Accountability that the faculty organization has approved and the University family has embraced. The Chancellor and Administrative Council (Senior Leadership) model these Core Values to faculty and staff daily in their personal and professional actions, and in turn articulate them to their units as standards by which all academic and support services staff will function as they uphold and carry out the goals and mission of the University. Under the leadership of the Chancellor and the Administrative Council, University policy, procedures, direction, and other issues are developed and reviewed on a weekly basis. Information from the Chancellor and

Administrative Council is delivered to faculty, staff, suppliers, partners and stakeholders in a number of ways previously mentioned in this document (see page 21).

Ethical behavior is maintained by adherence to The Carolina Creed. Choosing to join the USC community obligates each member to a code of civilized behavior. Students conform to The Carolina Creed, the USCB Academic Code of Conduct, and the Student Code of Conduct. Students of the University are expected to be honest and forthright in their academic endeavors. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the USCB Student Handbook.

Administrator and faculty evaluations, staff evaluations using the EPMS system, annual reviews by the USC President and Board of Trustees, adherence to USC policies and procedures, annual reports to the Jasper and Beaufort County Councils, external reviews by SACS, and voluntarily seeking accreditation from external agencies such as NCATE, AACSB, and CSHSE for several of our baccalaureate programs are other ways we ensure stakeholders of USCB's commitment to academic excellence in program and support services and integrity in our governance system.

c) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance
All unit/subunit heads are responsible for monitoring and maintaining legal and regulatory accountability in their respective University offices and follow state and federal regulations and USC policy and procedures. Unit heads communicate regularly with the appropriate legal authorities from regulatory agencies. Fiscal accountability is maintained by adherence to state and federal laws and measured through annual state and federal audits. The State Budget Office, State Legislature and Governor's Office, and USC Budget Office provide oversight as the University budget is developed annually. The University provides data to the state and federal government in a timely manner relating to Performance Funding, IPEDS, CHEMIS, financial aid, and other data for accountability purposes. The IER staff works closely with CHE and SACS to ensure that USCB is in compliance with accreditation regulations.

The office of Internal Accounting has completed an annual fiscal and inventory audit. USCB had two minor findings which have been addressed. USCB recently decentralized unit budgets to allow programs to better identify their specific needs and goals. This new budgeting process will allow programs to bolster their enrollment and understand that they are responsible for ensuring sound departmental fiscal practices. A security plan has been completed, and new procedures have been established for our academic labs. The plans are needed due to our transition from a two-year to a four-year school and because we now have on-campus housing. USCB is continually evaluating and updating our emergency preparedness plans. Because USCB is in an area susceptible to hurricanes, it is our duty to inform students, faculty, and staff of impending danger in a timely manner, in order to ensure their safety.