2006-2007
State Accountability Report

UNIVERSITY OF
SOUTH CAROLINA
UPSTATE

Section I: Executive Summary

Vision, Mission and Values

Approved by the S.C. Commission on Higher Education, May 30, 2006
Approved by USC Board of Trustees, June 29, 2006

Vision: The *University of South Carolina Upstate*, having distinguished itself as "the metropolitan university of South Carolina," anticipates earning recognition as one of the leading metropolitan universities of the nation.

Mission : The *University of South Carolina Upstate* aims to become one of the Southeast's leading "metropolitan" universities … a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.

Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate's economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

Upstate

<u>**Core Values:**</u> The University's core values not only serve as the philosophical underpinnings of the institution's mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Upstate affirms that…

People come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University's most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be good will ambassadors for the University, and to advance its reputation and its metropolitan mission.

Stewardship of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

Integrity as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

Key Achievements from the Past Year (2006-07)

- USC Upstate's enrollment exceeded 4,600 in fall 2006 with 94% of these students having residency in South Carolina. Over 63% of new freshmen are from Upstate counties.

- Number of incoming first-time freshmen rose to 798 with an average SAT of 1007

- Over the past ten years, USC Upstate has achieved a 40.7% increase in the number of undergraduate students from South Carolina, the highest percent increase among the ten teaching sector institutions.

- The number of degrees awarded by USC Upstate has increased by 63% from 1995-96 to 2005-06. USC Upstate awarded a total of 909 degrees in 2005-06.This increase is the second highest among the ten teaching sector institutions.

- USC Upstate had the highest transfer enrollment of the ten teaching sector institutions in 2005-06.

- The renovation of Tukey Theater is complete and will be available for use in fall 2007. The University continues to seek additional funding to add distance classroom technologies to the facility. Renovations included accommodations for easy up-fit should funding be provided.

- USC Upstate has partnered with the seven Spartanburg County School Districts to establish an accelerated learning experience for gifted high school students called the Scholars Academy.

- USC Upstate was awarded the largest grant in the forty-year history of the University. A $2.6 million grant was awarded by the U.S. Deptartment of Education under the Voluntary Public School Choice Program to fund educational activities envisaged by the Scholars Academy. The awarding of the grant attests to the federal government's recognition of the value of the Academy concept to public school districts as well as to higher education. The renewal grant award horizon is four years and funds virtually all of the financial needs of the project. USC Upstate was one of only 14 national awardees for this $25 million grant award program.

- USC Upstate had three faculty Fulbright winners for three consecutive years and a fourth under consideration for next year .

- Accreditation of the Mary Black School of Nursing by the Collegiate Commission on Nursing Education (CCNE).

- Approvals have been obtained for the construction of Palmetto House Phase II, accommodating an additional 350 students- which will give us a total of 1050 students living on campus. Phase II is scheduled to open fall 2009.

- Athletics Accomplishments: Five Teams earned NCAA tournament appearances, 4th place in the Peach Belt Commissioner's Cup standings, National Runner-Up in men's golf, athletic field awards (STMA National Field of the Year – Cyrill Stadium & STMA South Carolina Field of the Year – County University Soccer Stadium)

Key Strategic Goals for Present and Future Years

The institution has six goals that we are focusing on:
– Assure student success as reflected in learning outcomes and persistence to graduation.
– Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.
– Align academic programs with the unique needs and opportunities of the Upstate.
– Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.
– Manage enrollment to achieve distinct and dynamic campus communities in Spartanburg and Greenville.
– Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.

Opportunities and Barriers

Opportunties

- Coordinated student success services supporting students' persistence to graduation is a major priority. Students, especially new freshmen and transfers, require special student support services integrated with classroom activities to insure successful transition into college. Supporting students in reaching their ultimate goal of graduating is the focus of numerous student initiatives which will be measured by increases in the six-year retention rates and freshmen to sophomore retention. USC Upstate participated in the Foundations of Excellence program this year and will gain a great deal of information which will serve as benchmark data to measure progress in these student success initiatives.

- An appropriate learning environment includes adequate classroom and academic support space and is vital in the implementation of the University's mission. Currently, USC Upstate operates with very low education and general space, E&G. The University is 38% below the average in E&G space per FTE student or nearly 300,000 sq. feet of instructional space. With continued high enrollments, USC Upstate maintains a very high level of classroom utilization, 31% above the average for SC teaching universities. In Fall 2008, an additional sixteen classrooms will be available in the new Health Education Complex which is currently under construction. Although this facility will add approximately 140,000 sq. feet, USC Upstate will still have far less than the space needed to continue growth and will still be below the average of the SC peers. This facility will cost approximately $30 million with only $5 million or 16% in state CIB funding.

  Although the HEC Building will open next fall, to meet current demands modular buildings have been added to campus. If the modular classrooms are removed, when the Health Education Complex opens, there will only be a net increase of four classrooms. Laboratory space and equipment are also needed to address out-of-sequence lab courses creating a disconnect between lecture and lab components of courses.

- USC Upstate was asked to join the Spartanburg County Foundation, the United Way of the Piedmont and Spartanburg County as the fourth member of the Strategic Spartanburg: Community Indicators Project cabinet. The Community Indicators project focus is on collecting data to be used in the Community Improvement Plan. These improvement plans use the data in the community indicators report to influence the improvement of Spartanburg and the quality of life of its citizens. USC Upstate has been charged to maintain and expand the data base, publish the indicators, produce policy papers and recommend community action. This is a huge opportunity for USC Upstate to interact with the community leaders within Spartanburg County.

- USC Upstate has partnered with the seven Spartanburg School Districts to establish an accelerated learning experience for gifted high school students. The Spartanburg

Scholars Academy opened in August, 2007 on the USC Upstate campus with 25 students. These ninth-grade students take a combination of honors, advanced placement, and college courses in the morning and return to their high schools in the afternoon for additional coursework. The Academy presence will provide the University the opportunity to offer additional dual credit classes, further collaboration with the adjoining school districts, and educational research possibilities. The Academy will accept a new cohort of 25 students each year until it reaches a maximum of 100 students.

- USC Upstate will serve as a catalyst for economic development and community revitalization in Spartanburg. With major roadways and interchanges soon to be completed and significant master plan development by USC Upstate, the surrounding region is undergoing a transformation. Land uses will be upgraded and numerous economic development initiatives will be forthcoming. Easier access to campus will provide avenues for greater collaboration and partnerships with the community.

- The university will ensure capacity to handle growth in enrollments with surrounding high schools and two-year institutions. The high schools located near USC Upstate are the major feeder schools for incoming freshmen each year and the enrollments at these schools are increasing. This increase will directly impact the need for higher education in the region as the students reach college age. USC Upstate's relationship with two-year institutions is also continuing to grow with additional articulation agreements are being added each year.

Barriers

- **Financial Constraints**
  The South Carolina Commission on Higher Education (CHE) provides a computation of state funding need based on student enrollment. Excluding 2006-07 non-recurring allocation of $1,877,675, neither state nor CHE have provided an allocation of funds to address the funding inequity among the teaching universities. Growth institutions, like USC Upstate, continually receive below average funding. Currently the funding levels expressed as a percent of need as compared to the funding model developed by CHE, range from 52% to 96% among the teaching sector. USC Upstate is funded at 61% of the model with a sector average of 74%.

- **Space**
  The fact that no capital bond bill has been passed in many years has resulted in no major academic facility construction funded by bond revenue. With relatively low educational space per student and high classroom utilization, the need for academic space is vital for USC Upstate to continue enrollment growth and limit the impact that a lack of classroom and lab space will have on scheduling and course sequencing. To alleviate some of the space pressures this year, three modular buildings have added additional classroom space – 12 classrooms to be specific. State capital funds are vital for the continued implementation of master plan initiatives.

- **Technology**
  Information technology systems weakness significantly impacts multiple institutional initiatives. Data-driven management and planning is important for measuring and accomplishing the strategic plans of the institution, as well as managing the day-to-day operations. The current data system used by USC Upstate to gather data on financials, students and personnel is housed at USC and is very archaic. The USC system is working to find a system upgrade (ERP) but this will take many years to implement. The current system restricts data mining and work flow enhancement because the system is so out of date.

- **Funding for Faculty Salaries**
  Faculty salaries are currently below the sector average in each of the ranks. Professors are approximately $4,000 below the rank average, associate professors approximately $5,100 below the rank average and assistant professors are approximately $1,000 below the rank average. This tremendously impacts our ability to recruit and retain quality faculty.

How the Accountability Report is used to Improve Organizational Performance.

The accountability report is used as a resource to aid in effectively managing the University. It allows senior management to step back from their individual disciplines and responsibilities and view the institution as a whole. It also provides a framework for the analysis of our current goals, objectives, and tactics that we have prioritized for the upcoming year and to make modifications as needed.

Section II: Organizational Profile

In 1967, the university was founded in response to efforts undertaken by G.B. Hodge, M.D., together with fellow members of the Spartanburg County Commission on Higher Education, and a remarkably strong founding faculty, primarily to avert a serious health care labor shortage crisis when Spartanburg General Hospital announced plans to eliminate its diploma program for registered nurses. A citizen's committee investigated the situation and ultimately requested that Spartanburg be included in the University of South Carolina system. The Spartanburg Regional Campus, as it was first known, opened its doors in the fall of 1967 to 177 students on the first floor of the Spartanburg General Hospital nursing residence.

Enrollment continued to increase, which resulted in the school becoming a four-year university in 1975 and being renamed the University of South Carolina Spartanburg (USCS). During the next 20 years, the campus began to take physical shape with the construction of additional academic buildings, enrollment continued to grow and degree offerings were expanded.

In 1994, Dr. John C. Stockwell was named Chancellor of the University. He adopted a metropolitan mission for the institution and implemented a 10-year strategic master plan for the campus. The University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer

baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change. On June 30, 2004, with USC Board of Trustees approval, USCS changed its name to the University of South Carolina Upstate. Today the University boasts a highly diverse student enrollment of more than 4,600.

Main Educational Programs and Services and the Primary Method of Delivery

USC Upstate has a wide variety of educational programs, primarily undergraduate. All undergraduate educational programs have classroom instruction as the primary method of delivery; however, several programs also offer distance education via the internet and two-way interactive video conferencing from various locations.

Academic Programs
Undergraduate Majors Biology, Business Administration, Chemistry, Communication, Computer Information Systems, Computer Science, Criminal Justice, Early Childhood Education, Elementary Education, Learning Disabilities, Physical Education, Secondary Education, English, Art Studio, History, Interdisciplinary Studies, Mathematics, Middle Grades Education, Non-Profit Administration, Nursing, Political Science, Psychology, Sociology, Spanish, Information Management and Systems, Engineering Technology Management, Art Education
Graduate Early Childhood Education, Elementary Education, Special Education:Visual Impairment

Expectations and Key Requirements of Key Student Segments, Stakeholder Groups and Market Segments

Requirements & Expectations					
Students	**FTF**	**TS**	**NTS**	**DES**	**GS**
Competitive Affordable Tuition	X	X	X	X	X
High Quality Faculty	X	X	X	X	X
Quality Academic Programs	X	X	X	X	X
Comprehensive Academic Support	X	X			
Course Availability (scheduling)	X	X	X	X	X
Financial Aid/Scholarship Assistance	X	X	X	X	
Updated Facilities and Technology	X	X	X		
Co-curricular Activities and Involvement	X	X			
Placements for Graduates	X	X	X	X	
Alumni	▪ Enhanced institutional stature to add value to their degree ▪ Networking opportunities				
Employers	▪ Access to well-prepared employees				
Faculty/Staff	▪ Competitive compensation ▪ Opportunities for professional growth and development				
FTF- First Time Freshmen, TS – Transfer Students, NTS- Non-Traditional Students, DES – Distance Ed. Students, GS- Graduate Students					

Operating Locations

USC Upstate's main campus and administrative operations are in Spartanburg. Upper division courses in a variety of majors are offered in Greenville through the University Center; upper division education courses are offered in Sumter via two-way conferencing;

and upper division nursing courses (RN-BSN) are offered in a variety of locations via ETV and on-line offerings.

Number of Employees by Category

Employees by Assigned Position - IPEDS 2006		
Primary Function	**Full Time Employees**	**Part Time Employees**
Primarily instruction	196	156
Instruction/research/public service	0	0
Primarily research	0	0
Primarily public service	0	0
Executive/administrative/ managerial	36	0
Other professionals (support/service)	108	78
Technical and paraprofessionals	61	18
Clerical and secretarial	25	19
Skilled crafts	12	7
Service maintenance	35	11
Total	473	289

USC Upstate outsourced or partially outsourced two major services during 2006-07. Dining services is totally outsourced and has been on contract for seveal years. Landscape services were partially outsourced for several years but are being brought back in-house beginning in 2007-08.

Regulatory Environment

The administrative policies and procedures of USC Upstate are governed by the administrative policies and procedures of the University of South Carolina. The academic policies and procedures within the USC Upstate Faculty Manual have been developed and approved by the faculty of USC Upstate and also approved by the USC Board of Trustees. USC Upstate is also governed by the South Carolina Commission on Higher Education whose purpose is to serve as the state's coordinating board for public higher education by acting as an advocate for higher education and as an oversight entity for the State. SACS, Southern Association of Colleges and Schools, is the regional accrediting body for USC Upstate. Additionally, several academic programs have earned program accreditations, including the National Council for the Accreditation of Teacher Education (NCATE), The Association to Advance Collegiate Schools of Business (AACSB), Computer Science is accredited by the Accreditation Board for Engineering and Technology (ABET) and Nursing is in the final stages of the accrediting process with Commission on Collegiate Nursing Education (CCNE).

USC Upstate is committed to complying with all state and federal regulations to include, but not limited to: FERPA, FMLA, OSHA, ADA, Civil Rights Acts, and other employment acts.

Governance System

USC Upstate is led by Chancellor John C. Stockwell. Chancellor Stockwell is charged by the USC Board of Trustees with achieving the mission and vision approved by the Board. The Chancellor is also charged with running the day-to-day operations of the University in compliance with all state, federal, and accrediting agency guidelines. The Chancellor's Cabinet consists of nine of the Chancellor's direct reports who are responsible and directly accountable for various administrative and academic enterprises on campus. The Executive Vice Chancellor for Academic Affairs has appointed a dean to lead the college, each professional school and the library.

USC Upstate is also advised by the Spartanburg County Commission for Higher Education. The Commission holds in trust the land on which the University sits on behalf of Spartanburg County. The Commission has legal responsibility for use of the property, land acquisition and condemnation.   The Commission is also responsible for recommending the choice of the Chancellor. The Commission is composed of fifteen members appointed by the Governor on the recommendation of the resident members of the Spartanburg County Legislative Delegation for terms of four years each.

Key Suppliers and Partners

USC Upstate has a broad list of key suppliers and partners. Many of them play significant roles in assisting USC Upstate in the achievement of the mission, vision, values, and strategic plan.

Key Partners/Suppliers	Roles
High Schools	Supplies quality students as entering freshmen
Two-Year Institutions	Supplies USC Upstate with qualified transfer students
USC Columbia	Provides central coordination of many administrative functions and serves as a source of strategic support on a variety of issues
Alumni	Source of student referrals. Financial and institutional support and advice.
Employers	Source of jobs for graduates and assist in identifying changing needs in community

Key Competitors

Since approximately 94% of USC Upstate students are from within South Carolina; our competitors are primarily other S.C. institutions. USC Columbia, Clemson, Winthrop, The College of Charleston, Spartanburg Community College and Greenville Technical College are the top competitors for incoming freshmen. Articulation agreements are in place for the two year institutions to make it easier for students to transfer to USC Upstate even if they begin their undergraduate education at another institution. Wofford and Converse Colleges are the primary competitors for local private funding and all other public agencies within the state are competitors for state funding.

Principal Factors in Determining Competitive Success

There are three primary areas for consideration in determining USC Upstate's principal factors for competitive success; they include competition for faculty, students and funding.

Faculty: Competition for faculty is a key consideration in the continued growth and evolution of USC Upstate. To continue making progress in recruiting quality faculty, it is imperative for USC Upstate to remain competitive in the areas that faculty rank high as determinants in position considerations: competitive salaries, quality and quantity of space/facilities and lab space allocations for particular disciplines, technology infrastructure, participation in decision-making, campus culture and image, and opportunities for research and professional growth.

Students: Competition for students comes from other universities, public and private, and two-year institutions within South Carolina. Business and industry also compete for students as many students graduating from high school choose to work rather than continue their education. Approximately 94% of USC Upstate students are residents of South Carolina.

Funding: Competition for state funding, both capital and operating funds, comes from all state agencies, including the other S.C. higher education institutions. Currently there is no defined level of support from the state for higher education nor is there a defined methodology for determining how monies allocated to higher education will be allocated between institutions for capital projects or operating allocations. As a result, funding requests are developed annually and each institution spends time networking with the legislature to lobby for their respective interest.

Strategic Challenges

USC Upstate's strategic challenges include attracting and retaining quality faculty, gaining parity funding for both capital and operating dollars, marketing the institution to increase awareness within the community, attracting quality students, retaining and graduating students, collaborating with USC to select and implement an ERP system to replace the current antiquated system, fully implement all aspects of Division I Athletics and completion of the campus master plan.

Performance Improvement Systems

The diagram below demonstrates the continuous improvement process used across the institution to evaluate, redesign and implement process improvements. During the redesign process, all stakeholders are consulted to determine process requirements. Also, key process measures are decided upon to allow for process evaluation upon implementation. Each year, several processes are designated for review during the annual planning cycle.

It should also be noted that many of the administrative processes that are critical to the overall operation of the University are only partially executed by USC Upstate employees. In situations where process workflow is divided between the campuses, process redesign is

more cumbersome and requires involvement of multiple stakeholders (all USC campuses) to define process requirements. Additionally, archaic student information, finance and human resource systems that are housed centrally at USC limit the types and amounts of system enhancements that can be made to streamline administrative processes.

USC Upstate Process Improvement System

1. Identify process for review
2. Assign Responsibility
3. Determine process requirements
4. Benchmark best practices
5. Redesign process
6. Implement (pilot where possible)
7. Evaluate process improvement
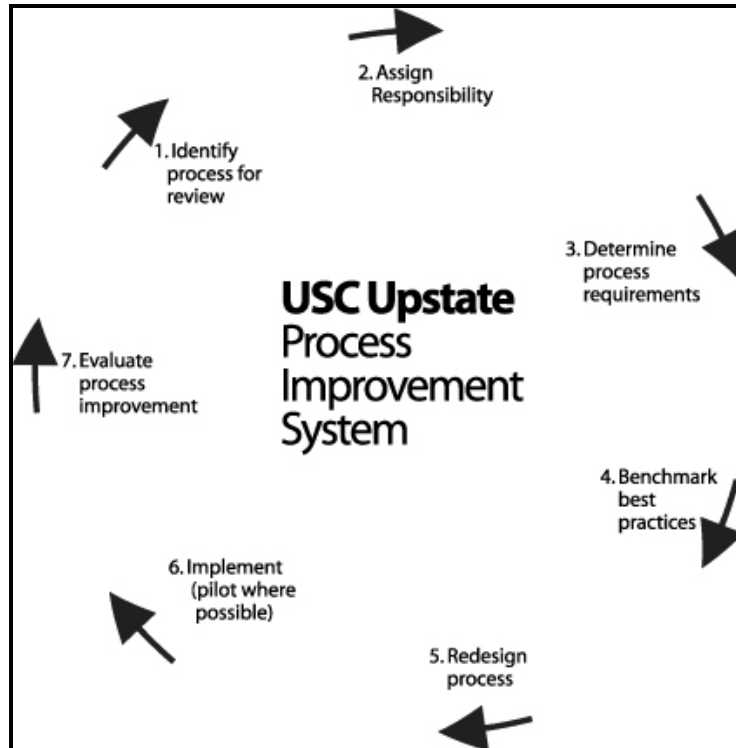
Expenditures Chart

Upstate Accountability Report Appropriations/Expenditures Chart					
Base Budget Expenditures and Appropriations					
	FY 05-06 Actual Expenditures		**FY 06-07 Actual Expenditures**		**FY 07-08 Appropriations Act**	
Major Budget Categories	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$ 25,115,543	$ 9,427,335	$ 28,070,521	$9,710,155	$32,383,913	$10,410,415
Other Operating	$27,381,719	$ 1,000,000	$29,463,455	$1,000,000	$34,377,024	$1,000,000
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 6,164,642	$ 1,856,499	$ 6,971,190	$ 1,986,104	$ 8,063,589	$ 2,219,523
Non-recurring	$ -	$ -	$ 1,877,675	$ 1,877,675	$ -	$ -
Total	$ 58,661,904	$ 12,283,834	$ 66,382,841	$ 14,573,934	$ 74,824,526	$ 13,629,938

Other Expenditures		
Sources of Funds	**FY 05-06 Actual Expenditures**	**FY 06-07 Actual Expenditures**
Supplemental Bills	$ -	$ 1,877,675
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

Major Program Areas Chart

H34-Upstate Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures		FY 06-07 Budget Expenditures		Key Cross References for Financial Results*
502	**Instruction**	State: 6,634,554		State: 14,573,934		7.1.1 7.1.2
503		Federal: 146,638		Federal: 122,318		7.1.3
504		Other: 12,352,705		Other: 7,039,358		7.1.4 7.1.5
505		Total: 19,133,897		Total: 21,735,610		7.1.6 7.3.2
		% of Total Budget:	32.62%	% of Total Budget:	32.74%	7.3.3
	Auxiliary	State: 0		State: 0		
507		Federal: 0		Federal: 0		
508		Other: 2,983,283		Other: 3,152,083		7.3.4 7.3.6
509		Total: 2,983,283		Total: 3,152,083		
		% of Total Budget:	5.09%	% of Total Budget:	4.75%	
496	**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: 0		State: 0		7.3.3 7.3.5
		Federal: 13,032		Federal: 86,450		
		Other: 148,219		Other: 97,498		
		Total: 161,251		Total: 183,948		
		% of Total Budget:	0.27%	% of Total Budget:	0.28%	
497	**Public Service**-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 26,034		State: 0		7.3.3 7.3.5
		Federal: 1,091,496		Federal: 914,911		
		Other: 885,037		Other: 895,306		
		Total: 2,002,567		Total: 1,810,217		
		% of Total Budget:	3.41%	% of Total Budget:	2.73%	
498	**Academic Support**-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 1,207,550		State: 0		7.3.1 7.3.2 7.3.3 7.3.4 7.3.6
		Federal: 0		Federal: 0		
		Other: 3,181,152		Other: 5,107,937		
		Total: 4,388,702		Total: 5,107,937		
		% of Total Budget:	7.48%	% of Total Budget:	7.69%	

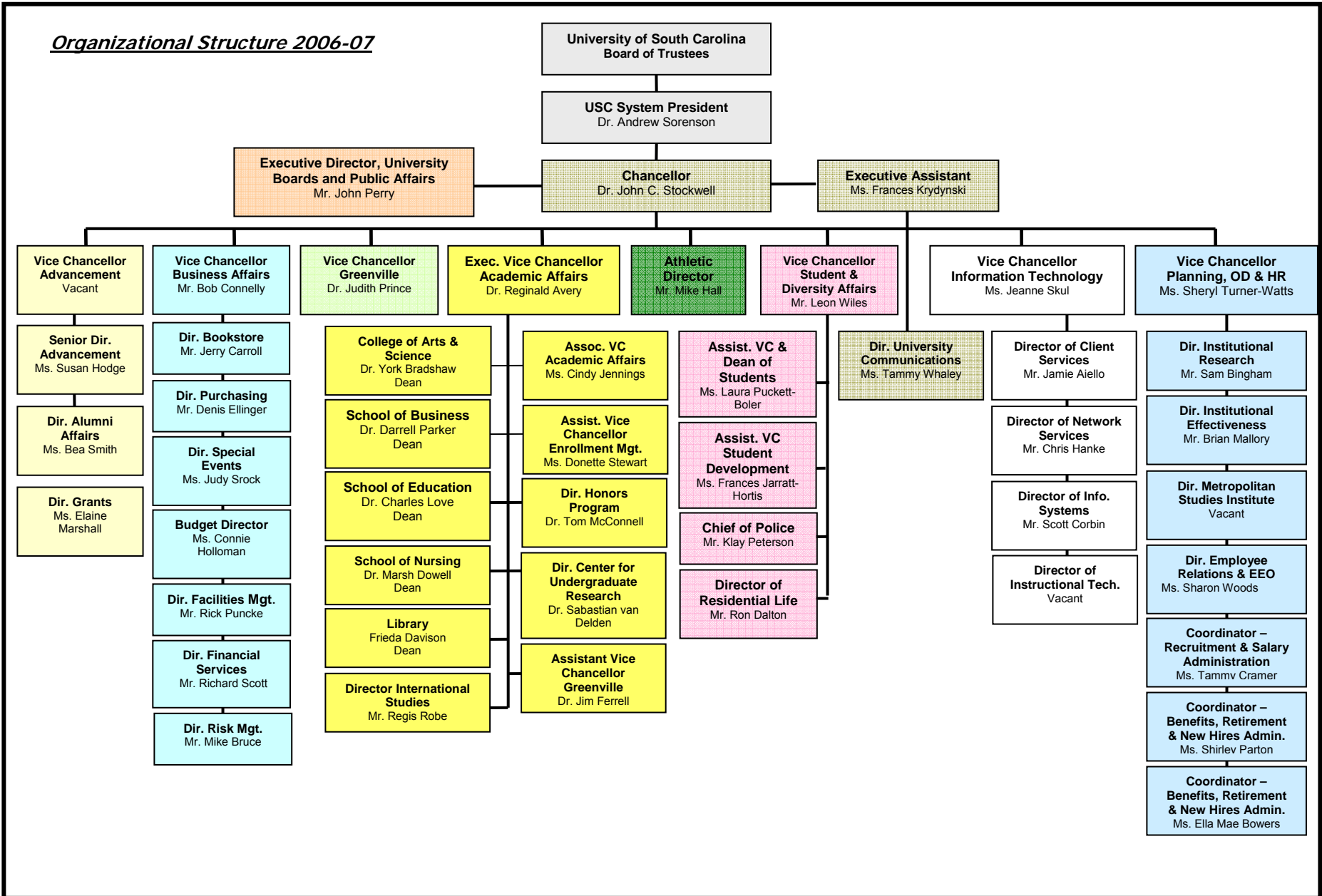|							
499	**Student Services**-Student focused activities to Include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	State:	1,276,177		State:	0	7.3.3
		Federal:	452,579		Federal:	533,395	
		Other:	4,432,098		Other:	6,289,951	
		Total:	6,160,854		Total:	6,823,346	
		% of Total Budget:	10.50%		**% of Total Budget:**	10.28%	
500	**Operations & Maintenance**-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State:	1,540,577		State:	0	7.3.3 7.3.4 7.3.6
		Federal:	0		Federal:	0	
		Other:	4,007,809		Other:	7,285,822	
		Total:	5,548,386		Total:	7,285,822	
		% of Total Budget:	9.46%		**% of Total Budget:**	10.98%	
501	**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		State:	0	7.3.3
		Federal:	4,720,910		Federal:	5,287,582	
		Other:	8,706,765		Other:	9,806,345	
		Total:	13,427,675		Total:	15,093,927	
		% of Total Budget:	22.89%		**% of Total Budget:**	22.74%	
506	**Institutional Support**-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State:	1,598,942		State:	0	7.3.1 7.3.2 7.3.3
		Federal:	0		Federal:	0	
		Other:	3,256,347		Other:	5,189,950	
		Total:	4,855,289		Total:	5,189,950	
		% of Total Budget:	8.28%		**% of Total Budget:**	7.82%	
Grand Total		State:	**12,283,834**		State:	**14,573,934**	
Grand Total		Federal:	**6,424,655**		Federal:	**6,944,656**	
Grand Total		Other:	**39,953,415**		Other:	**44,864,250**	
Grand Total		Total:	**58,661,904**		Total:	**66,382,840**	

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:**

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These references provide a chart number that is included in the section 7 of this document.

Organizational Structure 2006-07

University of South Carolina Board of Trustees

USC System President
Dr. Andrew Sorenson

Executive Director, University Boards and Public Affairs
Mr. John Perry

Chancellor
Dr. John C. Stockwell

Executive Assistant
Ms. Frances Krydynski

Vice Chancellor Advancement
Vacant

- **Senior Dir. Advancement** — Ms. Susan Hodge
- **Dir. Alumni Affairs** — Ms. Bea Smith
- **Dir. Grants** — Ms. Elaine Marshall

Vice Chancellor Business Affairs
Mr. Bob Connelly

- **Dir. Bookstore** — Mr. Jerry Carroll
- **Dir. Purchasing** — Mr. Denis Ellinger
- **Dir. Special Events** — Ms. Judy Srock
- **Budget Director** — Ms. Connie Holloman
- **Dir. Facilities Mgt.** — Mr. Rick Puncke
- **Dir. Financial Services** — Mr. Richard Scott
- **Dir. Risk Mgt.** — Mr. Mike Bruce

Vice Chancellor Greenville
Dr. Judith Prince

- **College of Arts & Science** — Dr. York Bradshaw, Dean
- **School of Business** — Dr. Darrell Parker, Dean
- **School of Education** — Dr. Charles Love, Dean
- **School of Nursing** — Dr. Marsh Dowell, Dean
- **Library** — Frieda Davison, Dean
- **Director International Studies** — Mr. Regis Robe

Exec. Vice Chancellor Academic Affairs
Dr. Reginald Avery

- **Assoc. VC Academic Affairs** — Ms. Cindy Jennings
- **Assist. Vice Chancellor Enrollment Mgt.** — Ms. Donette Stewart
- **Dir. Honors Program** — Dr. Tom McConnell
- **Dir. Center for Undergraduate Research** — Dr. Sabastian van Delden
- **Assistant Vice Chancellor Greenville** — Dr. Jim Ferrell

Athletic Director
Mr. Mike Hall

Vice Chancellor Student & Diversity Affairs
Mr. Leon Wiles

- **Assist. VC & Dean of Students** — Ms. Laura Puckett-Boler
- **Assist. VC Student Development** — Ms. Frances Jarratt-Hortis
- **Chief of Police** — Mr. Klay Peterson
- **Director of Residential Life** — Mr. Ron Dalton

Dir. University Communications — Ms. Tammy Whaley

Vice Chancellor Information Technology
Ms. Jeanne Skul

- **Director of Client Services** — Mr. Jamie Aiello
- **Director of Network Services** — Mr. Chris Hanke
- **Director of Info. Systems** — Mr. Scott Corbin
- **Director of Instructional Tech.** — Vacant

Vice Chancellor Planning, OD & HR
Ms. Sheryl Turner-Watts

- **Dir. Institutional Research** — Mr. Sam Bingham
- **Dir. Institutional Effectiveness** — Mr. Brian Mallory
- **Dir. Metropolitan Studies Institute** — Vacant
- **Dir. Employee Relations & EEO** — Ms. Sharon Woods
- **Coordinator – Recruitment & Salary Administration** — Ms. Tammy Cramer
- **Coordinator – Benefits, Retirement & New Hires Admin.** — Ms. Shirley Parton
- **Coordinator – Benefits, Retirement & New Hires Admin.** — Ms. Ella Mae Bowers

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?

USC Upstate's mission, vision, values and strategic goals create a strong foundation for establishing an environment of continuous improvement. The leadership system and organization, including the Chancellor's Cabinet, the Executive Vice-Chancellor's Deans' Council, and expanded Academic Affairs Council, were designed to support cross-functional participation, communication, decision-making, and accountability throughout the organization in support of the achievement of the mission and goals.

Senior leaders also participate in an annual retreat to review and discuss organizational performance. This discussion and analysis revolves around a data review of institutional key performance indicators (KPIs), budgetary and finance considerations and an environmental scan of key issues (SWOT analysis - strengths, weaknesses, opportunities and threats). From the review and analysis, the team begins the development and prioritization of tactics, in broad terms, for the upcoming year. Following the retreat, senior leaders work with the faculty and staff within their respective areas to create detailed operational tactics and plans that are later reviewed to ensure the compatibility of priorities with resource allocations – financial and human resources. Finally, the annual plans are summarized and shared through a variety of means with institutional faculty, staff and external stakeholders.

The mission, vision, values, goals, key performance indicators and organizational performance and progress are continually reviewed and reinforced through a variety of communications targeting faculty, staff, students and other stakeholders.

Communication	Audience	Purpose
USC Upstate web site	All Stakeholders	Update current and prospective students, community partners and alumni. A means for faculty and staff to access information.
Register	Faculty/Staff	A weekly communiqué to the campus community. Provides opportunities to educate, inform, and to share news.
E-Blast	Students	A weekly e-mail update to all students includes events, campus news, accomplishments, and opportunities for involvement.
Parent Newsletter	Parents	Created to provide information about programs and services for students.
University Review	Faculty, Staff, Alumni, Partners, Donors	A magazine published three times per year. Serves as a means to promote the university, highlight donors, motivate alumni to stay involved, features outreach and partnerships, etc.
Chancellor's University Day Speech	Faculty/Staff	A "State of the University" address highlighting past semester/year's accomplishments and outlining objectives for the upcoming year/semester.
Meetings with Student Government Assoc.	Students	Provides a forum between the student government association and administration to address issues and share information.
General Faculty Meetings	Faculty	Meeting open to all faculty twice per semester. Senior leaders update on a variety of issues affecting the University.
Chancellor's meetings with local legislators	Legislators	An annual meeting presenting University accomplishments and legislative challenges, in hopes of garnering support and thanking legislators for support.
Faculty Senate Meetings	Faculty	Monthly meetings with faculty representatives in which senior leaders share information about the direction of the institution.
Figure 1.1.1		

2. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

Each year all departments create a list of tactics for the upcoming year that feed into the larger institutional plan. Those plans are tracked throughout the year and reported on at year end. These reports play a large role in the overall evaluation of departments and also of individuals.

3. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The leadership has established an array of policies that are published and widely disseminated to be used as guides for appropriate behavior in many areas; the Non-Discrimination Policy, the Policy on Avoiding Harassment and the Student Code of Conduct are a few examples. Additionally, the institution regularly offers educational and developmental seminars open to all employees ranging in topics from *Avoiding Harassment* to *Dealing with Legal Contracts* to further reinforce the expectation of compliance. The institution regularly collaborates with USC Columbia in the implementation of internal audits of many of the processes, procedures and departments on campus as a means of reinforcing compliance.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

Continuous learning for faculty and staff are supported in numerous ways on campus. There are training initiatives focused on institutional policies and procedures for new employees to aid in their quick assimilation to the campus. The policy and procedural training topics include: travel, procurement, purchasing cards, visa card liaisons, planning and booking special events/meetings on campus, and budgets. Computer software training is also offered regularly and is open enrollment so employees can sign up for the training they need. OSHA training is provided annually for employees working in departments where safety training is required including: blood borne pathogens, electrical safety, ladder safety, chemical safety, lifting and back safety and protective equipment. Additional professional development is supported through workshop and seminar offerings on campus that are open to all employees and cover a variety of topics that are appropriate for supporting the priorities established on campus. Because of the degree of specificity required for most faculty and senior leadership development activities, faculty and senior administrative leaders have development funds available through department budgets and institutionally funded grants for development specific to their discipline or area of interest. These funds allow department managers, senior leaders and faculty to attend conferences where information is gathered through conference seminars, benchmarking, and networking.

> 5. How do the senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Each year senior leaders openly discuss and review the personnel in each division giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline is put into place to ensure cohesion of responsibilities and minimal loss of organizational memory as retirements or other changes occur within the organization. Senior leaders also review the organizational structure and department responsibilities to ensure the organizational alignment is appropriate for supporting the goals of the institution. Since the state has very specific guidelines on recruitment and hiring, a structured mentoring or development plan for future leaders has not been formalized. Efforts to develop future organizational leaders are handled primarily by supervisors. During the Employee Performance Management System process, supervisors work with employees to assign objectives for the next year that may be developmental in nature, supervisors also work with employees on the types of training and development an employee needs to continue to be successful in their current position and ready them for increased responsibility.

> 6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

USC Upstate senior leaders have created an environment that enhances empowerment, innovation, and motivation through the shared accountability and responsibility for organizational improvements. Communication with employees is handled both formally and informally to include both Fall and Spring University Day in which the Chancellor speaks to faculty and staff at a breakfast conference about the accomplishments from the past semester/year and sets the tone and direction for much of what will be focused on in the next semester/year. Senior leaders also meet weekly and participate in a shared agenda that encourages information sharing and cross-functional discussions on a variety of topics as needed. Senior leaders are also encouraged to share this information with their direct reports during division and department meetings. The *Register* is also a consistent means of communication with all faculty and staff. It is created and distributed weekly by the Office of University Communications and all individuals and departments are encouraged to share information throughout the Institution via this format. Each addition is also archived on the website to allow employees to search past issues.

Senior leaders are actively involved in faculty and staff rewards and recognition to reinforce high performance. Faculty and staff are asked to participate in the nominations and selection of the Classified Employee of the Year. All nominees, the individual that nominated them and the employee's supervisor are invited to a luncheon to be recognized for their contributions; the luncheon is hosted by the Chancellor and other senior leaders. The staff employee selected as the Classified Employee of the Year is recognized at the annual May Day Employee Picnic along with recognition of all employees receiving Years of Service Awards. Outstanding faculty are recognized during the graduation ceremony each May by awarding 1) the Bank of America Excellence in Teaching and Advising

Awards – one faculty from Arts and Sciences and one faculty from the professional schools are selected by a representative student committee - and 2) the USC Upstate Annual Award for Scholarly and/or Creative Pursuits is given to a faculty member selected by the Teaching Excellence Committee based on review of submissions of research and/or creative endeavors.

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7. How does your organization evaluate the performance of your senior leaders, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

Senior leaders receive annual feedback from faculty and staff on the services, programs, etc. within their area of responsibility. This feedback includes satisfaction with performance of duties/responsibilities of each department and the service orientation of each department. Senior leaders within the academic division, including the Chancellor, Executive Vice Chancellor and the Deans, are also reviewed by all faculty within their department(s) on their leadership and supervisory responsibilities. Additionally, each senior leader receives an annual review at the conclusion of each academic year in which the Chancellor or the Executive Vice Chancellor, as appropriate, reviews their performance, makes recommendations for improvements, and recognizes success.

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8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

In accordance with the nature of metropolitan universities, USC Upstate is highly attuned to societal responsibilities and impacts on the communities within which it operates. Senior leaders and responsible departmental leaders collaborate directly with community agencies, organizations and leaders to better gauge the impact of the various programs and services of USC Upstate.

Process	Practices	Performance Indicators
Legal & Safety	– Workers Comp – Fire Audits – Crime	– Accident rates – Follow ups and compliance issues – # of incidents on campus
Ethics and Equity	– EEO – Diversity	– # of complaints – Percent of minorities and female employees
Accreditation	– SACS – Program specific accreditation	– Maintaining certification – Maintaining certification
Figure 1.8.1		

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9. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities.

As a member of the Coalition of Urban & Metropolitan Universities, USC Upstate, along with other metropolitan universities, "share the mission of striving for national excellence

while contributing to the economic development, social health, and cultural vitality of the urban or metropolitan centers served." In support of this mission, USC Upstate has created the Metropolitan Studies Institute (MSI) to focus on external program assessment, e.g. grant funded projects within the community that need external assessment and management of a community indicators project for tracking progress on a variety of key performance indicators for the community. Additionally, the University opened a small downtown location this year, the Community Education and Outreach Center, which houses many outreach initiatives from the University, e.g. Community Outreach Partnership Center (COPC), ACHIEVE, (Academic Challenges Helping Individuals Expand Values and Education) , the Center for Non-Profit Administration, Women's Center, etc. Each of these initiatives targets a specific community need that has been identified through a variety of faculty and administrators collaborating with Spartanburg community leaders.

The University actively participates with the local United Way each year, and the Offices of Student Affairs and Alumni Affairs both collaborate with local civic groups. IMPACT, the student community service organization at USC Upstate, recently returned from an alternative Fall Break trip to St. Bernard's Parrish in the Orleans District of Louisiana. Two full days of "gutting" houses was the difficult and laborious task given to the IMPACT students for their fall break. IMPACT also volunteered in Charleston during Spring Break. During the break, students volunteered with The Boy's and Girl's Club of Charleston, Pride of Charleston, and worked at the historic Patriot's Point. Overall, IMPACT's dedication to their community, state, and world is evident in their continuing desire to "impact" others.

The University is also a great venue for many community events. This summer, the University hosted a Boy Scout Camp– for five-days offered to 100 boy scouts in the upstate area, a regional convention for the Apostolic Lutheran church approximately 1000 – 1800 were in attendance on various days of the event, a Fellowship of Christian Athletes football camp attended by 1300 high school age men, an Olympic Development Training attended by 206 young women and a southeastern regional training for soccer coaches that was attended by 160 coaches.

Category 2: Strategic Planning

> 1. What is your Strategic Planning process, including key participants, and how does it address: A. Your organizations' strengths, weaknesses, opportunities and threats B. Financial, regulatory, and other potential risks C. Shifts in technology, student and community demographics, markets, and competition D. Long-term organizational sustainability and organizational continuity in emergencies E. Your ability to execute the strategic plan?

The development of the strategic plan is a collaborative effort across the institution and involves the Chancellor, the Chancellor's Cabinet (senior leaders), Academic Deans, Faculty Advisory Committee, Department Chairs and Directors. The institutional mission and vision were revised and approved in 2006. The goals of the institution were revised and reaffirmed in 2004 and will remain fairly constant for the next five years with gradual

evolutions and updates to the objectives and tactics based on the current institutional opportunities and challenges.

A) This past year a new task force was assigned the responsibility for collecting data and other qualitative information to be used as a situational analysis. This task force was appointed by the Executive Vice Chancellor for Academic Affairs and is made up largely of academic representatives. The task force is charged with gathering data, facilitating round table discussions, reviewing best practices and making recommendations. The task force is not a decision making group but rather delivers an annual report to be used by others as a situational analysis when decisions are being made and priorities are being established.

B) Each tactic proposed for the upcoming year undergoes a cost/benefit analysis prior to budget prioritization and the allocation of new/additional funds. Also, senior leaders report throughout the year on financial and regulatory information that is within their purview to ensure that all senior leaders are aware of any issues/concerns.

C) Senior leaders are kept aware of the latest shifts in technology through the Department of Information Technology Services including, but not limited to, technology in the following areas: data warehousing, personal computing, data security and teaching in the classroom. Changes in student and community demographics are collected from numerous sources, e.g. State Department of Education, IPEDS, local Chamber of Commerce and various offices on campus. This information is analyzed at both the institution and department level and factored into long and short term action plans as appropriate.

D) One of the primary means of assuring organizational sustainability is through constant strengthening of the organizational structure. The organization is reviewed annually to ensure strategic alignment of personnel in support of the institutions mission and goals. Additionally, as turnover occurs, position responsibilities are reviewed and position descriptions are updated to ensure the position is not only relevant but is structured to add the most value to the organization.

The budget process is another key to long term sustainability. The USC Upstate budget process was created to allow for timely decisions and actions based on funding availability. Funding of projects and new initiatives is often handled in stages to allow senior leaders a better grasp of intuitional finances prior to committing funds.

E) The ability of the organization to execute the strategic plan is assured through many of the same means that assure organizational sustainability. The primary variables effecting the achievement of the strategic plan are ensuring the appropriate resources are available – personnel with the appropriate skills, capital funding, and operational funding.

2. How do you evaluate and improve your strategic planning process? Note: Strategic Planning process refers to your organization's approach (formal or informal) to a future-oriented basis for business decision, resource allocations and management, to include how relevant data and information are gathered and analyzed. This process may use various types of forecasts, projections, options, scenarios or other approaches to address the future.

USC Upstate's strategic planning process is cyclical and was established to allow for process review and critique, targeting continuous improvement of the process. Prior to beginning the annual planning cycle, feedback on the process is gathered from a broad audience to allow for immediate improvements as the cycle begins. Throughout implementation and deployment, progress is regularly reviewed within the divisions/departments to ensure progress is being made as anticipated. Any lags or fluctuations in progress due to unanticipated events or influences or unforeseen opportunities are reported to senior leaders and plans are refined accordingly.

3. What are your key strategic objectives? (Addressed in Strategic Planning Chart)
4. What are your key action plans/initiatives? (Addressed in Strategic Planning Chart)

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.

During the annual planning retreat a great deal of discussion is targeted on the priorities for the upcoming year and each senior leader in the Chancellor's Cabinet is allowed to give input into the priorities of all divisions. Once priorities are agreed upon, each senior leader works within their divisions/departments to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff towards the achievement of tactics prioritized for the upcoming year.

Tracking of completion and progress on annual tactics is managed in a decentralized manner through senior leaders working with their departments to capture and report progress on annual tactics. Throughout the year, as senior leaders meet with their divisions, operational plans are reviewed and progress is reported. At the end of the academic year, the Office of Planning and Organizational Development facilitates a "wrap up" of the annual plans with the senior leaders into a consistent institutional format.

A major component of the retreat discussion is focused on resource allocation. Through priority discussions a determination is made on whether or not an agreed upon initiative requires additional resources within the division. All initiatives requiring additional resources are then prioritized and after the budgets are approved by the state, leaders are notified as to which initiatives were funded and which remain unfunded. Unfunded initiatives can remain on the tactics tracking list with a note that it was unfunded for the year but it allows for these tactics to be carried forward into the next year.

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

Each senior leader works within their divisions/department(s) to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff towards the achievement of tactics prioritized for the upcoming year. A summer mini-retreat is also held for senior leaders to review all tactics from each department across campus to ensure there is alignment of resources- both human and financial. The strategic objectives and annual tactics for each department are also posted on the University website.

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

Tracking of completion and progress on annual tactics is managed in a decentralized manner through senior leaders working with their departments to capture and report progress on annual tactics. Written documentation of progress is captured throughout the year in a consistent tracking format used by all divisions and departments. Progress on highly prioritized institutional projects is reported on throughout the year to the Chancellor and other senior leaders, e.g. the Chancellor's Cabinet and the Dean's Council. During these mid-year updates, senior leaders learn of progress that has been made towards completion of the project and potential roadblocks or concerns. This briefing of senior leaders allows for a quick response from the cross-function teams to assist in alleviating any roadblocks or concerns rather than waiting until the end of the year to report that a project has stalled. At the end of the academic year, the Office of Planning and Organizational Development facilitates a "wrap up" of the annual plans into a consistent institutional format that is published on University's website.

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

In the strategic planning cycle, environmental scans are reviewed and strategic challenges are identified. Each of these strategic challenges has been addressed through the development of strategic goals and supporting strategic objectives. The strategic objectives are developed with a focus on ensuring a consistent approach in action plans and strategies to address both long-term and short-term challenges and opportunities. Additionally, each year, senior leaders review updated SWOT's, budget constraints, and performance on key indicators prior to developing and prioritizing tactics for the upcoming year.

9. If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.

http://www.uscupstate.edu/about_upstate/planning/strategic/default.aspx?id=10172

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*	
1	Assure student success as reflected in learning outcomes and persistence to graduation.	− Increase number of sections of University 101 − Increase faculty participation in student success − Complete the self student for the Foundations of Excellence Program − Participate in several national standardized test for program assessment – history, sociology, psychology, biology and writing − Complete graduate and alumni surveys to gather satisfaction data − Participate in EBI graduate exit surveys for Nursing, Education and Business	7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7 7.2.4 7.5.3	
2	Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.	− Participate in NSSE and FSSE to determine how well students are engaged − Create a variety of service learning opportunities which appeal to a variety of students	3.2.1 3.4.1 4.3.1 5.6.1 6.6.2 7.1.4 7.1.5	7.2.1 7.2.2 7.2.3 7.2.4 7.4.1 7.4.2 7.4.7 7.5.3
3	Align academic programs with the unique needs and opportunities of the Upstate.	− Revise general education program as needed − Gain approval for Eng. Tech 2 + 2 program − Gain approval for Art Education program	3.1.1	
4	Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.	− Seek grant funding for the start up of the Scholars Academy − Continue to seek opportunities to be engaged as a partner in community projects, e.g. community indicators.	7.1.3 7.1.4 7.1.5 7.2.1 7.2.2 7.3.3 7.3.5	
5	Manage enrollment to achieve distinct and dynamic campus communities in Spartanburg and Greenville	− Publish first report from the Strategic Enrollment Task Force − Study impact of continued enrollment growth and devise plans for handling	7.2.2 7.3.2 7.3.4 7.3.6 7.5.3	
6	Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.	− Continue development of campus master plan and lobby for additional state dollars to help fund operations to cover enrollment growth − Continue addition of smart classrooms and online offerings − Increase training & development opportunities	7.2.1 7.2.4 7.2.5 7.2.6 7.3.2 7.3.3 7.3.4 7.3.6	7.4.1 7.4.2 7.4.3 7.4.4 7.4.5 7.5.3 7.5.4

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document

Category 3: Student, Stakeholder and Market Focus

1	How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

The USC Upstate mission statement defines the "citizens of the Upstate of South Carolina" as the focus of the programs and services delivered by the institution. The mission statement also states that it is the intention of the University to offer a broad range of major curricula in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. The academic deans and academic administrators work with Enrollment Services and the many two year schools and high schools in the Upstate area to gain a better understanding of student's educational interest. The deans and other academic administrators also network with local businesses and professional organizations, e.g. the Chamber of Commerce, and survey businesses and alumni in the Upstate to gain a better understanding of the employment needs/demands and the need for continuing education, i.e. professional certifications or graduate degrees. As needs are identified and ideas for new programs are being reviewed, the department proposing a new program is charged with reviewing the current offerings from other institutions in the Upstate to avoid program duplication, projecting student enrollment based on similar programs in other institutions, projecting faculty needs, cost and other program expenditures.   All program proposals must also be approved by USC, S.C. Commission on Higher Education and SACS when appropriate.

Recent Program Changes	Basis for Decision
Closing of ADN (2 year nursing program)	Mission, resources. These programs are being handled by the two-year institutions.
Addition of Bachelor's in Art Education	To fill a critical need for the state. Many art educators will retire over the next 5 years and there are not a sufficient number of art education programs to fill the void.
Closing of French Major	Low enrollments and graduates
Addition of Bachelor's of Science in Engineering Technology Management	Upstate businesses strongly encouraged USC Upstate to initiate this program. No four-year colleges or universities in the state currently offer an ETM program. Thus, in collaboration with five technical colleges, USC Upstate started this program so businesses would have college-educated supervisors in the field of engineering technology management.
Figure 3.1.1	

2	How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

A variety of listening and learning strategies have been adopted by the senior leadership team and the individual divisions/departments across campus to maintain a consistent

awareness of the needs, expectations and attitudes of stakeholders and students throughout their academic careers at USC Upstate.

Stakeholders – Methods for Listening and Learning	
Prospective Students & Parents	Fabulous Fridays (parents and prospective students visit campus)
New Students & Parents	New student orientation, Transfer student orientation, Advising Center/Faculty Advisors, EBI Student Satisfaction Survey, Placement Test, Parent Newsletter, Parent website
Current Students	Student Government Association meeting with Senior Leaders, Advising Center/Faculty Advisors, Center for Student Success, Classroom Presentations – Student Surveys (Pre- & Post), Exit Surveys, General Education Assessments, Residential Housing Surveys
Employees	Annual employee surveys of all administrative areas, Annual faculty feedback for academic leaders, Conversations with the Executive Vice Chancellor
Alumni & Donors	Alumni Surveys, University Review Magazine, Web page, Alumni Board, E-mail correspondence, Events, Telephone calls, Letters, Stewardship events
Employers	Career Center Advisory Team (internal & external employers), Recruitment Events-Employer Surveys, Employer Job Postings – Follow-up Survey, Career Center Webpage (Employers & Students), MonsterTrak Job Search Website
Community Partners	University Review Magazine, One-on-one meetings with senior leaders, Chancellor's community organization speaking engagements
USC System & Board of Trustees	USC System Meetings, USC Board of Trustees Meetings
Figure 3.2.1	

> 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?

Much of the data and information collected and analyzed is handled in a decentralized manner throughout the various departments on campus or facilitated through the Office of Planning and Organization Development in support of department initiatives. Senior leaders work with their division/departments to ensure the assessment methods used to gather feedback on particular services and programs are valid and reliable and are continually updated. All assessment data is analyzed to ensure programs and services are meeting the expectations of the stakeholders and complying with the internally established standard. The continuous improvement cycle is followed to ensure that improvements and enhancements are made based on the feedback received.

USC Upstate also participates in a number of national studies that provide a mechanism for comparative program analysis and trend analysis. The EBI graduate exit surveys for nursing, business and education are examples of an assessment surveys administered to all students nearing graduation. The results will be compiled and reported from EBI in an electronic format with comparable data for other participating institutions.

> 4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

USC Upstate uses a variety of methods to gather information on student and stakeholder satisfaction and dissatisfaction including EBI First Year Initiative (University 101) Survey, Cooperative Institutional Research Survey (CIRP) for freshmen, Your First College Year Survey for freshmen completing their first year of college, EBI Faculty Survey, alumni and placement surveys, faculty/staff survey on administrative programs and services, student

meetings with advisors, end of course evaluations, meetings with SGA (Student Government Association) and other satisfaction surveys targeting specific programs and services. Depending upon the type of data gathered, information is disaggregated or segmented, as appropriate, to determine variances by particular variables, e.g. student gender or faculty rank. Data is also used to inform decision-making as action plans are developed to address any issues.

Instrument	Stakeholders	Frequency
Educational Benchmark Exit Survey	Seniors - Business, Education, Nursing	Annually. Will begin every other year after 3rd year.
Academic Advisement Survey	Current Students	Annually
Student Opinion Polls	Current Students	End of every course
First Year Initiative Survey	Students in University 101	Annually
Graduate Surveys	Graduates from the last academic year	Annually
Alumni Surveys	Graduates	Every other spring, 2 – 4 years after graduation.
NSSE – National Survey of Student Engagement	Current Freshmen and Seniors	Every other year
FSSE – Faculty Survey of Student Engagement	All faculty	Every other year
Departmental Surveys – Library, Athletics, Bookstore, etc.	Current Students	Ongoing
Figure 3.4.1		

> 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.

Building positive relationships with students and stakeholders begins at the pre-enrollment stage. Enrollment Services markets the University and its programs and services while trying to engage potential students, parents, and guidance counselors with our campus community. Through recruitment efforts such as Fab Fridays, Juniors Scholars, Summer Scholars, Open Houses, guidance counselor luncheons, etc., Enrollment Services is able to communicate effectively and connect with interested parties. Once a student has decided to attend USC Upstate, the student and parents receive further information with regard to joining the campus community (i.e. orientation registration, housing application, meal plan information, financial aid award letter, special mailings about campus programs and initiatives, etc.). At summer orientations, students and parents alike are introduced to the campus culture, policies and procedures, faculty members, important campus resources, etc. Students are immersed in student culture through the peer educators that serve as orientation leaders, as well as, being introduced to the academic culture via faculty welcomes, course advisement and registration, and a series of breakout sessions connecting students to various important campus resources and personnel. Parents are also deemed important and participate in their own orientation sessions where they hear from academic deans and important campus resource personnel, and are able to access different offices/services on campus in one location via the Information Fair. These early

connections built with students and parents establishes an important precedent for ensuring continued communication that contributes to student retention, student learning, and satisfaction with the University in general.

Once the student enrolls and arrives on campus, various other programs, initiatives, and services assist in helping students form intentional connections with other students, faculty, and staff. Student and Diversity Affairs and Athletics provides programs, student activities, and support systems to help students connect to each other and to provide means of social integration into the campus culture. In academics, first year students are exposed to several different options that provide intentional integration (i.e. University 101, learning communities, comfort communities, "Preface" common reading and writing experience for freshmen, residential life academic programming, etc. Enhanced student performance is generally a by-product of these special programs and initiatives, as measured by increased student success in the classroom as well as with increased retention figures. There are additional academic support initiatives that also focus on improving classroom student performance (i.e. supplemental instruction, tutorial services, Early Intervention Program, increased smart/enhanced classrooms to improve classroom learning through technology, disability services, opportunity network (federally funded TRIO Student Support Services program), etc.

Many of these campus initiatives attempt to reach distinct student groups, but certainly they are not mutually exclusive. Much emphasis is placed on freshmen because their first year successes contribute significantly to their retention and graduation rates. Within the freshman cohort exists other individual groups such as on-campus students, university 101 students, students in learning communities, opportunity network students, supplemental instruction participants, etc. These groups are intertwined to provide a broad based approach to reaching students in multiple venues and developmental stages. Transfer students are another group of stakeholders that need specific attention and the university is beginning to explore ways to reach these students to ensure their success (i.e. University Center of Greenville, 2+2 agreements with technical schools, interdisciplinary studies program, etc.) Also, parents play a key role in their student's success and Enrollment Services and other key offices such as the Center for Student Success and Student Affairs also contribute to building those positive relationships – before students arrive on campus until they graduate and beyond. Other key stakeholders may refer to alumni, community members involved in university programs, initiatives, and advisory boards, community youth and senior citizens that may benefit from service learning initiatives and other programs that support our metropolitan mission.

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

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

USC Upstate's mission, values, and strategic plans serve as the platform for the development of institutional key performance indicators (KPIs). In selecting KPIs, particular attention is paid to the alignment and integration of data into a performance management system that aids leaders and stakeholders in monitoring institutional progress on the mission, values, strategic goals, objectives and the daily operations of the

institution. Consideration is also given to the availability of comparable data from other institutions to allow for benchmarking, the ability to collect and analyze data trends and to determine cause and affect relationships. Senior leaders work within their areas of responsibility to develop KPI's to assess the effectiveness of their operations.

2	How do you use data/information analysis to provide effective support for decision making throughout your organization?

Performance data are regularly used in decision making throughout the institution, including, but not limited to, admission, enrollment, student achievement, student satisfaction, and retention and graduation data, budget projections, space projections, budget analysis, personnel data, health, risk and OSHA data, etc. Many of these data sets are compiled on a consistent cycle and distributed to committees, leaders and other interested stakeholders to support decision making on a variety of levels.

3	What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

USC Upstate's key measures are broad in scope and are designed to give an overview of progress and achievement in several areas of institutional performance to various stakeholders. The key measures are intended to create a balanced focus on students, faculty/staff and other stakeholders and also to inform responsible individuals and departments of relevant issues and performance discrepancies. The key measures are kept current through the selection of comparative data based on the most appropriate data available.

Key Measures	Data/Indicators Reviewed
Student Quality	Incoming freshmen GPA and SAT, Transfer student GPA, Enrollment, Scholarship Funding
Student Success	Freshmen to sophomore retention, six-year graduation rates, tutorial services participants, academic performance data, FYI Survey (First Year Initiative)for University 101 students, CIRP/YFCY freshman surveys, use of Early Intervention Program and success of students contacted, success of students participating in University 101, learning communities and supplemental Instruction, professional exam pass rates
Student Satisfaction	Residential Life Survey, CIRP/YFCY/NSSE surveys on a rotating basis, FYI Survey targeting experiences of UNV 101 students, Alumni Surveys
Finance	Tuition, State Appropriations, Enrollment, Greenville Credit Hour Production Scholarship Funding, Grants, CIB Funding
Faculty/Staff	Terminal Degrees, Competitive Salary, Satisfaction, Student/Faculty Ratio
Operational Efficiency/ Effectiveness	Student/Faculty Ratio, Degrees Awarded, State Appropriations/Student FTE Space Utilization, Master Plan Development
Educational Compliance	Accreditations
Figure 4.3.1	

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?

USC Upstate has established a group of peer institutions and is still working through a process to develop a list of aspirant institutions for data comparisons on key measurements, in addition to regular comparisons to all South Carolina teaching institutions. The comparative data gathered and used from these selected institutions will be both quantitative and qualitative to allow benchmarking of best practices when performance variances are noted in addition to tracking of progress on key indicators.

National and regional data are used in many comparisons as available. A few examples include: CUPA HR (College and Universities Professional Association for Human Resources) salary data is used for comparing faculty salaries by discipline and rank; NACAS (National Association of College Auxiliary Services) data is used for comparisons of institutional auxiliary services and support services, i.e. what is the average square footage maintained by a full time custodial employee; participation in the Delaware Study permits access to teaching cost and productivity comparative data for each discipline designated for review.

Comparative data from a number of national studies is also used for academic and administrative assessments. The assessments currently being used include, but are not limited to: ACUHO- Resident Assessment, the Collegiate Assessment of Academic Proficiency (CAAP), EBI Undergraduate Nursing, Education and Business Exit Assessments, EBI First Year Initiative (University 101) Survey, CIRP Cooperative Institutional Research Survey for freshmen, Your First College Year Survey and the EBI Faculty Survey.

Institutional trend data are also analyzed consistently to support decision making in a variety of areas – enrollment projections, tuition and budget decisions, personnel decisions and operations management.

5	How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Senior leaders recognize the importance of having relevant, reliable and accurate data available in a timely manner. Institutional data is updated regularly to reflect the most current data available for trend analysis and is made available through the web and regular reporting for faculty and staff to access as needed. Data not housed on the web nor contained in a report can be obtained by submitting a data request to the Office of Planning and Organizational Development or the Finance/Budget Office. Data accuracy is often validated through triangulation with USC Columbia's Office of Institutional Assessment and Compliance and the South Carolina Commission on Higher Education.

Data security is a priority for senior leaders who have established an expectation for the campus to comply with industry standards. As the awareness of potential issues arise, plans are created and action taken to ensure the implementation of the appropriate policies and procedures.

6	How do you translate organizational performance review findings into priorities for continuous improvement?

Review of KPIs is one primary method of determining priorities for continuous improvement. As data is collected and reviewed, results are disseminated and analyzed for needed changes or enhancement to operations. If performance data is not trending towards

the targeted outcome or data trends change dramatically, senior leaders and responsible department leaders' work together to analyze the data and develop mid-cycle changes or adaptations. The Office of Planning and Organizational Development is also used to provide support and assistance in benchmarking best practices, examine cause and effect situations, and facilitating process redesign or enhancements to lead to improvements. If performance data shows trends are moving in the targeted direction, senior leaders encourage continuation of initiatives and other enhancements to further enhance the results.

7	How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Policies, procedures and best practices are often documented to aid in transferring and maintaining organizational and employee knowledge. For the policies and procedures that are not currently documented, an annual tactic was adopted for the upcoming year charging various departments with documenting many of the foundational processes and procedures used on campus.

The identification of best practices is handled differently depending on the focus. Departments benchmarking best practices within their functional areas generally network with other institutions or our identified peer institutions to learn and share ideas about best practices. At an institutional level, senior leaders appoint cross functional teams to identify best practices on a variety of issues both internally and externally and the teams are charged with communicating their various findings to the campus community. In instances where improvements are needed and internal expertise is insufficient, consultants with an expertise in the area are brought in to work directly with the departments to identify areas of opportunity and aid in developing improvement plans based upon current best practices.

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 your organization and HR processes?

Senior leaders openly discuss targeted improvements in the alignment of personnel and work processes. Discussions and decisions focus on ensuring that processes are seamless and that value is added during each step. Departments also align the administrative outcomes for their office and assess them annually in a report to the Chancellor's Cabinet. A small committee has been established to provide feedback to each office using a standardized rubric; a section of the rubric is dedicated to providing feedback on the alignment of the departmental actions and achievements with the overall institutional goals. USC Upstate has also initiated a universal review date this year for the employee performance management system. The timing of the cycle for reviews intentionally lines up with the institutional and departmental planning cycle for the year.

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

To promote cooperation and achieve a high degree of cooperation, initiative, empowerment and innovation within the organizational culture, senior leaders support employee engagement at every level. There are a variety of standing and ad hoc

committees, cross functional task forces, and other means of engaging employees in the operations of the University. These committee structures are guided by the mission, vision and values of the institution and provide a mechanism for development and deployment of new or revised process, procedures or initiatives. Organizational structure is also reviewed annually to ensure the appropriate alignment of processes, services and programs.

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

Faculty, staff and students achieve effective communication through various means. Email is used as the daily standard communication method by faculty, staff and students. The Register is a weekly newsletter for faculty and staff that is created through submissions to university communications from all departments across campus. Past editions of the Register are also archived on the University website for future reference. The university website is another means of supporting consistent, effective communication with faculty, staff, students and other stakeholders by providing access to a wealth of information including, but not limited to, faculty/staff on-line directory, policies, course syllabi database, master calendar of all events on campus, strategic plan, campus department overviews, applications, admissions and financial aid information for students, etc. Division, department, and committee meetings are also used to share information.

Knowledge, skills and best practices are shared across campus in both formal settings and informal settings including committee meetings, colloquiums, research symposium, departmental meetings, Chancellor's Cabinet, Academic Affairs Council, Staff Council, etc. Round table discussions are also held frequently, targeting a variety of topics in an open dialogue. Ideas and best practices are also shared during training sessions on campus. In some instances, the trainer may have suggestions and participants are allowed to share their own experiences and procedures for handling particular issues.

4	How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

Clear expectations are paramount for employees to perform at the highest level and for the institution to achieve its mission and meet its strategic goals. In the recruitment process, supervisors review and update job duties and ensure that requisite knowledge, skills and abilities are clearly stated within the position description prior to beginning the recruiting process.

Staff: Annually, through the Employee Performance Management System, supervisors provide feedback on the employee's job performance and achievements during the past year. The supervisor and employee also review the employee's position description and reaffirm job expectations. The supervisor and the employee collaborate on specific objectives for the employee to accomplish during the upcoming year. The objectives assigned are directly linked to the department tactics and the institutions tactics for the upcoming year to allow all employees to see the "larger picture" and how the achievement of their objectives impacts the overall progress of the institution.

Faculty: Faculty are provided annual reviews from their supervisors and receive summarized feedback from the students in their courses through an end of course

evaluation process. Tenure-track faculty are reviewed by a committee of their peers and colleagues as they work through the promotion and tenure process.

5	How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

Each year senior leaders openly discuss and review the personnel in each division giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline is put into place to ensure cohesion of responsibilities and minimal loss of organizational memory as retirements or other changes occur within the organization. Senior leaders also review the organizational structure and department responsibilities to ensure the organizational alignment is appropriate for supporting the goals of the institution.

The institution does not currently have a formal process for supporting career progression. Each individual supervisor works with the employees within their department through the annual EPMS process to make assignments of objectives that could be developmental in purpose or plan for training or mentoring in the upcoming year.

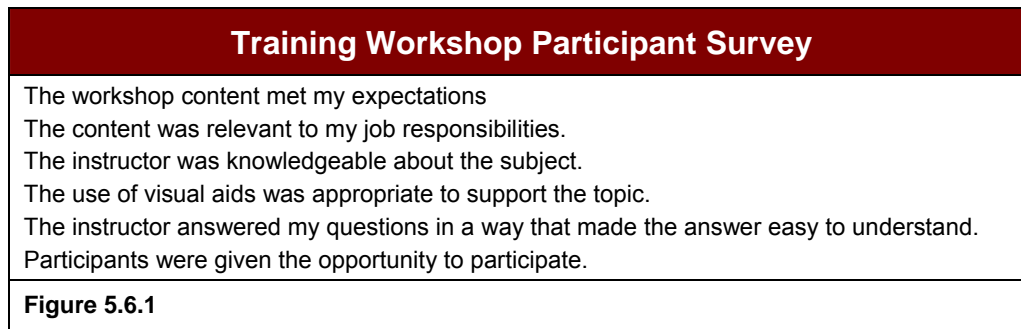| 6	How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Education, training and development opportunities are identified at several levels throughout the organization: 1) campus-wide needs, 2) division/department needs, 3) individual needs, and 4) compliance needs. Campus-wide needs are identified through the strategic planning cycle and are intended to address developmental issues from the macro level, e.g. the development and implementation of a new faculty and staff orientation or software training for all employees to prepare for the introduction of new or upgraded software on campus. The development of a summer institute for faculty development of on-line courses was also a campus-wide initiative that was identified through the strategic planning process targeting an increase in on-line offerings to add flexibility for students.

Division/department needs are identified either through departmental discussions of topics that could benefit the department or through performance issues, such as, on-going issues with specific processes that may need to be reinforced through training. These training needs are addressed primarily through the division/department leader working with subject matter experts (SME's) on the USC Upstate campus, the USC campus, or contracting with an authority in the area.

Individual training needs are identified primarily through the supervisor and the employee and are based on specific skills the employee needs to be successful in their job. Individual training needs are handled in various ways depending upon the need. Employees can sign up to attend technology training sessions offered on campus and on-line technology training is also available. CD's on a variety of topics are available for loan to employees throughout the year and a variety of personal and professional workshops are offered on campus throughout the year. One-on-one training is also provided on specific university policies and procedures.

Compliance training needs are identified across campus primarily by offices or departments responsible for ensuring compliance, e.g. OSHA training is implemented annually and is coordinated by the office of risk management.

All participants in training workshops on campus receive a follow-up survey about the workshop. The feedback from the workshop is sent to the instructor/department that sponsored the training to aid in continuous improvement of workshops. Also, each participant is solicited for feedback on any additional training and development that should be provided on campus.

Training Workshop Participant Survey
The workshop content met my expectations The content was relevant to my job responsibilities. The instructor was knowledgeable about the subject. The use of visual aids was appropriate to support the topic. The instructor answered my questions in a way that made the answer easy to understand. Participants were given the opportunity to participate.
Figure 5.6.1

7	How do you motivate faculty and staff to develop and utilize their full potential? How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

USC Upstate uses a variety of incentives to encourage and motivate employees to develop and utilize their full potential. Faculty are encouraged to apply for institutionally funded grants through the Teaching Excellence Committee (TEC); over $70,000 in grants are being awarded annually to faculty. Faculty are also granted sabbaticals, as appropriate, to allow time to focus on their scholarly endeavors. Other employees are encouraged to continue development in their trade or profession as well. Employees from the facilities department are encouraged to complete the certifications in their trades and are rewarded through merit pay increases for their accomplishments. Other administrative employees are also encouraged to continue professional development through participation in professional organizations, attendance at conferences, etc.

USC Upstate maintains workplace health, safety, and security through a variety of University programs and processes. The office of risk management coordinates annual workplace safety programs for employees and conducts periodic facilities inspections for compliance with health and safety (OSHA) policies. The USC Upstate police department takes measures to ensure safety and security for faculty, staff, and students. Police conduct regular facilities inspections, patrol campus grounds, and monitor the campus emergency telephone system and campus security cameras. The police also monitor the fire and severe weather alarm systems. Police work with faculty, staff and students to conduct training sessions on crime prevention and the appropriate ways to handle crisis situations on campus. Police conduct various safety programs, such as escort programs. A campus incident plan is currently under development and training is taking place to educate employees on the procedures for handling a variety of incidents on campus including hostage situations, fire, bombs threat, etc. Emergency phones are located outside all buildings on campus. Health Services, primarily a student service operated on campus and

staffed with a nurse practitioner and a nursing staff, is currently being reviewed for the benefits it can provide for faculty and staff in saving time and money for routine medical services/testing.

8	What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

The institution monitors faculty and staff well being, satisfaction and motivation through a variety of measures. Faculty and staff are asked to participate in a satisfaction survey each year to gauge satisfaction with many of the services, programs and processes on campus. Both faculty and staff have representative committees (faculty welfare committee and staff council) in which issues can be channeled to senior management in a systematic manner. Leaders participate in many open forums on campus that allow for frequent dialogue on issues as they arise, e.g. faculty senate meetings.

Participation in the HERI faculty survey provides administrators with faculty data segmented by academic area and rank, to include specific comparable information from academic administrators. Utilization of this feedback tool in 2006 has allowed senior leaders to develop a baseline of faculty satisfaction on a variety of indicators.

9	How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

Data from the annual satisfaction survey that all faculty and staff participate in are shared directly with the departments that are responsible for the programs, processes and services that are rated. This data is also shared with the supervisors and senior leaders responsible for those areas so the information can be used when developing specific departmental tactics for improvement for the next year. Issues that are identified and are considered institutional as opposed to departmental are discussed and established in the annual senior leader retreat as priorities for the upcoming year. Once agreed upon as a priority, responsibility is assigned to the senior leader that will lead an initiative targeting improvement.

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?

Key learning-centered processes, as defined by USC Upstate, are any processes that are intended to directly impact/enhance student learning, such as 1) curriculum design, 2) instructional delivery 3) service learning 4) tutoring, supplemental instruction and learning communities 5) undergraduate research, 6) advising 7) disability services, 8) course scheduling and planning for degree progression, etc.

2	How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

Many of the learning centered processes that have been added or revised in the last two years were designed based on best practices within higher education with additional feedback gathered about implementation strategies to best fit the "Upstate" culture. Each of these programs was also created with various assessment points to gather both formative

and summative data to support continuous improvement efforts. Other learning centered processes, e.g. curriculum design and instructional delivery, are also designed in a collaborative effort with departmental faculty working with the department chair to develop clear learning objectives and effective teaching and assessment strategies to ensure learning occurs. Faculty developing on-line courses for students that prefer distance learning work closely with a technology training specialist during course development to ensure the technology components are appropriately integrated.

3	How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

As new processes are designed and older processes are re-engineered, the stakeholders involved in or affected by the process are consulted. The intent of the discussion with the stakeholders is to define the expected outcomes – cycle time, cost, process deliverables - identify constraints and issues, map each step of the process and identify improvements and efficiencies that may be gained through the use of technology. As an example, we currently have a task force working on re-design of our student opinion poll process to determine the best outcomes in the most efficient way.

4	What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

KPIs to Monitor and Improve Learning Centered Processes	
Learning-Centered Process	**Key Performance Indicator**
Curriculum design	Test grades, end of course grades, student satisfaction, alumni surveys
Instructional delivery	Test grades, end of course grades, student satisfaction, alumni surveys
Service learning	Student satisfaction
Tutoring, supplemental instruction and learning communities	GPA's of participating students
Undergraduate research	# of students participating
Advising	Student satisfaction
Disability services	Student satisfaction and achievement
Course scheduling and degree progression	Student retention and graduation
Figure 6.4.1	

The formative and summative assessments that are conducted on each of the learning-centered processes provide the necessary data for making any adjustments to improve outcomes and satisfaction. As assessment data is collected, the departments that are primarily responsible for the outcomes work to revise strategies and action plans to continually improve results.

5	How do you systematically evaluate and improve your learning-centered processes?

The formative and summative assessments that are conducted on each of the learning-centered processes provide the necessary data for making any adjustments to improve outcomes and satisfaction. As assessment data is collected, the departments that are primarily responsible for the outcomes work to revise strategies and action plans to continually improve results. Many of the results are disseminated across various departments and committees to allow for broad based participation and planning for enacting new initiatives aimed at improving results.

6	What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key Support Processes		
Enrollment Services (admissions, registrar, financial services, financial aid)	Career Services	Tutoring
Library	Advising Center	Orientation
Information Technology	Dining Services	Student Life
Student Development	Residential Life	Health Services
Facilities Management	Building Services	Disability Services
Figure 6.6.1		

USC Upstate key support processes are designed to enhance and/or facilitate student learning, student success, and student satisfaction. New key support processes or the need for change in key support processes are identified in two ways: 1) identification of a need through the planning process and 2) identification of a need through surveys and needs assessments. In both scenarios, after the need is identified, the responsible individuals/ departments are asked to collaborate appropriately to design and implement an effective solution. As processes are designed or re-engineered, process assessments are built in through the Plan, Do, Check, Improve (PDCI) cycle to ensure continuous improvement.

In 2006, 351 first year students participated in the student version of the Foundations of Excellence survey. The data from this survey indicated the following about student satisfaction with services/support compared with data from other institutions that participated:

My institution provided the right amount of attention and support:				
Key Text	**USC Upstate**	**Select 6 Peers**	**Carnegie Class**	**All Institutions**
(4) High	39 %	37 %	40 %	37 %
(5) Very high	23 %	16 %	21 %	14 %
Figure 6.6.2				

Peer Groups for FoE Results - *Selected Six*, is made up institutions selected because of their similarities to USC Upstate. The ***Carnegie Peers*** are participating institutions who have the same 2005 basic Carnegie Classification of 22 (Baccalaureate Colleges—Diverse Fields). ***All Institutions*** is aggregate data from all institutions that participated in FoE this year.

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?

To ensure adequate budgetary and financial resources are available and determine needs for current and new education initiatives there are three budget and financial management activities that are performed.

1. A budget development process that is directly linked to the University's strategic plan in which all operating units are involved in identifying and coordinating the financial operations and priorities. During this process, priorities are analyzed to determine specific strategies and resources available for implementation. Some allocations are contingent upon the final funding available and are phased in or delayed to insure adequate revenue is available.

2. An institutional planning process to establish long-term strategic goals and annual tactics that are to be accomplished within the available resources. During this process recurring needs and new initiatives are assessed to determine prioritizes.   Budget development and management responsibilities are clearly defined for all operations to fully assess resource needs and properly align those needs with unit performance.

3. A revenue determination and tracking system to provide generated revenue projections for all sources, driven primarily by enrollment is also flexible in accommodating changes in state resources. The annual budget plan is subject to several revisions during the budget development process. Also, the Budget Office provides tracking reports for both revenue and expenditures throughout the year in addition to current, on-line budget information available to all operating units.

Category 7 – Organizational Performance Results

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?

USC Upstate uses many indicators to evaluate student performance including trend data to aid in assessing the continuous improvement efforts, and comparable data to aid in benchmarking.

Graduation Rates and Freshmen to Sophomore Retention Rates: Six year graduation rates is an indicator of student learning that USC Upstate has been focused on for several years. For comparison purposes, graduation rates are reported as a six year graduation rate and only track students that started at USC Upstate as first time freshmen. The six year graduation rate for first time freshmen entering USC Upstate has improved since 1995 but still has a great deal of variability. As demonstrated in Figure 7.1.2, the six year graduation rate is impacted most directly by retention of the incoming freshmen into their

sophomore year. USC Upstate consistently graduates approximately 70% of freshmen that return their sophomore year, which demonstrates the importance of freshmen persistence.

Recognizing the variability in the first-time freshmen retention rate and the understanding of the direct cause-effect relationship between retaining freshmen into their second year and improving overall graduation rates, decisions have been made to create and implement a variety of student support services, programs and strategies directly targeting freshmen success. Several of the initiatives that have been implemented long enough to capture initial data on include: university 101, supplemental instruction, early intervention program, and learning communities. The data collected on each of these services, programs or strategies are viewed as "lead" indicators for improving student success and the retention of first-time freshmen.

USC Upstate is committed to student success and has invested a great deal of resources into analyzing data, benchmarking best practices, developing and implementing plans and strategies and consistently communicating all efforts and progress made towards achieving this objective to faculty, staff and students. First time freshmen retention at USC Upstate has improved from 61.4% retention of the1997 freshmen cohort to 65.5% retention of the 2005 freshmen cohort with a great deal of variability in between, including a high of 65.7% retention of the 2003 cohort.

Freshmen to Sophomore Retention						
	2000	**2001**	**2002**	**2003**	**2004**	**2005**
First Year Retention	65.0%	68.4%	63.3%	65.7%	62.4%	65.5%
Figure 7.1.1						

Six Year Graduation Rates and Freshmen to Sophomore Retention Rates

Figure 7.1.2
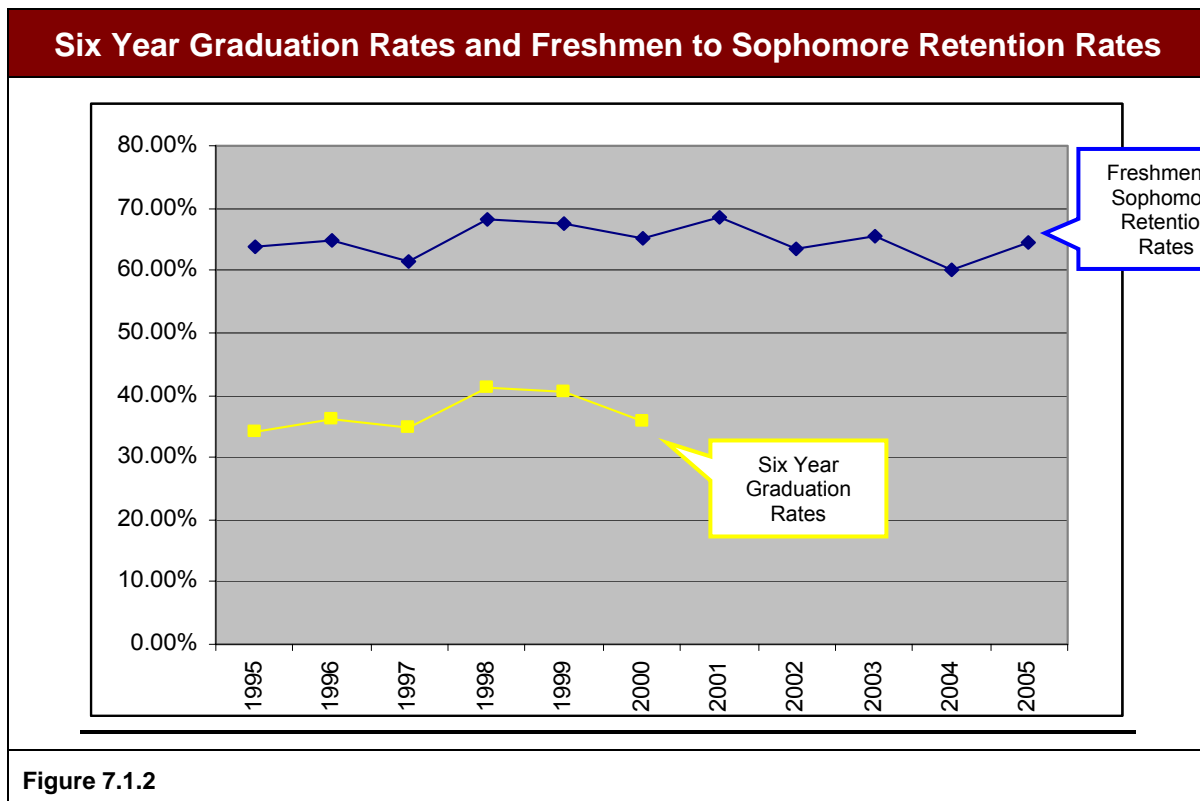
Degrees Awarded

The number of degrees awarded by USC Upstate has increased by 63% from 1995-96 to 2005-2006. USC Upstate awarded a total of 909 degrees in 2005-06.This increase is the second highest among the ten teaching sector institutions.

Number of Degrees Awarded

63% increase in degrees awarded in the past 10 years
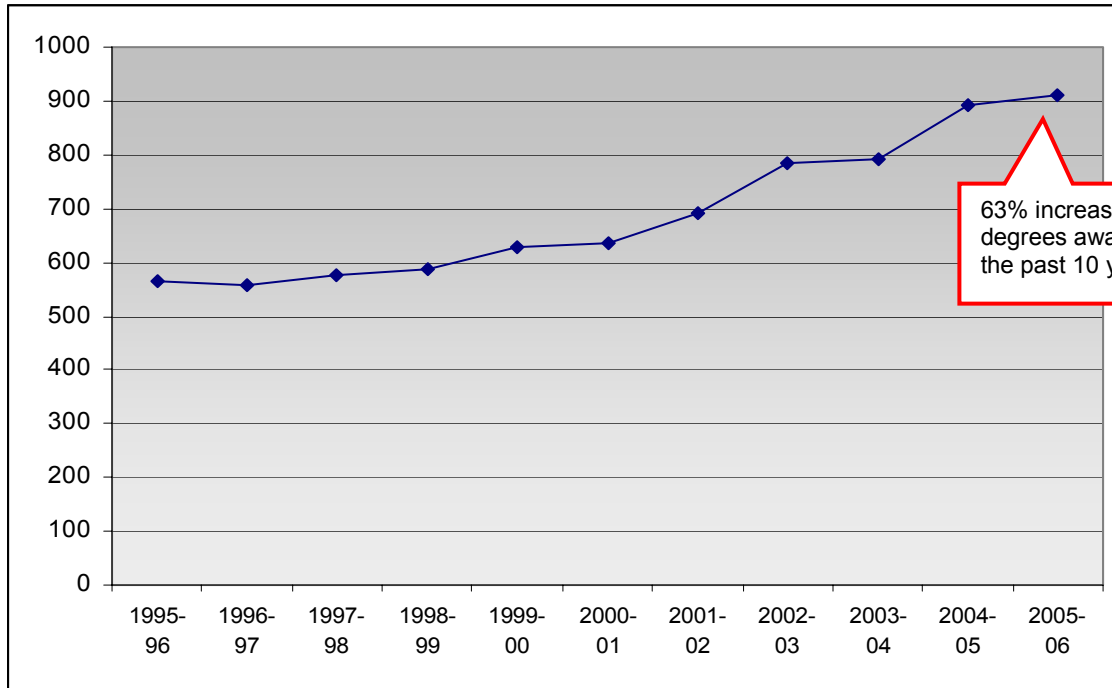
Figure 7.1.3

Recent Graduate Survey: USC Upstate also surveys all graduates from the previous academic year within nine to twelve months after graduation. Figure 7.5.4 notes the percentage of the respondents that indicated they were satisfied or very satisfied with the various components of their academic experience.

2006-07 Graduate Satisfaction		
How satisfied you are with the following aspects of your undergraduate experience at USC Upstate?	Very Satisfied	Satisfied
Your major program of study	43.56%	43.56%
Instruction in your major	31.68%	49.50%
Rigor of your program of study	29.00%	55.00%
Your overall academic experience	38.61%	36.63%
Figure 7.1.4		

Writing Competencies: As a component of general education assessment, seniors were asked to participate in the CAAP Writing Assessment (developed by ACT) for writing in all Senior Seminars during Spring 2007. The results were as follows: 454 students participated in the ACT writing assessment with a composite mean score of 3.2 with a standard deviation of 0.5 (compared with 3.1 for the national average and 3.4 for USC Upstate's average in 2006). The Essay 1 mean was 3.3 with a standard deviation of 0.6

(compared with 3.1 for the national average), and the mean for Essay 2 was 3.1 with a standard deviation of 0.9 (compared with 3.1 for the national average).

2007 NSSE Results: In the 2006/2007 academic year, the University of South Carolina Upstate participated in electronic implementation of the National Survey of Student Engagement (NSSE) through Indiana University Bloomington. 249 first year students and 181 seniors participated in the survey. The students who participated ranked USC Upstate higher than the peer groups on level of academic challenge.

Figure 7.1.5
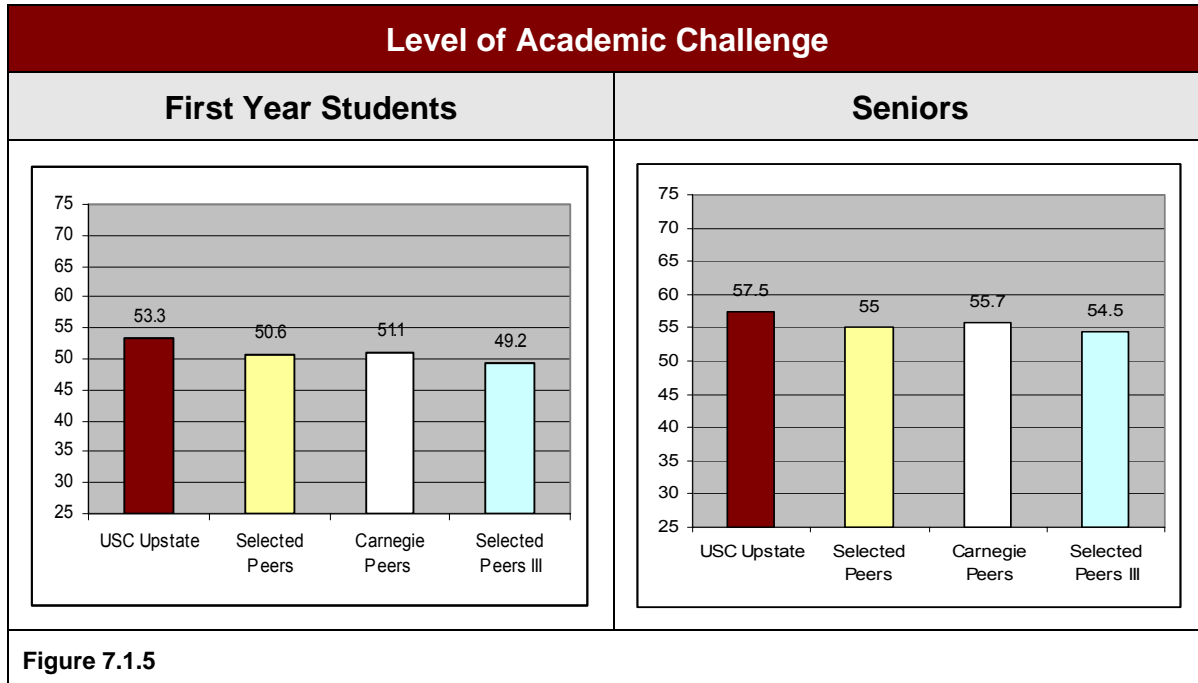
Peer Groups for NSSE Results - *Selected Peers*, is made up all institutions participating in NSSE 2007 who are part of the University's peers as defined by IPEDS geographic region and sector (private/public). The *Carnegie Peers* are participating institutions who have the same 2005 basic Carnegie Classification of 22 (Baccalaureate Colleges—Diverse Fields). *Selected Peers III* are participating institutions who are part of the University's official list of peers or are similar to USC Upstate in terms of enrollment, environment, degrees offered, etc….

Average SAT Scores: The average SAT score for the incoming freshmen class is a key quality indicator for USC Upstate. This key indicator illustrates an increased interest of quality students in attending USC Upstate and is a strong indicator of growth of the institution's academic reputation. Since 2001, applications for admissions have grown from 1,519 to 2433 and the average SAT of the incoming freshmen class has increased significantly. During this same period, the incoming freshmen cohort has grown from 616 students with 33% minority representation to 798 students with 33.46% minority representation.

USC Upstate Average SAT of First - Time Freshmen					
2001	**2002**	**2003**	**2004**	**2005**	**2006**
954	976	999	1012	1015	1007
Figure 7.1.6					

SAT/ACT Scores of First-Time Entering Freshmen, FALL 2006		
Comprehensive Teaching Colleges & Universities	SAT & ACT Combined Mean	SAT (Only) Combined Mean
The Citadel	1085	1102
Coastal Carolina	1036	1047
College of Charleston	1180	1194
Francis Marion University	952	958
Lander University	952	958
S.C. State University	832	846
USC-Aiken	990	999
USC-Beaufort	953	956
USC-Upstate	1001	1007
Winthrop	1050	1054
Average Comprehensive Teaching Institutions	1031	1048
Figure 7.1.7		

> 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?

USC Upstate uses a variety of methods to collect information from students and stakeholders on their satisfaction and dissatisfaction.

First Year Students Evaluation: In 2006, 351 first year students participated in the student version of the Foundations of Excellence survey. The data from this survey indicated the following about student satisfaction:

Connected You with faculty members outside of class:				
Key Text	**USC Upstate**	**Select 6 Peers**	**Carnegie Class**	**All Institutions**
(1) Not at all	7 %	15 %	6 %	14 %
(2) Slight	22 %	27 %	23 %	29 %
(3) Moderate	29 %	30 %	35 %	32 %
(4) High	27 %	18 %	22 %	17 %
(5) Very high	14 %	10 %	13 %	8 %

Connected You with academic support outside of class:

Key Text	USC Upstate	Select 6 Peers	Carnegie Class	All Institutions
(1) Not at all	1 %	6 %	3 %	5 %
(2) Slight	10 %	14 %	11 %	14 %
(3) Moderate	21 %	26 %	26 %	29 %
(4) High	34 %	32 %	35 %	32 %
(5) Very high	34 %	23 %	26 %	20 %

Faculty make him/herself available outside of class:

Key Text	USC Upstate	Select 6 Peers	Carnegie Class	All Institutions
(1) Not at all	1 %	2 %	1 %	2 %
(2) Slight	3 %	6 %	4 %	7 %
(3) Moderate	16 %	18 %	17 %	21 %
(4) High	35 %	34 %	35 %	34 %
(5) Very high	46 %	40 %	42 %	36 %
Figure 7.2.1				

Headcount Enrollment Growth: USC Upstate has increased enrollment at a rapid rate for the past ten years. This rapid growth in enrollment is one strong indicator that students, prospective students and other stakeholders are recognizing the quality reputation of USC Upstate as an in-state choice.

Institution	1996	2006	Δ	Pct. Δ 1996-2006
College of Charleston	10,921	11,218	297	2.7%
Coastal Carolina	4,477	8,049	3,572	79.8%
Winthrop	5,402	6,292	890	16.5%
USC Upstate	**3,549**	**4,608**	**1,059**	**29.8%**
SC State	4,899	4,384	-515	-10.5%
Francis Marion	3,722	4,075	353	9.5%
USC Aiken	3,022	3,380	358	11.8%
The Citadel	4,319	3,306	-1,013	-23.5%
Lander	2,722	2,682	-40	-1.5%
USC Beaufort	1,055	1,386	331	31.4%
Total	44,088	49,380	5,292	12.0%
Figure 7.2.2				

Total Headcount Enrollment Fall 2006

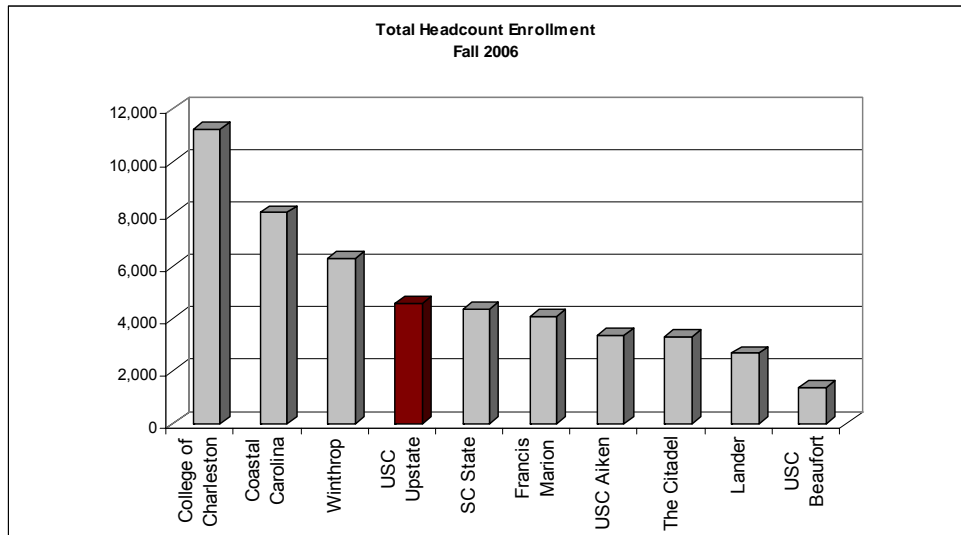**Figure 7.2.3**

Additionally, in 2007 USC Upstate participated in the National Survey of Student Engagement (NSSE). 249 first year students and 181 seniors participated in the survey. Figure 7.2.4 demonstrates that USC Upstate students have a high degree of satisfaction with support on campus.

Supportive Campus Environment Ratings

First Year Students

Seniors
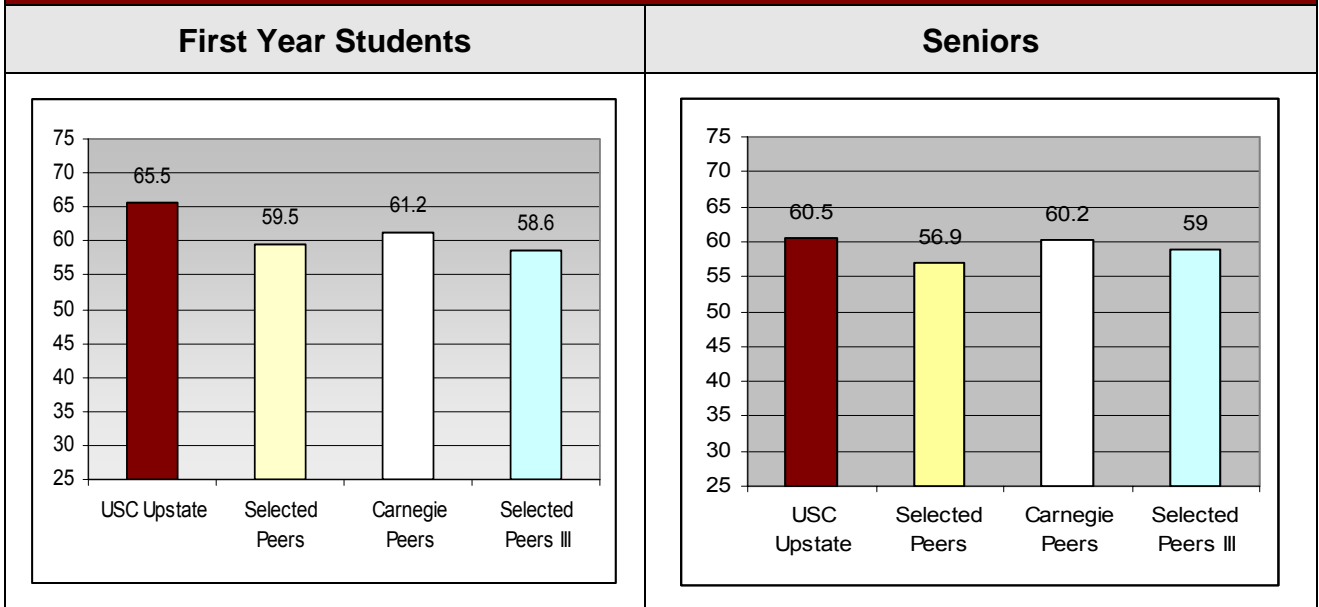
Figure 7.2.4

Faculty Survey: In spring of 2005, USC Upstate full-time faculty were asked to participate in a survey conducted by the Higher Education Research Institute. Of the130 full-time faculty who participated, 71.9% rated their overall job satisfaction as very satisfactory or satisfactory compared to 75.4% at other four-year public institutions. While faculty rated their satisfaction with many aspects of their jobs very high, satisfaction with salaries ranked very poorly. According to 2005-06 CHE data on full-time professor salaries, USC Upstate ranked seventh out of ten teaching sector institutions in total compensation. The inability to pay competitive wages stems in part from the decrease in state funding during a time of institutional growth. Ratings on other indicators of interest are listed below:

Aspects of job noted as very satisfactory or satisfactory:	USC Upstate	4 Year Public Institutions
Salary/ fringe benefits	24.4	42.8
Visibility for jobs at other institutions	54.1	43.3
Availability of child care	64.3	36.8
Clerical/administrative support	67.2	52.5
Table 7.2.5		

Average Faculty Salaries by Rank- S.C. Teaching Institutions

Figure 7.2.6 — Sector Average (light) / USC Upstate Average (dark)
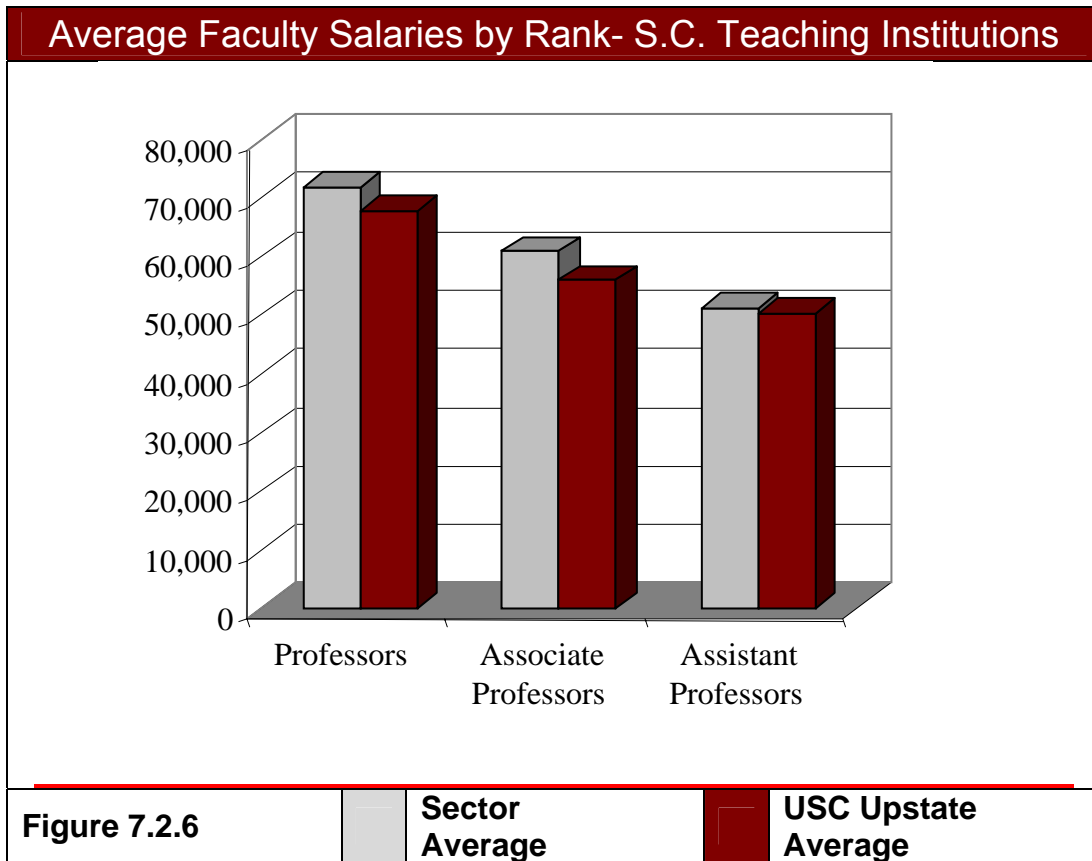
> 3   What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

USC Upstate uses several key measures on budgetary and financial performance including trend data to aid in assessing the continuous improvement efforts and comparable data to aid in benchmarking.

Tuition: In 1996-1997, USC Upstate tuition was 10.1% below the teaching sector average and the undergraduate population was growing. To enable the University to grow the campus to accommodate the needs of students, the decision was made to begin increasing tuition in small increments each year with the target of moving USC Upstate tuition to the teaching sector average. At the same time the institution was increasing tuition incrementally to reach sector average, the state began cutting allocations to higher education institutions. These budget decreases caused all public institutions within the state to further increase tuition to cover the budget deficits.

Tuition & Fees						
	2001-02	**2002-03**	**2003-04**	**2004-05**	**2005-06**	**2006-07**
Sector Average	3,819	4,468	5,340	5,994	6,584	7,195
Winthrop University	4,668	5,600	6,652	7,816	8,756	9,500
Coastal Carolina	3,770	4,350	5,190	6,100	6,860	7,500
SC State	4,096	4,556	5,570	6,170	6,480	7,278
College of Charleston	3,780	4,858	5,770	6,202	6,668	7,234
USC Upstate	**4,058**	**4,748**	**5,460**	**6,060**	**6,636**	**7,218**
The Citadel	3,727	4,067	4,999	5,900	6,522	7,168
Lander University	4,152	4,704	5,400	5,856	6,588	7,148
USC Aiken	3,738	4,374	5,064	5,622	6,128	6,670
Francis Marion	3,790	4,340	5,082	5,540	5,984	6,512
USC Beaufort	2,410	3,080	4,208	4,670	5,214	5,724
$ Below/Above Avg.	239	280	121	66	52	23
% Below/Above Avg.	6.3%	6.3%	2.3%	1.1%	0.8%	0.3%
Figure 7.3.1						

State Appropriations and Undergraduate Enrollment: USC Upstate has experienced a large decrease in state appropriations in the last several years; per student dollars have decreased significantly. As demonstrated in the chart below, the state reduction of almost $500 per student during a time of enrollment growth and approximately 30% head count growth in eight years, significantly impacts the need for revenue growth through increases in tuition. Since 2000-2001 the state funding has only increased by 4% while the fee rate has increased by 114%.

Academic Year	Tuition & Income		State Appropriations			
	Amount	Pct. of General Funds Income	Undergrad Enrollment by Headcount	State Dollars per Headcount	Pct. of General Funds Income	Amount
FY 1999-2000	$10,064,729	44.25%	3492	$3,631	55.75%	$12,680,432
FY 2000-2001	$11,398,871	45.35%	3585	$3,831	54.65%	$13,734,942
FY 2001-2002	$13,628,083	50.79%	3899	$3,387	49.21%	$13,205,810
FY 2002-2003	$17,801,743	60.12%	4249	$2,779	39.88%	$11,809,149
FY 2003-2004	$20,803,635	66.38%	4397	$2,396	33.62%	$10,535,981
FY 2004-2005	$22,489,945	67.61%	4277	$2,519	32.39%	$10,775,082
FY 2005-2006	$24,566,965	66.67%	4409	$2,786	33.33%	$12,283,834
FY 2006- 2007	$26,291,959	64.33%	4574	$3,189	35.77%	$14,585,415

Figure 7.3.2

Summary of General Operating Expenditures by Program: USC Upstate continues to invest the majority of expenditures into instruction and academic support in an effort to enrich the quality of the academic experience for all students. The additional dollars expended, from $16,520,008 - 2001 to $23,730,839 - 2006, have gone primarily to the hiring of new faculty and the addition of academic support initiatives targeting improvements in student success.

Summary of General Operating Fund Expenditures By Program						
Program	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07
Instruction/Academic Support	61.7%	60.8%	60.2%	59.5%	58.8%	$23,730,839
Research/Public Service	0.3%	0.3%	0.3%	0.5%	.9%	$354,731
Student Services	9.3%	9.3%	8.9%	9.6%	6.6%	$2,649,994
Institutional Support	11.8%	12.1%	12.8%	13.1%	15.1%	$6,077,468
Facilities Management	13.3%	13.8%	14.3%	13.9%	15.3%	$6,188,615
Scholarships	3.6%	3.7%	3.5%	3.5%	3.4%	$1,356,901
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100%	$40,358,549

Figure 7.3.3

Space Utilization and CIB Funding: Educational space and the utilization of this space are important facilities measures that have direct impact on the University's ability to provide academic programs. Due to high enrollment and the low levels of space available, USC Upstate operates with the lowest level of educational and general space per FTE student among the S.C. Teaching Universities. This problem has become increasingly difficult to manage as enrollment has continued to grow. Scheduling adjustments, use of off-campus delivery sites, bringing in temporary classroom buildings and other strategies are being used to accommodate for the enrollment demand and the limited space.

USC Upstate's space issues are directly related to the State Capital Improvement Bond, CIB funding. As noted in the chart below, USC Upstate is very efficient and effective in the utilization of space.

Comparison of Classroom Utilization, E & G Space and CIB Funding SC Teaching Universities (2006-07)					
Institution	CIB Funding	CIB Funding per FTE	E & G Sq. Ft.	E & G Space per FTE	Classroom Utilization (Avg. Weekly Hrs)
College of Charleston	85,672,000	8,740	1,3563,701	139	27.9
Citadel	55,445,525	18,263	769,669	254	15.2
Winthrop	52,562,250	9,698	1,361,192	251	27.5
South Carolina State	51,142,500	12,459	937,070	228	19.8
Lander	50,904,579	21,210	604,205	252	20.7
Coastal Carolina	42,309,500	6,093	951,555	137	24.0
USC Aiken	38,567,000	14,029	607,629	221	35.3
Francis Marion	37,308,950	11,163	695,646	208	15.2
USC Upstate	**29,671,500**	**7,066**	**483,862**	**115**	**30.9**
USC Beaufort	9,077,600	9,105	206,612	207	29.9
Total	452,661,404	10,529	7,981,141	186	23.5

Table 7.3.4

Grants History: USC Upstate is working with faculty to grow grant application submissions; however, we are limited in some respects because we must request approval though USC to approach national foundations. USC will not allow more than one proposal at a time from the USC system.

USC Upstate Grants History						
Year	DOLLARS			NUMBERS		Indirect Generated
	Awards	Expenditures	Submissions	Awards	Submissions	
2003	$ 3,253,985	$ 2,496,072	$ 6,525,044	59	35	$ 37,557
2004	$ 3,271,835	$ 2,725,216	$ 6,579,667	55	45	$ 28,571
2005	$ 1,468,095	$ 2,948,205	$ 3,425,862	34	25	$ 19,579
2006	$ 3,097,597	$ 4,291,879	$ 1,429,781	40	24	$ 30,938
2007*	$ 1,039,052	$ 2,997,171	$ 2,964,418	31	28	$ 53,861
* 2007 figures are still tentative and will not be finalized until fall						
Indirect funds have decreased because of change in USC policy that allows USC Upstate to keep in-directs only from grants under $200,000 (except research grants) and Achieve, Upward Bound and Opportunity Network are all budgeted above that level now.						

Figure 7.3.5

Academic and Support Facilities: USC Upstate operates with a very low level of educational and general space (E & G). The average sq. ft. available among the ten sector institutions is about 800,000 sq. ft. USC Upstate has only 483,000. When computed based on the relative size of each institution, E&G space per FTE, USC Upstate ranks 38% or 300,000 sq. ft. below the average. Even with the additional 140,000 sq. ft. provided in the Health and Education Center (a new academic building coming online in Fall 2008), the University will continue to be far short in operating space. As a result of the reduced level of operating space and effective course scheduling, Upstate has a 31% higher than average classroom utilization.

Academic and Support Facilities Per FTE

Institution	Sq. Ft	FTE	Sq Ft. Per FTE	Sq ft. at Avg.	Sq. ft. from Avg	% from Avg.
SC State	629,958	4,105	153.5	417,491	212,467	50.89%
Lander	328,826	2,400	137.0	244,081	84,745	34.72%
USC Aiken	361,931	2,749	131.7	279,562	82,369	29.46%
USC Beaufort	127,009	997	127.3	101,440	25,569	25.21%
Winthrop	656,690	5,416	121.2	550,881	105,809	19.21%
The Citadel	365,382	3,036	120.3	308,812	56,570	18.32%
Francis Marion	341,002	3,342	102.0	339,881	1,121	0.33%
College of Charleston	802,478	9,802	81.9	997,012	-194,534	-19.51%
USC Upstate	310,598	4,199	74.0	427,057	-116,459	-27.27%
Coastal Carolina	448,588	6,944	64.6	706,246	-257,658	-36.48%
Total/Average	4,372,462	42,989	101.7	4,372,462	0	0.00%

Figure 7.3.6

> **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?

USC Upstate faculty and staff results are displayed below in a variety of charts and graphs representing key performance indicators for work system performance, faculty/staff learning and development, well-being, satisfaction and dissatisfaction.

Faculty/Staff Satisfaction: The faculty, staff and administrator survey was initiated in 2004 to establish a baseline for satisfaction on a variety of issues. This survey will be conducted again in 2007 to begin tracking trend data on several of the key indicators.

2004 Faculty/Staff/Administrator Survey	Pct. that Agree or Strongly Agree		
	Faculty	Staff	Admin.
Overall Satisfaction			
I am proud to work for USC Upstate	82.76	83.68	96.97
I am very satisfied with my job	75.86	73.47	87.88
I enjoy working at USC Upstate	80.46	80.61	90.91
Engagement			
I feel free to express opinions without worrying about negative consequences	63.22	60.21	81.81
My supervisor/dean or chair encourages me to make suggestions	79.31	80.61	87.87
My supervisor/dean or chair listens to my suggestions	82.76	81.63	87.87
Table 7.4.1			

Training and Development: Administrative training and professional development is handled both by USC Upstate and USC Columbia since many of the administrative functions and new systems are developed collaboratively. Additional training of faculty is completed on the use of technology in the classroom and teaching on-line.

Training & Professional Development Seminars				
	2003-2004	**2004-2005**	**2005-2006**	**2006-07**
Administrative	174	267	149	274
Computer	26	8	31	37
OSHA	82	111	62	192
Personal Development	83	35	73	67
Professional Training	130	302	78	130
Information Technology Services Training				
Computer	322	150	150	150
Smart Classroom Technology	60	50	100	100
On-line Course Development	15	24	12	12
Table 7.4.2				

Faculty Survey: In 2004-05, USC Upstate full-time faculty were asked to participate in a faculty survey conducted by the Higher Education Research Institute. Of the130 full-time faculty who participated, 71.9% of USC Upstate faculty rated their overall job satisfaction as very satisfactory or satisfactory compared to 75.4% at other four-year public institutions. Ratings on other indicators of interest are listed in Figure 7.4.3.

Aspects of job noted as very satisfactory or satisfactory:	USC Upstate	4 Year Public Institutions
Salary/ fringe benefits	24.4	42.8
Visibility for jobs at other institutions	54.1	43.3
Availability of child care	64.3	36.8
Clerical/administrative support	67.2	52.5
Table 7.4.3		

Minority Faculty: USC Upstate strives to cultivate a faculty that is balanced in both ethnicity and gender. Figure 7.4.4 demonstrates an on-going commitment to diversity among faculty. USC Upstate also has greater than fifty percent of full-time faculty that are female.

Percentage of Teaching Faculty who are Minority										
Year	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2002	7.9%	4.8%	7.4%	6.4%	10.5%	76.3%	10.9%	6.4%	12.8%	9.9%
2003	8.2%	6.4%	8.3%	5.9%	9.9%	72.0%	11.3%	7.9%	10.2%	9.9%
2004	6.4%	6.6%	9.1%	5.5%	8.4%	69.0%	11.2%	11.3%	12.2%	10.1%
2005	8.3%	7.4%	9.0%	7.7%	9.7%	77.3%	12.8%	10.2%	12.3%	10.3%
Table 7.4.4										

Faculty Credentials: In Fall 2005, USC Upstate ranked first in comparison to other South Carolina four-year institutions in faculty teaching with terminal degrees in their field. While faculty credentials have been a strength, it is becoming increasingly difficult to replace retiring faculty with faculty that have appropriate credentials. This concern is exacerbated by the tight budget constraints and the planned retirement of faculty in disciplines with national shortages of qualified faculty, e.g. nursing, accounting, math, and spanish.

Percentage of Full Time Faculty with Terminal Degrees									
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2002	96.6%	92.1%	92.0%	88.4%	88.7%	86.8%	90.4%	84.2%	93.8%	88.9%
2003	95.1%	90.6%	90.0%	87.7%	86.3%	86.3%	93.9%	85.7%	97.5%	89.4%
2004	90.7%	88.1%	88.6%	88.6%	86.7%	93.4%	94.3%	89.3%	93.2%	89.6%
2005	94.1%	89.9%	88.7%	87.7%	85.4%	95.7%	93.5%	87.5%	96.6%	92.4%
Table 7.4.5									

Work Related Injuries and Illnesses: USC Upstate has experienced an increase in the number of reported work related injury cases from 2003 through 2006. Additionally there has been in increase in total days away from work resulting from a work related injury. OSHA training for employees is being completed annually with emphasis being placed on safety procedures for areas where employees have been injured in the past. The Office of Risk Management is working with all supervisors to reduce the exposure rate for injuries.

Work Related Injuries and Illnesses				
	2003	**2004**	**2005**	**2006**
Total number of cases with days away from work	2	5	5	1
Total number of cases with job transfer or restriction	0	0	1	5
Total Number of other recordable cases	5	3	0	4
Total number of days away from work	183	254	15	0
Total number of days of job transfer or restriction	0	0	41	185
Table 7.4.6				

EEO Incidents and Complaints: The EEO Office at USC Upstate is very proactive in educating faculty and staff on the federal and state laws surrounding EEO issues in addition to the USC Upstate policies. As noted, the majority of incidents and inquiries for which EEO is contacted are not EEO issues and are referred to Human Resources.

EEO Complaints									
	2004-05			**2005-06**			**2006-07**		
	Formal	**Informal**	**Incidents / Inquiry**	**Formal**	**Informal**	**Incidents / Inquiry**	**Formal**	**Informal**	**Incidents / Inquiry**
TOTAL	**0**	**2**	**9**	**2**	**0**	**14**	**1**	**0**	**13**
Figure 7.4.7									

Incidents/Inquiries are situations in which the EEO Office was contacted and the employee was referred to their supervisor or HR because the nature of the incident was not within the purview of the EEO Office.

> 5   What are your performance levels and trends 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; and cycle time).

Freshmen to Sophomore Retention Rates: Freshmen to sophomore retention rates have been inconsistent since 2000. A student success team was established in 2004 to study this issue and to implement plans and initiatives specifically targeting improvement of

freshmen to sophomore success. Beginning fall 2006, USC Upstate has also been selected and will participate in the Foundations of Excellence program, a comprehensive, guided self-study and improvement process that enhance an institution's ability to realize its goals for student learning, success, and persistence.

Freshmen to Sophomore Retention						
	2000	**2001**	**2002**	**2003**	**2004**	**2005**
First Year Retention	65.0%	68.4%	63.3%	65.7%	62.4%	65.5%
Figure 7.5.1						

Six Year Graduation Rates: USC Upstate has improved the six-year graduation rate in the past few years. A student success team was implemented two years ago and has established specific plans and initiatives targeting improved retention of students leading to graduation.

Graduation Rate, 150% of Program Time									
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Upstate	Winthrop
2002	65.5%	35.2%	53.9%	39.8%	47.6%	50.9%	36.2%	36.1%	55.0%
2003	71.4%	36.6%	55.2%	38.1%	45.7%	48.6%	44.6%	34.9%	54.8%
2004	65.7%	39.8%	57.3%	42.0%	42.9%	52.8%	40.0%	41.3%	56.1%
2005	64.9%	43.1%	57.5%	37.4%	48.4%	46.8%	44.0%	40.0%	59.8%
Figure 7.5.2		** USC Beaufort is not included							

Ratio FTE Student/Full Time Faculty Headcount: Full-time faculty staffing at USC Upstate has been impacted tremendously by both funding and allocation of slots from the state. Note in the chart below that USC Upstate ranks 9th out of 10 in the number of student FTE's per full-time faculty. This lack of full-time faculty impacts class size, number of adjuncts teaching courses, advising loads, time faculty have per student outside the classroom, etc.

Student FTE: Full Time Faculty Headcount						
	2001	**2002**	**2003**	**2004**	**2005**	**2006**
USC Upstate	21.28	20.8	21.52	20.62	20.90	20.79
Coastal Carolina	20.59	20.09	19.88	18.59	18.48	17.97
College of Charleston	23.74	24.38	26.71	26.93	27.06	27.12
Francis Marion	21.44	21.48	20.25	19.92	19.19	18.78
Lander	17.94	18.75	18.56	18.39	18.87	17.59
SC State	19.88	21.25	19.8	21.04	19.73	17.52
The Citadel	17.48	17.92	20.05	18.84	20.41	18.66
USC Aiken	19.32	19.11	18.62	18.66	18.01	17.85
USC Beaufort	N/A	20	18.08	19.8	18.69	19.95
Winthrop	18.78	19.22	19.41	20.84	19.35	18.87
Teaching Sector Average	**20.18**	**20.47**	**20.57**	**20.52**	**20.26**	**19.66**
Table 7.5.3						

Smart Classrooms: Information Technology Services is working with Academic Affairs to create a plan for improving teaching technology in all classrooms. The chart below demonstrates the commitment to continued improvements of technology in the classroom.

Classrooms Upgraded to Smart Classrooms				
2003	**2004**	**2005**	**2006**	**2007**
7	8	27	4	11
Table 7.5.4				

> 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 b.) stakeholder trust in your senior leaders and the governance of your organization c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance ?

a) The realization and near completion of the USC Upstate ten year master plan and tremendous enrollment growth over the past ten years demonstrates the accomplishments of the organizational strategy and action plans.

b) Stakeholder trust in senior leaders is demonstrated regularly in a variety of ways: accreditation of the institution and several academic programs by SACS, (Southern Association of Colleges and Schools) which is the regional accrediting body for USC Upstate. Additionally, several academic programs have earned program accreditations, including the National Council for the Accreditation of Teacher Education (NCATE), The Association to Advance Collegiate Schools of Business (AACSB), Computer Science is accredited by the Accreditation Board for Engineering and Technology (ABET) and the School of Nursing is in the final stages of the accrediting process with Commission on Collegiate Nursing Education (CCNE).

Also, USC Upstate Chancellor John Stockwell has also been recognized for his individual and organizational contributions over the past several years through the following awards:
- Hearts & Hands – presented by the Board of Commissioners of the SC School for the Deaf and the Blind – for demonstrating generosity and compassion to the students and for supporting improvement in facilities and programs of the SCSDB – 5/25/04.
- Appreciation for helping "increase the organized capacity of people to care for one another" - United Way of the Piedmont Board of Directors, 1995-1997
- Dr. John C. Stockwell – in appreciation of outstanding service as President, Peachbelt Athletic Conference – 1999-2000
- John Stockwell - 2002 – Spartanburg Humanitarian – 10/10/02
- USC Upstate Founders' Day Distinguished Service Award, April 27, 2002
- South Carolina on the Move – presented to Dr. John Stockwell by Jim DeMint
- 1999-2000 – John Stockwell, Chairman – Spartanburg Urban League
- ACE/OWHE – The Network Leadership Award
- USCS Honors Program – Excellence in Honors Teaching – 2003-2004 – Presented to John Stockwell in recognition of your commitment to academic excellence.

c) As a state agency, the USC System is audited annually. A measure of responsible leadership and accounting management is the lack of audit findings in that report. In

addition, internal audits are done for USC Upstate within the USC System audits and specifically for Upstate campus operations.

Accounting and business practices are handled according to state and University policies, procedures and regulations. The campus leadership is responsible, in coordination with specific processing service areas, to insure compliance.

Insuring campus safety is a major tactic in the University's strategic plan. All units, especially high risk areas, receive safety training annually. Responsibility for safety is defined for each unit's specific situations. The Office of Risk Management, along with the USC Office of Health and Safety, coordinates this work with the unit managers.

The Office of Legal Affairs in Columbia is responsible for legal issues and reviews all contracts for the University. USC Upstate coordinates this work with that office on a regular or as needed basis. Campus training has been conducted by Legal Affairs to assist units in proper procedures and actions.

In all areas, there is an organizational structure of units with responsible leadership to insure financial, regulatory, safety and legal items any and issues are managed by addressing situations addressed appropriately.