

Accountability Report Transmittal Form

Agency Name:	University of South Carolina Union
Date of Submission:	15 September 2008
Agency Director:	Hugh C. Rowland
Agency Contact Person:	Hugh Rowland and Thomas Simpson
Agency Contact's Telephone Number:	(864) 427-3681



**Annual Accountability Report
Fiscal Year 2007-2008**

Table of Contents

SECTION I: EXECUTIVE SUMMARY

Purpose, Mission, and Values	4
Major Achievements	4
Key Strategic Goals	5
Opportunities & Barriers	6
Improving Organizational Performance	6

SECTION II: ORGANIZATION PROFILE

Educational Programs	8
Student Segments	9
Operating Locations & Regulatory Environment	9
Governance, Suppliers, Partners & Performance	9
Organizational Structure	10
Accountability Report	13
Expenditures	14
Other Expenditures	14
Major Program Areas	15

SECTION III: ELEMENTS OF MALCOLM BALDRIGE AWARD CRITERIA

Category 1: Leadership	18
Category 2: Strategic Planning	21
Category 3: Customer Focus	23
Category 4: Measurement, Analysis, and Knowledge Management	26
Category 5: Human Resources	28
Category 6: Process Management	31
Category 7: Business Results	35

Executive Summary

I. 1. Purpose, Mission, and Values

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

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

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

I. 2. Major achievements from past year:

The Relationship of the Mission Statement to the Vision: USC Union continues to explore ways to address the economic development challenges of Union County, Laurens County, and our other service area counties, while working to improve its traditional “preparation for 4 year programs” mission. The University continues to be guided by what the South Carolina Commission on Higher Education (CHE) has called the “higher purposes”. The South Carolina Commission on Higher Education articulated these purposes in its vision statement (http://www.che.sc.gov/New_Web/AboutCHE.htm). In other words, USC Union is attempting to address both the traditional roles of a university education as well as the economic realities of our service counties, but we are constrained by not being permitted to offer professional degree programs that our students need.

Current progress toward the Vision Statement: USC Union is actively seeking partnerships with the technical colleges (Spartanburg Community College and Piedmont Technical College) and a four year USC system institution (USC Upstate) in our service area to increase its market share of college bound students from Union County, Laurens County and the other counties of our service area. We continue to develop partnerships with local leaders and other colleges to offer cooperative “win-win” situations that serve the students better. We are expanding our smart classroom capacity to provide our students access to 4-year college degrees via Palmetto Programs and other programs at USC Columbia. All three of the aforementioned are at the heart of our Strategic Goal #1: “Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention.”

As a short term strategy, we are working intensively to increase our market share of college bound students. We have focused our efforts and resources on this item. We created an admission recruiter position last year to increase our presence in the high schools in our service area. As part of our efforts to develop a robotics training center in

Union, we have taken the initiative Spartanburg Community College to develop a written agreement wherein they will offer the training and remedial coursework while we offer the general education coursework. We began collaboration with Spartanburg Community College whereby our faculty will be integrating into our math courses elements drawn from the teaching of robotics and mechatronics.

As a long term strategy, we are continuing to identify potential partnerships with local leaders and other colleges to offer cooperative "win-win" situations that serve the students better. We have initiated discussions with Piedmont Technical College to explore ways that we can mutually increase our markets and reduce our costs. We have enhanced our partnership with the City of Union and Union County to work together on projects similar to the robotics training facility. For example, we have asked for their support, along with the support of our local hospital, to extend USC Upstate's four year nursing program to Union.

Development of 4-year degree options via our "smart classroom" has also been part of our long-term strategy. Our dean chaired a regional campus task force to explore the feasibility of developing another 4-year Palmetto Programs degree program to address the needs of local students who seek careers in business. The results of the task force's efforts are currently being developed into a USC Columbia degree proposal for an "organizational leadership" type degree. In addition, to prepare for the growth of Palmetto Programs and other programs using smart classrooms, we have hired an additional information technology specialist to focus on the needs of the smart classrooms and we are in the process this summer of installing a second smart classroom.

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

Goal 1 Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention.

Goal 2 Improve learning environment.

Goal 3 Improve research, assessment, and planning activities.

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

We completed a SWOT analysis employing some of our stakeholder members' perspectives. The results were:

INTERNAL TO USC UNION	
Strengths	Weaknesses
Affordable tuition	Slow to develop new programs with senior institutions
Small, personal, safe environment; available staff and parking	Limited space and student services (food, student housing, student union)
Organizational structure aimed at growth (new positions created)	Technological upgrades needed in classrooms and in faculty approaches to learning environment
Brand image of University of South Carolina	More qualified faculty needed for growth
High success rate of graduates	Average faculty salaries
Access to 4-year degree through Palmetto Programs	Inability to attract top level students
EXTERNAL TO USC UNION	
Opportunities	Threats
Collaborative programs (Robotics, Nursing)	Declining population
Concurrent programs	Poor economic development
New industry	Other colleges (Spartanburg Community College, South Carolina technical colleges, Limestone College)
Economic instability makes college more attractive to potential students in our market	Potential declines in lottery revenues and state funding

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

The introduction of this Accountability Report several years ago, with its emphasis on the Baldrige approach, happened to coincide with a major turnover in the top leaders at USC Union in December of 2006. The long time regional campus dean and finance/human resource director retired. Their successors have used the Blueprint for Quality Improvement (Strategic Plan) and the Accountability Report (Baldrige Report) as the primary conceptual framework for the operation of USC Union. The new regional campus

dean developed a strategic planning group composed of the directors and other officers of the major areas of the University (institutional research/assessment, academic affairs, faculty organization officers, finance/budget, human resources, financial aid, and enrollment management/student affairs). This approach works to inculcate all the major subunits of the University with the strategic planning/Baldrige Report framework.

The Strategic Planning Committee focused in its first 6 months of operation focused primarily on the enrollment management domain because increasing enrollment is our #1 goal. The committee then turned its attention to integrating the academic affairs domain and the budget and financial management domain into the system. Similarly, the committee has already begun to integrate student activities and the human resource domain into this system. For the upcoming years, our strategic planning will shift to improving the institution's image.

The great challenge seems to be that so many of the reports and procedures that are required of us by various agencies of the state and offices of the University of South Carolina do not seem to work within the strategic planning/Baldrige Report framework. This is particularly evident with the current budgeting process.

Organization Profile

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

However, many students desire a much more career oriented approach. Many of our students are not able to relocate -- due to family, employment, and/or financial obligations -- to complete their baccalaureate studies. To address the needs of these student customers, USC Union makes additional degree programs and coursework available by partnering with other units of USC Columbia.

- ❖ **Palmetto Programs** – This program will begin offering students the opportunity to earn a 4-year degree, the Bachelor of Liberal Studies, while remaining at the regional campus. At maturity, Palmetto Programs will offer students “from diverse educational, socio-economic and ethnic backgrounds living in a mixture of town, small city and rural settings” the ability to take courses exclusively at the regional campus site in “smart classroom” environments and earn a baccalaureate degrees from USC Columbia. (cf. USC Palmetto Programs website <http://pp.sc.edu/>).
- ❖ **Bachelor of Science in Technology Support and Training Management (TSTM)** – Recently initiated by the College of Hospitality, Retail, and Sport Management at the University of South Carolina Columbia program to offer this degree to students at the regional campuses. TSTM faculty in Columbia will deliver classes via the “smart classroom” capabilities at the regional campuses. Degree program prepares students for technical career fields, such as Database Administration, Local Area Network (LAN) Administration, Corporate Training Development, Telecommunications, and E-Commerce Consultant.

More programs are being planned, also. Currently, active discussions are under way to determine if it would be feasible for USC Union to partner with USC Upstate to extend the USC Upstate four year nursing program to Union. USC Union has just completed a written agreement with Spartanburg Community College establishing a partnership to jointly develop a robotics training facility in Union. Our regional campus dean has initiated discussions with Piedmont Technical College’s new president to explore possible “win-win” approaches in Laurens. USC Union is participating in the development of additional four year degree programs under Palmetto Programs are

under development. In sum, we are exploring ways to address students' career needs within the confines of our restricted mission.

II. 2. USC Union's key student segments, stakeholder groups, and market segments

- ❖ **Students:** English, Math, and Natural Science assessment data (Table 7.1-1, 7.1-2, 7.1-3), graduation rates (Graph 7.1-5), first-year student success (Graph 7.1-4), minority retention (Graph 7.1-6), student satisfaction with instruction (Graph 7.2-1), USC Union Withdrawal Survey and Student Evaluations (Graph 7.2-3).
- ❖ **Alumni & Friends:** gifts (Graph 7.3-5), graduate placement (Graph 7.2-4).
- ❖ **Business & Industry:** collaboration with other institutions, business and industry (Graph 7.2-2).
- ❖ **Community:** enrollment (Graph 7.5-1), FTE (Graph 7.5-2), minority enrollment (Graph 7.5-3), percentage of students from the service area (Graph 7.5-4), percentage of service area represented in the USC Union student body (Graph 7.5-6).

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

II.4. Number of employees, segmented by faculty and staff, permanent and part-time

	Full-Time	Part-time
Faculty	7	20
Staff	26	3

II. 5. The regulatory environment in which USC Union operates: One of 4 regional campuses of the University of South Carolina; regulated by the South Carolina Commission on Higher Education (CHE), which also provides state financial aid through lottery funds and other grants; Southern Association of Colleges (SACS) – under the umbrella of USC Columbia; OSHA (Occupational Safety & Health Administration); EPA (Environmental Protection Agency); South Carolina Department of Labor, Licensing & Regulation (SC-LLR); Americans with Disabilities Act (ADA); DHEC (South Carolina Department of Health & Environmental Control); and U.S. Department of Education (Federal financial aid).

II. 6. The governance system is complex. USC Union reports to USC through the Vice-Provost for System Affairs & Executive Dean for Regional Campuses and Extended University. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The campus operates with support for

physical plant from the Union/Laurens Commission for Higher Education. In addition, a separate system of faculty governance exists that has authority in curriculum matters.

II. 7. USC Union's key suppliers and partners are students; community and feeder schools; city and county governments; alumni and friends; employers, business and industry; USC Columbia; South Carolina Lottery Commission; and U.S. Department of Education.

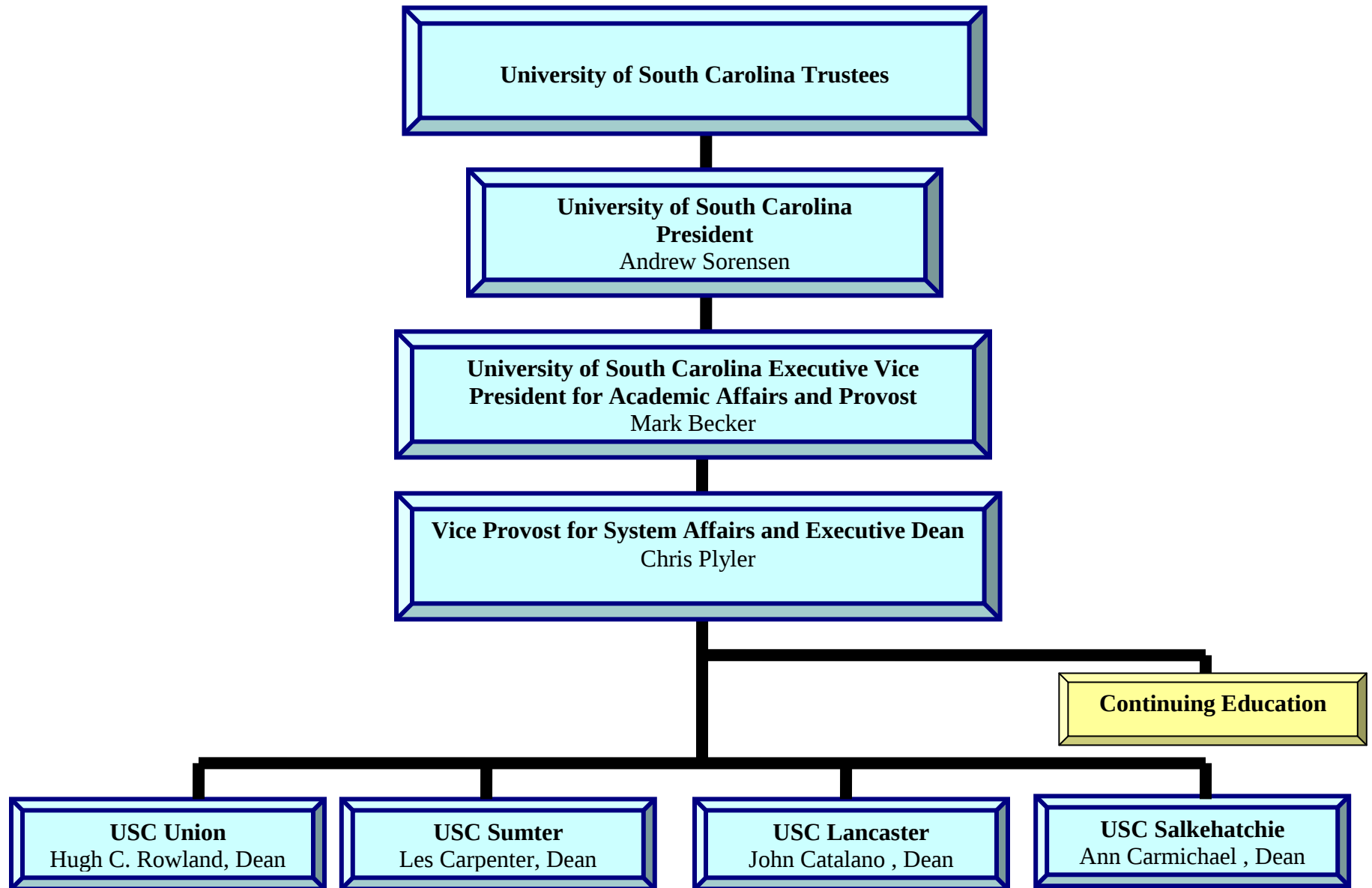
II. 8. USC Union's key competitors are tuition price competitors (branches of South Carolina Technical College System); residential college experience (four-year college campuses); business & industry; and the military.

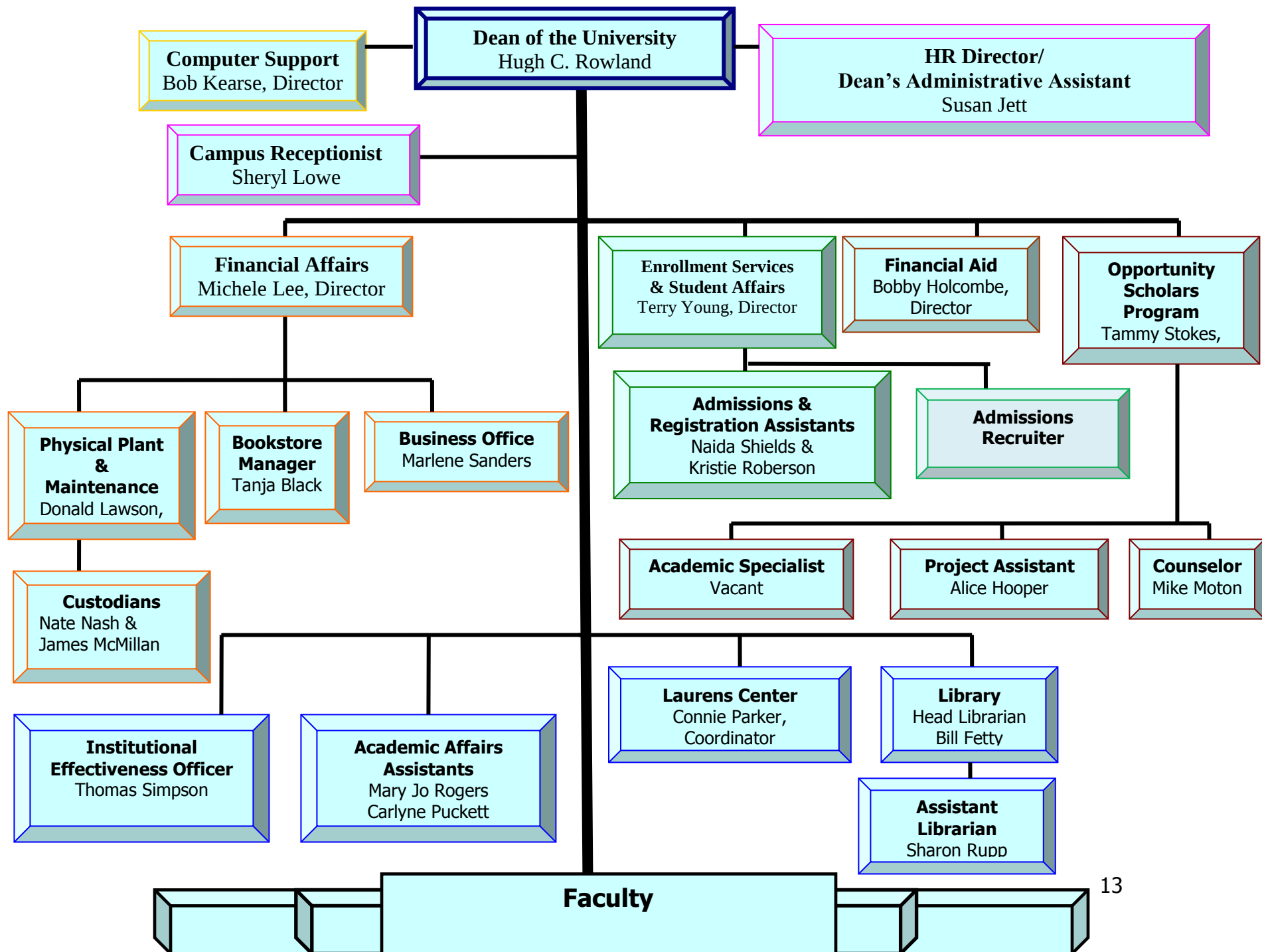
II. 9. The University of South Carolina Union's principal factors which determine competitive success are location; population stagnation; economic decline; tuition costs relative to the technical colleges and the four year colleges; quality; customer service; co-branding with USC Columbia and the USC system; and availability of 4-year degree programs.

II. 10. The University of South Carolina Union's key strategic challenges are competition from Spartanburg Community College and Piedmont Technical College, both of which offer substantially lower tuition rates; fixed costs not related to enrollment or available funding; tenure track faculty (the USC System has increased tenure and promotion requirements for new faculty); adjunct faculty (USC System requires adjunct faculty to have relatively high educational qualifications whereas many of our competitor colleges do not; salary competition with other institutions makes hiring quality adjunct faculty difficult); and aging physical plant of historic buildings that is costly to maintain.

II. 11. The University of South Carolina Union has various performance improvement systems: satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life); course evaluation surveys; faculty evaluation system (peer & annual evaluation); annual EPMS evaluation; and employee satisfaction feedback delivered through the Faculty and Staff Organization welfare committees.

II. 12. Organizational Structure





II. 13. Accountability Report Appropriations/Expenditures

USC Union Accountability Report Appropriations/Expenditures Chart

Major Budget Categories	FY 06-07 Actual	Expenditures	FY 07-08 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 1,351,793	\$ 794,976	\$ 1,508,651	\$ 859,685	\$ 1,649,610	\$ 840,371
Other Operating	\$ 1,840,969	\$ -	\$ 2,118,447	\$ -	\$ 2,009,170	\$ -
Special Items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 358,512	\$ 197,737	\$ 415,733	\$ 211,003	\$ 429,841	\$ 204,565
Non-recurring	\$ -	\$ 16,206	\$ -	\$ -	\$ -	\$ -
Total	\$ 3,567,480	\$ 1,008,919	\$ 4,042,831	\$ 1,070,688	\$ 4,088,621	\$ 1,044,936

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	\$ 16,206	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

II. 13.

H-40 Union Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
547	Instruction: Arts & Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	State: 957,073 Federal: 23,677 Other: - Total: \$980,750 % of Total Budget: 27.49%	State: 1,000,000 Federal: 5,495 Other: 19,661 Total: 1,025,156 % of Total Budget: 25.36%	7.1-1, 7.1-2, 7.1-3, 7.1-4 7.3-1, 7.3-2, 7.3-4 7.4-1, 7.4-2, 7.4-3, 7.4-5 7.5-1, 7.5-2, 7.5-3
548	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 0 Other: 11,641 Total: 11,641 % of Total Budget: 0.33%	State: 0 Federal: 59,153 Other: 10,825 Total: 69,978 % of Total Budget: 1.73%	7.2-2, 7.2-3, 7.2-5 7.3-5
549	Academic Support-	State: 51,846	State: 70,688	7.3-3, 7.3-3

	Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	Federal: 0 Other: 192,151 Total: 243,997 % of Total Budget: 6.84%	Federal: 0 Other: 192,943 Total: 263,631 % of Total Budget: 6.52%	
550	Student Services-Student focused activities to include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State: 0 Federal: 196,432 Other: 231,022 Total: 427,454 % of Total Budget: 11.98%	State: 0 Federal: 282,482 Other: 279,347 Total: 561,809 % of Total Budget: 13.90%	7.2-1, 7.2-2, 7.2-4, 7.2-5 7.3-3, 7.3-4, 7.3-7 7.5-5, 7.5-6, 7.5-7
551	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 0 Federal: 0 Other: 181,051 Total: 181,051 % of Total Budget: 5.08%	State: 0 Federal: 0 Other: 216,209 Total: 216,209 % of Total Budget: 5.35%	7.3-3, 7.3-6
552	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in	State: 0 Federal: 492,851 Other: 657,839	State: 0 Federal: 545,586 Other: 704,043	7.3-5

	the form of current funds, both restricted and unrestricted.	Total: 1,150,690 % of Total Budget: 32.25%	Total: 1,249,629 % of Total Budget: 30.91%	
553	Auxiliary: Bookstore-Self- supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State: 0 Federal: 0 Other: 147,023 Total: 147,023 % of Total Budget: 4.12%	State: 0 Federal: 0 Other: 174,691 Total: 174,691 % of Total Budget: 4.32%	7.3-7
554	Institutional Support- Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 0 Federal: 0 Other: 424,874 Total: 424,874 % of Total Budget: 11.91%	State: 0 Federal: 0 Other: 481,729 Total: 481,729 % of Total Budget: 11.92%	7.3-3, 7.3-4
Grand Total		State: 1,008,919	State: 1,070,688	
Grand Total		Federal: 712,960	Federal: 892,696	
Grand Total		Other: 1,85,601	Other: 2,079,448	
Grand Total		Total: 3,567,480	Total: 4,042,832	

ELEMENTS OF MALCOLM BALDRIGE AWARD CRITERIA

Category 1 – Senior Leadership, Governance, and Social Responsibility

C1.1 As with many small institutions, USC Union's senior leaders have historically been able to develop long term and short term institutional direction in less formal ways, but the strategic planning process has promoted greater formalization of planning and implementation. With the changeover in the top leadership in AY 2006-2007, which was alluded to earlier, the strategic planning and Baldrige Report approach became the conceptual framework at USC Union. Developing the mission statement – the core of the strategic planning process -- required formal action by the faculty, approval by the Dean, and further approval by the Board of Trustees and the Commission on Higher Education (CHE). Senior leaders set direction in accordance with the university's mission statement and are constrained by budgetary and institutional policy realities.

Increasingly, the strategic planning process is becoming the core of planning, implementation, and feedback. For example, the USC Union Strategic Plan for 2007 – 2012, deemed the Blueprint for Quality Enhancement, was developed by a joint effort of the senior leaders who sat on the Strategic Planning Committee. As in years' past, the strategic plan was disseminated to the Union/Laurens Commission for Higher Education, the USC Union full-time faculty, and the USC Union Staff Organization; comments and criticisms were solicited. Over the course of the coming year, we will be challenged to integrate the Baldrige approaches to administration into our structures and processes.

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

C1.2 To accomplish the organization's objectives, improve performance, and attain vision, USC Union senior leaders have traditionally used a variety of formal and informal processes, the most prominent of which are the EPMS system, the annual review system, CHE performance indicators, and the strategic planning process. Whereas the EPMS system and the annual review system are self-explanatory, performance indicators and the strategic planning process may need some elaboration. Historically, on the USC Union

campus as well as other campuses, a bit of a disjunction existed between the goals and methods required by process performance indicators and strategic plans. Further, a bit of a disjunction existed between the two aforementioned processes and the budget/funding process. But, by this point in history, the strategic planning process ties mission and vision to goals, initiatives, action plans, and indicators of successful completion. Our hope is that, with the Baldrige approach of this current report, the budget/funding process will be brought into line with the strategic planning process.

C1.3 USC Union’s senior leaders focus on integrity and human development in a categorical fashion. Simply put, unethical and unprofessional behavior is not tolerated. Ethical behavior is expected, as well as compliance with legal, regulatory, and fiscal accountabilities. Modes of monitoring include auditors, both internal and external; reports of external activities that might be construed as conflicts of interest; and regular reports to accrediting agencies and others. For example, all full-time faculty are required to report annually whether they have had or plan to have any outside professional activities – paid or unpaid – that could be construed as conflicts of interest.

C1.4 Senior leaders create an environment for organizational, faculty, and staff learning by supporting learning through flex-time policies that make time available. Free tuition for courses and other development and travel funds provide a mechanism for covering the costs associated with development. Development activities are often recommended on EPMS forms and are central to the faculty evaluation system. In the past two years, separate day-long retreats were held for faculty and staff where the focus was reviewing the mission, developing stakeholder feedback, and creating an environment of assessment/feedback and continuous improvement. At present, day long faculty retreats are held both in May and in August to address a variety of needs, particularly issues relating to student learning outcomes and SACS accreditation.

Due to budget constraints and budget cuts over the last decade, USC Union funded faculty travel was eliminated. During AY 2007-2008, the regional campus dean set aside funds for faculty travel and the USC Union Faculty Organization developed a framework for the review and allocation of funds for future scholarship requests.

C1.5 The senior leaders at USC Union promote and personally participate in succession planning and the development of future organizational leaders by participating on the Strategic Planning Committee and by identifying employees to participate in the USC Union/Chamber of Commerce “Leadership Union” program. Enrollment management meetings wherein we review the schedule and cancellation decisions now include staff from the affected offices. Whenever opportunities present themselves, we look for ways to cross train or hire people in new positions with an eye towards succession. For example, recently we created a new information technology staff position to address the needs of growth in the smart classroom environment, but also to prepare for the retirement of the original information technology director.

C1.6 USC Union’s senior leaders communicate with, empower, and motivate all faculty and staff members by fostering broad discretion in how employees may carry out their

responsibilities. The Campus Dean attends all meetings of the Faculty Organization, the Regional Campus Faculty Senate, and the Staff Organization. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

C1.7 In addition to ongoing dialogue through a variety of mediums, the deans of the regional campuses self report goals, objectives, strengths and weaknesses using a template developed by the Vice Provost. At the conclusion of every academic year, the responses to the evaluation instrument are reviewed, and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed and documented by the Vice Provost via this interactive process. The Vice Provost is evaluated at mid-year and at year's end by the Executive Vice President for Academic Affairs and Provost, as well as the President of the University of South Carolina.

C1.8 USC Union receives continuous feedback from its key stakeholders through formal data collection and discussions with administration, faculty, staff, business, and community leaders. Information from such measures as student satisfaction with instruction (Graph 7.2-1), collaboration with other institutions, business and industry (Graph 7.2-2), satisfaction with student services (Graph 7.2-3), and graduate placement (Graph 7.2-4) is shared with the appropriate divisions to work on solving problems and improving processes on a continuous basis.

C1.9 USC Union's senior leaders are quite active in community affairs, both at the formal and informal levels. Our regional campus dean is the president of the Union County Chamber of Commerce; the president elect of the Union County Rotary Club; chaired the task force on Economic Development that fed into the creation of the Union County Community Indicators Project; serves on the planning committee of the Uniquely Union Festival; is an active member of the Union County Rotary Club, the Union Arts Council, the Union County Historical Society, and the Laurens County Chamber of Commerce; and regularly participates in the activities of the Upstate Workforce Planning Board; and sits on a variety of committees. Our Human Resource Director sits on the United Way board. Our Enrollment Services Director serves on the Gamecock Club planning board.

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

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

- ❖ the annual Uniquely Union festival is held on the USC Union grounds each fall

- ❖ the monthly Chamber of Commerce Board Meetings are held on campus
- ❖ the Union County Arts Council holds juried art shows and music concerts on campus
- ❖ and U.S. Representative Inglis holds public “town meetings” on campus each year.

Category 2 – Strategic Planning

USC Union continues to be in a transition period, wherein changes in key personnel have positively affected the strategic planning process. In the summer of 2003, two long-standing administrators, who were integral to the strategic planning process, departed: the Academic Dean resigned and a former Academic Dean, who had served as the Institutional Effectiveness Officer, retired. The Academic Dean post was not filled for two years. Thus, responsibility for many aspects of strategic planning had to be carried out by a variety of people and the process suffered for lack of integration. The hiring of a new Academic Dean in the summer of 2005 and the planned retirements of key players (Business Manager/Human Resources Director and Campus Dean in December of 2006) provided the impetus for revamping the strategic planning process.

Under the leadership of the current, USC Union is transitioning from an approach wherein planning and implementations was centralized in the Office of the Campus Dean to a broad based approach in which all senior administrators are required to participate. Specifically, the new dean created a process whereby the key leaders sit on a strategic planning committee charged with integrating the strategic planning process and the annual accountability report activities into the overall operation of the institution. For many of the key leaders, the transition to strategic planning has a steep learning curve because their previous experience was so different. But the learning curve has also been steep because many of the state’s and the USC system’s processes are not yet fully aligned with the strategic planning/Baldrige Report approach.

	USC Union	Strategic Plan (6/15/2007)	
Program Number & Title	Supported Agency Strategic Planning Goals/ Objectives	Related FY 07-08 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Goal I	Increase enrollment through development of new programs and enhancement of existing curriculum	1. Develop new programs. a. Develop joint programs with Union County High School at the Robotics Center. b. Implement the “Continuum of Education” with Spartanburg Community College at the Robotics Center. c. Develop a BSN program with USC Upstate and Wallace Thomson Hospital. 2. Enhance existing curriculum a. Develop policies and procedures for delivering online courses. b. Develop Palmetto Programs (BLS) and TSTM courses as a mode for baccalaureate degree completion. 3. Investigate “one-stop shop” enrollment process. a. Conduct needs analysis in enrollment management. b. Conduct staffing and facilities assessment for project.	7.1-4 7.1-5 7.1-6 7.2-2 7.2-4 7.3-2 7.3-5 7.5-1 7.5-2 7.5-3 7.5-4 7.5-5 7.5-6
Goal II	Improve learning environment	1. Improve student writing skills a. Expand use of the USC Union Writing Rubric to other writing intensive disciplines. b. Explore the development of a Writing Center. 2. Improve classroom technology a. Develop plans for building a Library/Learning Resources Center. b. Replace classroom blackboards and televisions with instructor workstations with telecommunications abilities. c. Replace student desks with those more suitable for a university classroom. 3. Develop a facilities master plan. a. Determine short and long-term maintenance needs for existing facilities. b. Develop long-term needs for new facilities.	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.1-6 7.2-1 7.2-2 7.2-4 7.3-3 7.3-4 7.3-5 7.3-6 7.5-1 7.5-2 7.5-3 7.5-5 7.5-6
Goal III	Improve research, assessment, and planning activities	1. Recruit and retain faculty for new programs a. Investigate recruiting faculty that can teach in more than one discipline. b. Retain faculty.	7.3-1 7.4-1 7.4-2 7.4-3 7.4-5

Category 3 – Student, Stakeholder, and Market Focus

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

The primary reason students attend USC Union is convenience with cost being a secondary factor. Students are able to maintain employment and family responsibilities while taking USC Union classes. Commuting to other state colleges in Columbia, Spartanburg, or elsewhere strain employment and family responsibilities. Even without considerations of transportation, food, and other expenses related to commuting, USC Union is cost effective on tuition (Graph 7.3-2). USC Union promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees (Graph 7.1-4). Most students who plan to complete a four-year degree select the convenience of the "change of campus" option pursue their degree at a USC system campus. The Division of Extended University has instituted the Palmetto Programs allowing students at the regional campuses to complete a Bachelor of Liberal Studies (BLS) instead of the traditional Bachelor of Arts in Interdisciplinary Studies (BAIS) in a number of majors from the humanities and social sciences. Programs in business and criminal justice are being investigated for Palmetto Programs. A degree in Technology Support and Training Management from the College of Hospitality, Retail and Sports Management is also available to USC Union students. A Bachelor of Science in Nursing (BSN) program is being developed in conjunction with USC Upstate and Wallace Thompson Hospital.

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. The expansion of concurrent student courses in the area high schools has proven to be an additional method

of course delivery which also directly impacts enrollment. Most new freshmen enter USC Union from our area high schools. The most common way that students learn about the programs and services of USC Union is through friends and family members. They also gain information through guidance counselors, by being a Union resident, special recruitment, being a concurrent student, admissions outreach and alumni (Graph 7.5-5). The recruitment plan details the actions and predicted results from presentations and interactions with schools, businesses and industry (see Category 2, Chart of Strategic Plan, Goal 1).

USC Union assesses student needs and expectations throughout the academic year. Category 4.3 lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction. The on-line application for admission (<https://web.csd.sc.edu/app/Union/>) contains a survey instrument designed to provide information relative to each applicants' interests, previous level of involvement in co-curricular activities, and potential for involvement in activities on the USC Union campus. At orientation, students are required to take placement tests and to provide feedback on their experience at USC Union. Students with special academic and/or physical needs are given assistance under the auspices of the Americans with Disabilities Act (ADA). One of the most important factors in student retention is academic advising. All full-time faculty members serve as academic advisors, as do the Opportunity Scholars Program director and counselors. A system of academic advising has been developed with advisors being assigned according their expertise in certain program areas and connection to specific student groups. Comments concerning satisfaction and suggestions for improvement are explicitly requested from each student as part of the student course evaluation process each semester and are used to improve the academic advising process.

C3.2 Evaluation forms given in each course during the fall and spring semesters gauge student satisfaction with the services of USC Union. Exit interviews are given to each student who transfers or withdraws from the University. Survey results are compiled and shared with the appropriate divisions with changes being made as warranted. Formal and informal survey results from students, feedback from business leaders and appropriate data concerning labor and employment trends are used the Academic Affairs and Admissions offices to determine programmatic change and course needs, with student demand being the strongest factor in change. The Union-Laurens Commission on Higher Education and The USC Union Partnership Board meet regularly to discuss feedback from the community. The Dean and other members of the faculty and administration meet regularly with political, business, education and community leaders to discuss the services provided by the University. The Director of Enrollment Services and the Director of Financial Aid personally visit all guidance counselors at each high school in the service area each fall semester; host an on-campus luncheon for guidance counselors each year; conduct information workshops with faculty, students, and families in key high schools each year; and host a "junior scholars" night to honor high achieving, future prospects and scholarship recipients. The enrollment management system tracks course enrollments to achieve greater efficiency. Data is analyzed by the Institutional Effectiveness Officer and shared with the appropriate divisions with suggestions for improvement.

C3.3 The information that USC Union collects and assesses to keep services and programs relevant are compiled by the Dean, the Institutional Effectiveness Officer, and the Director of Enrollment Services/Student Affairs. As noted above (Category 2), the strategic plan is developed by a Management Team consisting of the Dean, Institutional Effectiveness Officer, Faculty Organization Chair, Business Manager, Human Resources Manager, Director of Enrollment Services and Financial Aid Director. The final writing of the Strategic Plan is handled by the Dean and the Institutional Effectiveness Officer. Results and comments from student evaluations (including concurrent courses that serve future students), exit interviews, alumni surveys and meetings with community leaders are shared with the appropriate divisions on a regular basis through the listserv, memoranda and meeting minutes. When demand for new programs and courses warrants, a needs analysis is conducted surveying students, members of the community, and business leaders in the appropriate fields. Appropriate resources are allocated to make the changes deemed necessary.

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

C3.5 USC Union builds positive relationships to attract and retain students, enhance student performance, and to meet and exceed their expectations for learning by maintaining close working relationships with local school districts; providing individual services that students and parents expect from a small college, particularly through the Opportunity Scholars Program and the Student Affairs division; celebrating individual student success with formal programs; providing fellowship activities for students, including student organizations and a Student Government Association; developing and maintaining relations with regional media outlets (newspaper, radio, television, web-based media) to publicize student success stories; and publicly honor “dean’s list” students with notices to their hometown newspapers. A major focus has centered on minority enrollment, retention and graduation for Union County students through the Access and Equity grant.

USC Union added the federally-funded Career Start Program in fall 2007. The purpose of the Career Start Program is to provide young adults with the instructional training and assistance needed to successfully obtain career level pre-employment experience and help each participant to clearly define their educational and career paths. The program provides work experience opportunities with local businesses and government agencies,

strengthening the ties with USC Union and community. Continuous feedback from program participants and organizations connected with the program is received and analyzed for program improvements.

Positive external (non-student) stakeholder relationships, particularly those serving business, industry and education, are built by every member of the administration, faculty, staff and student body. USC Union is an active member in a number of business and civic boards in Union and Laurens counties, including the Chamber of Commerce. The needs of industry and education are discussed with appropriate divisions at USC Union on a continuous basis through feedback processes (surveys, meetings), and services are provided as they are deemed necessary. A yearly focus group of student, faculty, staff, business, governmental, education and industry leaders is convened to share the Strategic Plan, obtain feedback and to brainstorm new ideas for improving USC Union.

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

C4.1 The Institutional Effectiveness Officer (IEO) coordinates the collection, assessment and dissemination of institutional research data for the institution. The IEO works closely with the Office of Institutional Assessment and Compliance on the Columbia campus. The IEO is charged with developing assessment guidelines for the Strategic Plan, reporting data to the South Carolina Commission on Higher Education (CHE), the Integrated Postsecondary Education Data System (IPEDS) and to CHE's CHEMIS database http://www.che.sc.gov/New_Web/Rep&Pubs/PFCHEMISData.htm. The IEO is also responsible for all data collection and assessment processes internally at USC Union. In anticipation of greater accountability for student learning outcomes mandated by The Southern Association of Colleges and Schools (SACS), the various campuses of USC are developing assessment plans for six General Education Outcomes (<http://www.sc.edu/generaleducation/outcome.shtml>). In order to have adequate longitudinal data for the 2011 SACS re-accreditation visit, USC Union has developed appropriate assessments for its general education courses. Assessment programs for communications (English) and mathematics competencies are in their second year of implementation. An assessment program for the natural sciences was implemented in 2007 – 2008. Assessment of global/cultural awareness and ethics/vales will begin in 2008 – 2009.

C4.2 A fundamental value shared by the administrative officers and the University is that a high degree of integration among planning, assessment and institutional research is essential for the University to maintain excellence in teaching, research and public service. All administrative units are required by the Dean to provide regular reports, using the resources of the IEO when necessary, on their achievements and their relationship to the Strategic Plan. These reports are analyzed by the Dean, IEO and other officers and streamlined for reporting to other units as well as appropriate stakeholder groups. Each unit is given feedback by the officers as to how their achievements relate to the mission and Strategic Plan and how improvements can be made, particularly in relation to resource

allocation. All USC campuses are converting to an Assessment Composer program that will allow for more streamlined data collection, analysis and sharing.

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

- ❖ **Student Achievement & Retention:** student achievement on English, mathematics and natural sciences course competencies (Charts 7.1-1 to 7.1-3), first-year student success (Graph 7.1-3), graduation rates (Graph 7.1-4), minority retention (Graph 7.1-5). Each of these measures is collected annually.
- ❖ **Educational Compliance:** CHE reports http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm. Each of these measures is collected annually.
- ❖ **Customer Satisfaction:** student satisfaction with instruction (Graph 7.2-1) (Fall and Spring), alumni satisfaction with educational experience (every three years; data not collected this year), connection between major and first job after graduation for alumni (every three years; data not collected this year), collaboration with other institutions, business and industry (Graph 7.2-2) (annually), USC Union student evaluations and withdrawal survey questions on student services (Graph 7.2-3) (Fall and Spring and yearly, respectively), graduate placement (Graph 7.2-4) (annually)
- ❖ **Human Resources, Administration and Finance:** faculty satisfaction (Graph 7.4-3/7.4-4), faculty compensation (Graph 7.3-1), faculty quality (Graph 7.4-2), staff satisfaction (Graph 7.4-3/7.4-4), tuition (Graph 7.3-2), revenues & expenses (Graph 7.3-3), instructional & administrative costs (Graph 7.3-4), gifts (Graph 7.3-5), auxiliary profits (Graph 7.3-7), external grants funding (Graph 7.3-8). Each of these measures is collected annually.
- ❖ **Facilities & Technology:** needs assessments, operation and maintenance of physical plant costs (Graph 7.3-6). Each of these measures is collected annually.

C4.4 The Dean and the Institutional Effectiveness Officer analyze the trends, projections and cause-effect relationships and share the information with appropriate members of the administration, faculty and staff, as well as appropriate stakeholder groups. This information is used to set priorities in the use of fiscal, personnel and material resources as well as to make changes to policy, procedures and operations as needed. The analysis utilizes many types of data collected for CHE, SACS, and IPEDS reporting as well as from a variety of reports gleaned from internal operations data and from community feedback. Measures calculated for CHE are compared to benchmarks to determine compliance.

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

Dean and the Institutional Effectiveness Officer. With decision-making at USC Union becoming more data-driven, assessment traditionally conducted via paper-and-pencil is being migrated to an online format.

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

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

Category 5 – Faculty and Staff Focus

C5.1 USC Union organizes and manages work to enable faculty to teach in small classroom settings that focus on student learning, and have adequate time during the academic year and the summer to pursue research opportunities. USC Union provides opportunities for faculty development in teaching improvement in-house through the Academic Affairs office in conjunction with various divisions at the Columbia campus (including free-tuition courses), provides opportunities for conference travel through The Family Fund, provides an orientation and office space for adjunct faculty, and provides secretarial and computer support for both full-time and adjunct faculty. USC Union organizes and manages work to enable staff to not only be trained at their contracted job but also be trained to help in other offices when there is a need. USC Union staff provides secretarial support for no more than two full-time and two adjunct faculty members. USC Union provides opportunities to staff members for pursuing a higher degree by offering

free-tuition courses and provides computer support for all staff. USC Union organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bringing resources from throughout campus to bear on issues.

C5.2. USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their respective meetings, at Faculty and Staff retreats held several times per year and in the yearly Job Satisfaction Survey. Changes to the system are made based on the recommendations of these organizations. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process. USC Union Faculty Organization Committees are listed at: <http://uscunion.sc.edu/handbook/bylaws.htm>. Special task forces are created by the Faculty and Staff Organizations when deemed necessary by the Dean.

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

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

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

C5.6 New faculty members are given an orientation in Columbia by the Provost's office before they begin teaching, in addition to in-house orientations by the HR officer and the Dean. Faculty members are provided yearly workshops on tenure and promotion by the Regional Campuses Faculty Senate to address the increasing importance of scholarly

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

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

C5.8 USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their, at Faculty and Staff retreats held several times per year and in the yearly Job Satisfaction Survey. Adjunct faculty are given an informal survey concerning their satisfaction with teaching at USC Union and what changes they feel could be made to improve the university.

C5.9 The data from the surveys are analyzed by the Institutional Effectiveness Officer and shared with the Dean and the Faculty and Staff Organizations. Any issues that seem to be a source of dissatisfaction are addressed by the Dean in consultation with the appropriate administrators. Informal feedback given at meetings is handled in a similar manner.

C5.10 USC Union has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty, staff, students, and visitors for their intended purpose. USC Union's Hazardous Weather and Emergency Leave policy can be found at <http://uscunion.sc.edu/handbook/Hazardous%20Weather%20and%20Emergency%20Leave.htm>. Telephones are located in each classroom, each office and the library on the Union campus and in each office at the Laurens County Higher Education Center. Should an

emergency or accident occur, a person dials 7710 on campus to notify the switchboard operator. If the situation warrants, call [EMS] Emergency Medical Service (EMS) may be called at 9-911. OSHA standards are observed in the dry and wet labs in the Main building. Air horns have been placed around campus at near classrooms and entrances to be used to alert others in case of an emergency that does not involve fire. A communications committee of faculty, staff and students has been formed to address better methods of communication during an emergency (e.g.: mass e-mails and text messaging).

Category 6 – Process Management

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

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

Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the

Commission seeks answers to the following five broad questions concerning each program: What are the objectives of the proposed program? Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives? Is the program compatible with the mission, role, and scope of the institution? How much does the program cost? Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials?

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

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

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

budgeting by using innovative computer systems (QuickBooks) and working toward a paperless work environment by developing more computer-based processes.

C6.4 USC Union systematically evaluates and improves the learning-centered process in an ongoing program of data collection, review and planning. Using the performance measures outlined in Category 4, the Dean and Institutional Effectiveness Officer, in conjunction with the Faculty Organization, develop plans for the improvement of the quality of the learning-centered process on a departmental basis. There are six General Education Outcomes (<http://www.sc.edu/generaleducation/outcome.shtml>) mandated by USC. In order to have adequate longitudinal data for the 2011 SACS re-accreditation visit, USC Union has developed appropriate assessments for its general education courses. Assessment plans for English (writing rubric) and mathematics (pretest/posttest) were developed and implemented in 2006 – 2007. The writing rubric will be extended in 2007 – 2008 to other writing-intensive courses. The pretest/posttest design will be used in the sciences. Course-embedded assessments will be designed in addition to these for the other outcome areas.

C6.5 USC Union's key support processes are delivered by the Dean's Office (administration, financial affairs office, bookstore, admissions office, financial aid office, and maintenance) and the Opportunity Scholars Program. Feedback from students is provided on the Dean's Office functions of administration, financial affairs office and bookstore in the student evaluations and the withdrawal survey (Graph 7.2-4), and this information is used along with verbal and suggestions for improving quality in these services. The needs for and expenditures in the operations and maintenance (Graph 7.3-6) are constantly evaluated, particularly in light of the historical significance of the buildings of USC Union to the community and the great expense it takes to maintain the physical plant. The admissions and financial aid offices are given advertising budgets and enrollment trends (Graph 7.5-1/7.5-2) and retention trends (Graph 7.1-3/7.1-5) are used to target their expenditures. The Opportunity Scholars Program offers academic services to first-generation college students through a federally funded TRIO grant and information concerning the function and performance of USC Union's OSP program can be found at <http://uscunion.sc.edu/OSP/osp.html>.

C6.6 USC Union ensures that adequate budgetary and financial resources are available to support our operations by analyzing the sources of projected revenue against models of anticipated costs. As a Regional Campus, USC Union obtains revenue primarily from the following sources: state appropriations; tuition and fees; appropriations from the city and county governments of the service region; auxiliary services – the USC Union Bookstore (includes food vending); and gifts to the USC Union Partnership Board (scholarships/grants/gifts). Each year the Budget Director meets with the individual campus units to discuss budget needs for the upcoming year. The Budget Director meets with the units again about mid-year to review revenues and expenditures.

Like all USC campuses, USC Union faces the obstacle of operating in a state that under-supports higher education. Therefore, USC Union has had to increase tuition and fees to simply maintain adequate levels of services to students (Graph 7.3-2). Tuition increases

will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

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

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The Bookstore has expanded its sales of microwavable food to students and its offerings of USC merchandise to the community.

During the budget development process, the Business Manager identified areas of the Strategic Plan where budget funding would be needed. The appropriate funds were allocated for the initiatives and action plans that required monies for implementation. Bond requests for building projects were included in the annual CPIP (Comprehensive Permanent Improvement Plan) report to the S.C. Commission on Higher Education. A 5-year deferred maintenance plan is updated annually to identify maintenance needs on campus. The Business Manager continuously uses enrollment data, satisfaction surveys and revenue data to make budget projections and to improve services. This is a substantive change in the budget process at USC Union as there has been a transformation from a reactive to a proactive process during FY 2007 – 2008.

Category 7 – Organizational Performance Results

C7.1

Chart 7.1 – 1

USC Union English 101 & 102 Pre-Test & Post-Test Analysis

Course	Mean Pre-Test Score	Mean Post-Test Score	t-Test Conclusion
ENGL 101 – Composition	2.9	3.4	Students score statistically significantly higher on the post-test.
ENGL 102 – Composition & Literature	3.6	3.5	Students do not score statistically significantly higher on the post-test.

The USC Union Writing Rubric scores essays on a scale of 1 – 5 with a range of 3 – 4 being satisfactory. The goal is for there to be statistically significantly higher performance on the posttest.

Chart 7.1 – 2

USC Union Mathematics Course Assessment Analysis

Course	Percentage of Students Scoring At Least 70% on Post-Test
MATH 111 I – Intensive Basic College Mathematics	72
MATH 115 – Precalculus Mathematics	42
MATH 122 – Calculus for Business Administration & Social Sciences	52
MATH 141 – Calculus I	100
MATH 142 – Calculus II	75
MATH 221 – Basic Concepts of Elementary Math I	75
STAT 201 – Elementary Statistics	53

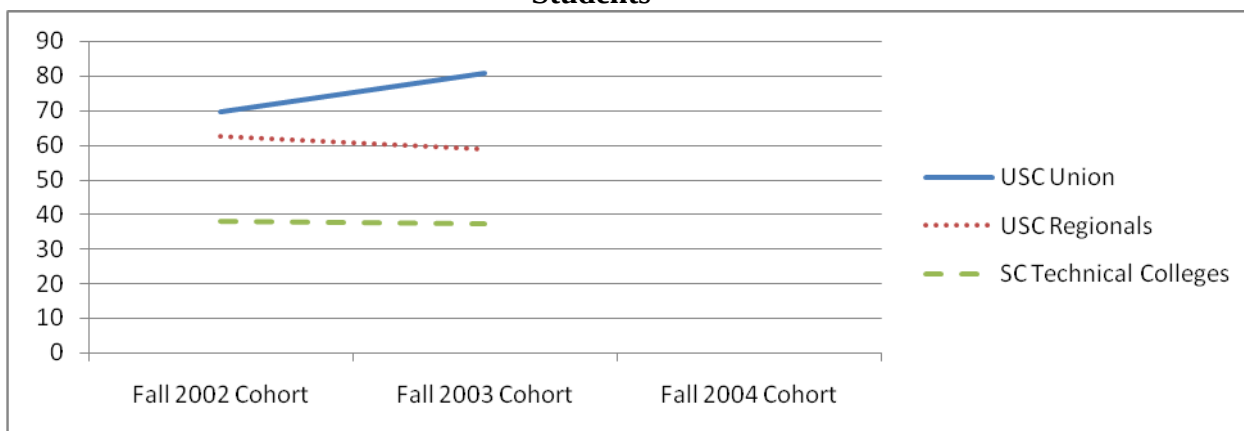
The goal is for at least 70% of the students to score at least 70% on the post-test.

Chart 7.1 – 3
USC Union Natural Sciences Course Analysis

Course	Percentage Scoring At Least 70% on Post-Test
BIOL 101 – Biological Principals I	100
BIOL 102 – Biological Principals II	100
BIOL 110 – General Biology	72
BIOL 232 – Anatomy	89
BIOL 232L – Anatomy Lab	79
BIOL 242 – Human Physiology	77
CHEM 101 – Fundamental Chemistry I	78
CHEM 102 – Fundamental Chemistry II	81

The goal is for at least 70% of the students to score at least 70% on the post-test.

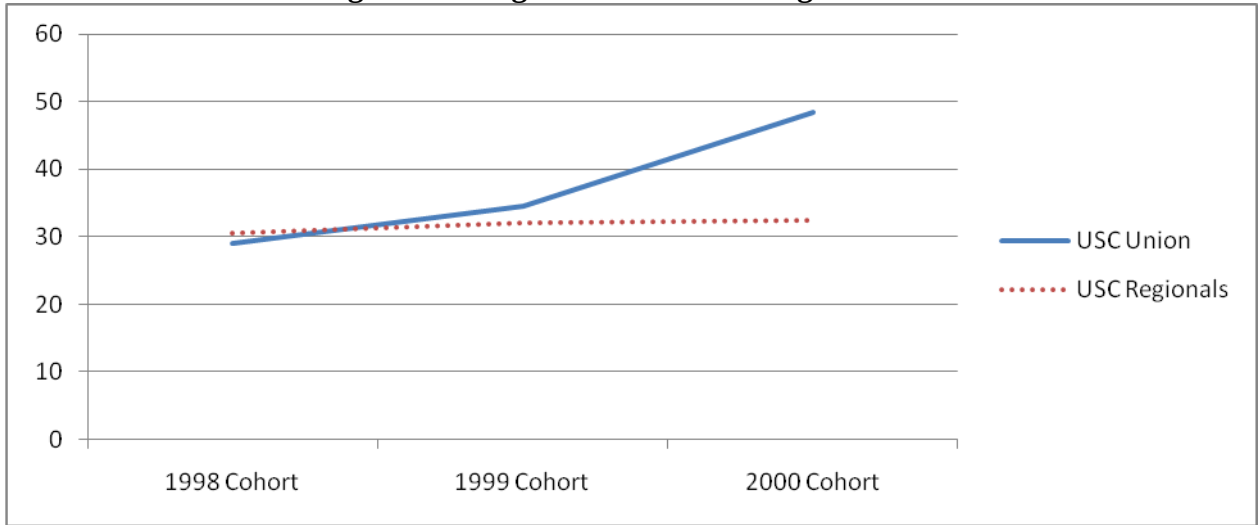
Graph 7.1 – 4
Success Rate (Percentage) of First-Time, Full-Time Degree-Seeking Undergraduate Students



USC Union continues to trend upward and outperform the USC Regional Campuses and the SC Technical Colleges.

Graph 7.1 – 5

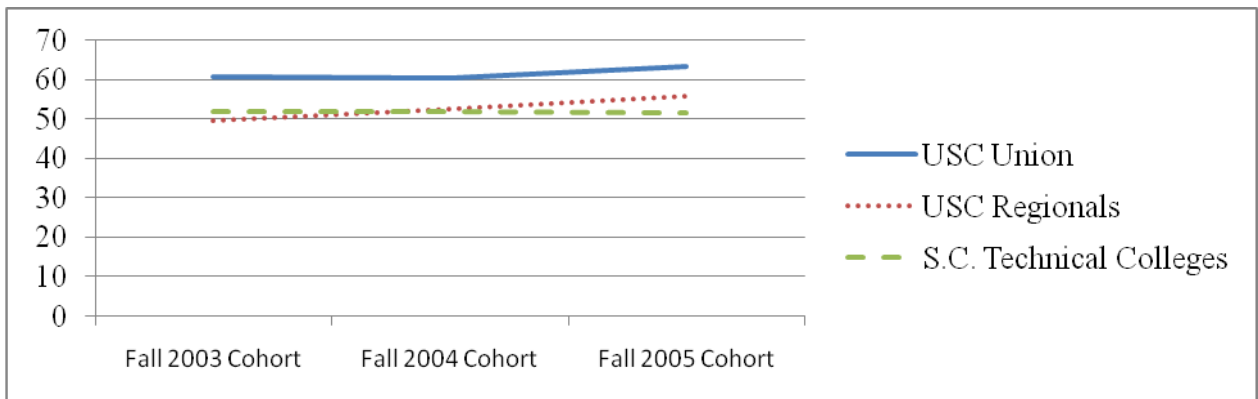
**Percentage of First-Time, Full-Time Degree Seeking Undergraduate Students
Receiving 4-Year Degrees in 150% of Program Time**



USC Union continues to trend upward and outperform the other USC Regional Campuses.

Graph 7.1 – 6

Minority Retention (Percentage of Minority Enrollment Retained)

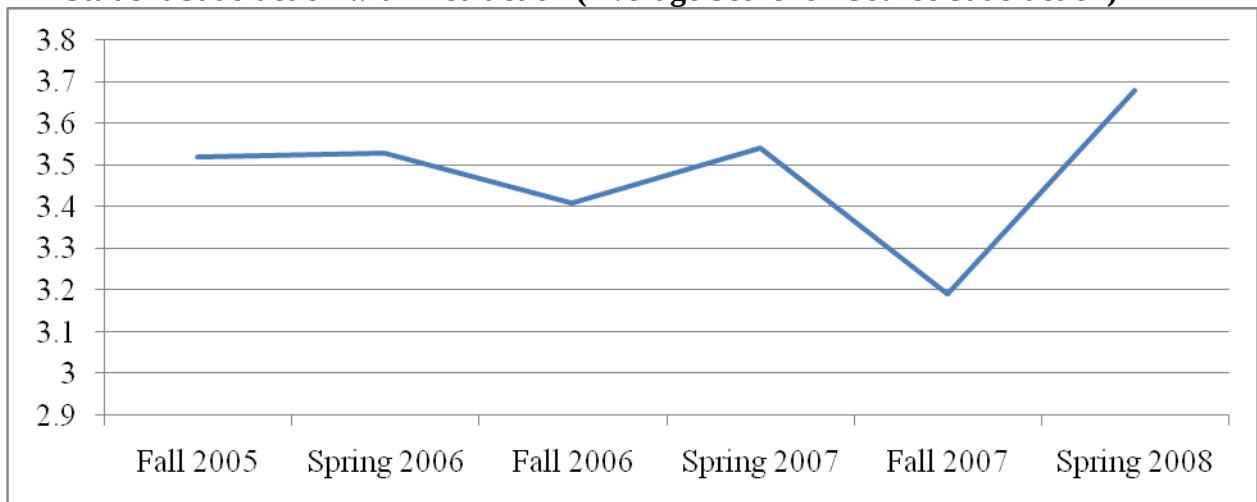


USC Union outperforms both the USC Regional Campuses and the S.C. Technical Colleges in retention of minority students.

C 7.2

Graph 7.2 – 1

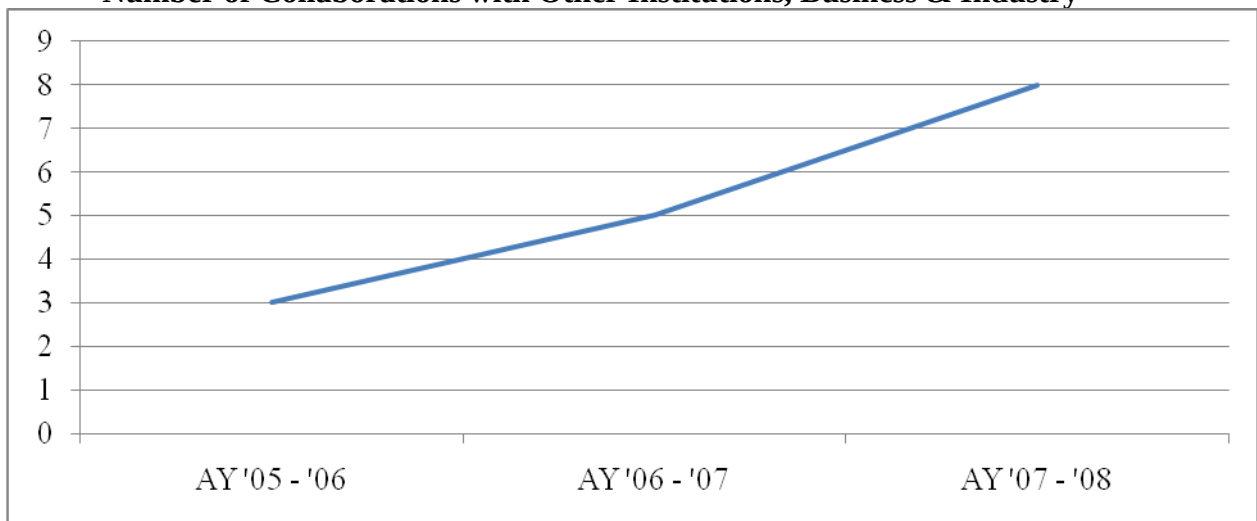
Student Satisfaction with Instruction (Average Score for Course Satisfaction)



After experiencing a decrease in Fall 2007, student satisfaction returned to an upward trend in Spring 2008.

Graph 7.2 – 2

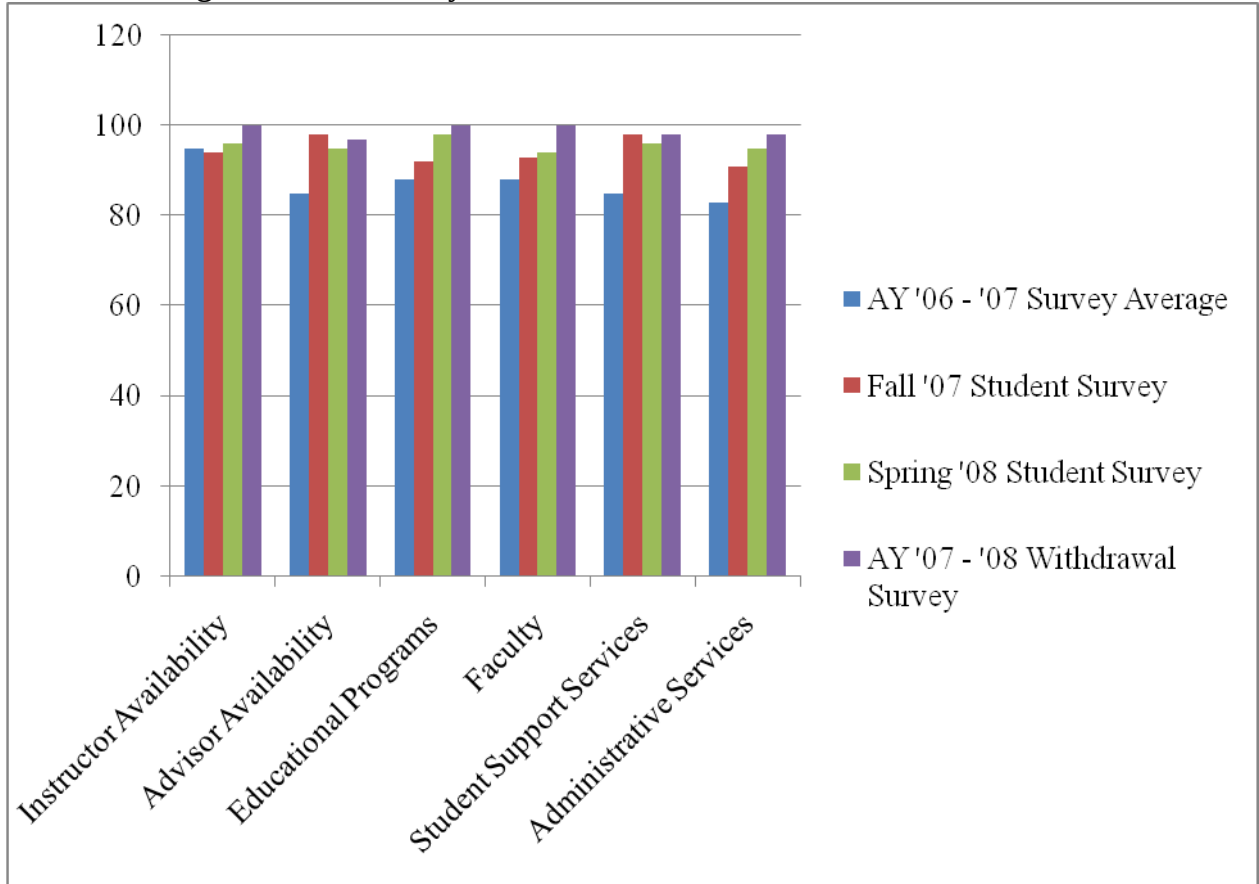
Number of Collaborations with Other Institutions, Business & Industry



USC Union continues to increase its number of collaborations with other entities.

Graph 7.2 – 3

Percentage of Students Very Satisfied or Satisfied with USC Union Services



USC Union continues to achieve a high degree of stakeholder satisfaction in a variety of student-centered services.

Graph 7.2 – 4

Percentage of Graduates Pursuing Further Degrees or Entering the Workforce

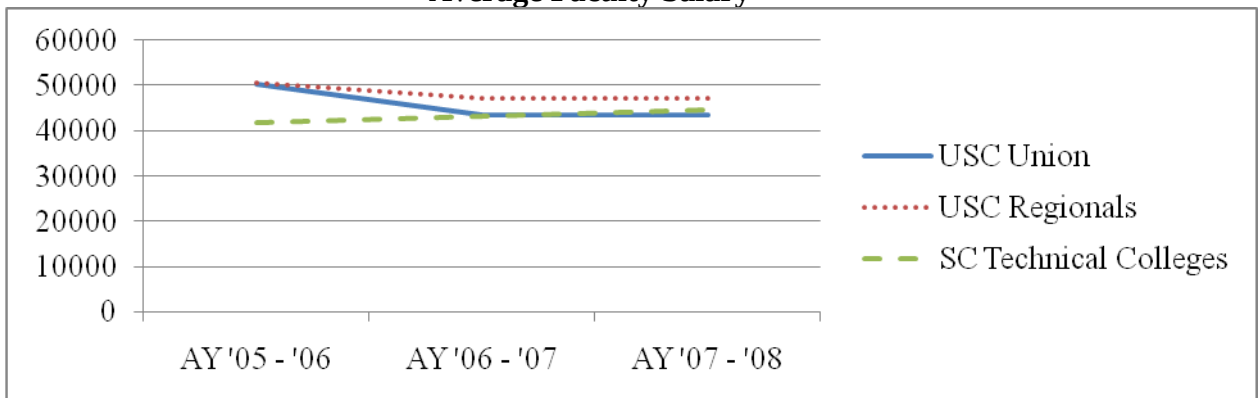


USC Union continues to place a high percentage of its graduates in further education or the workforce.

C 7.3

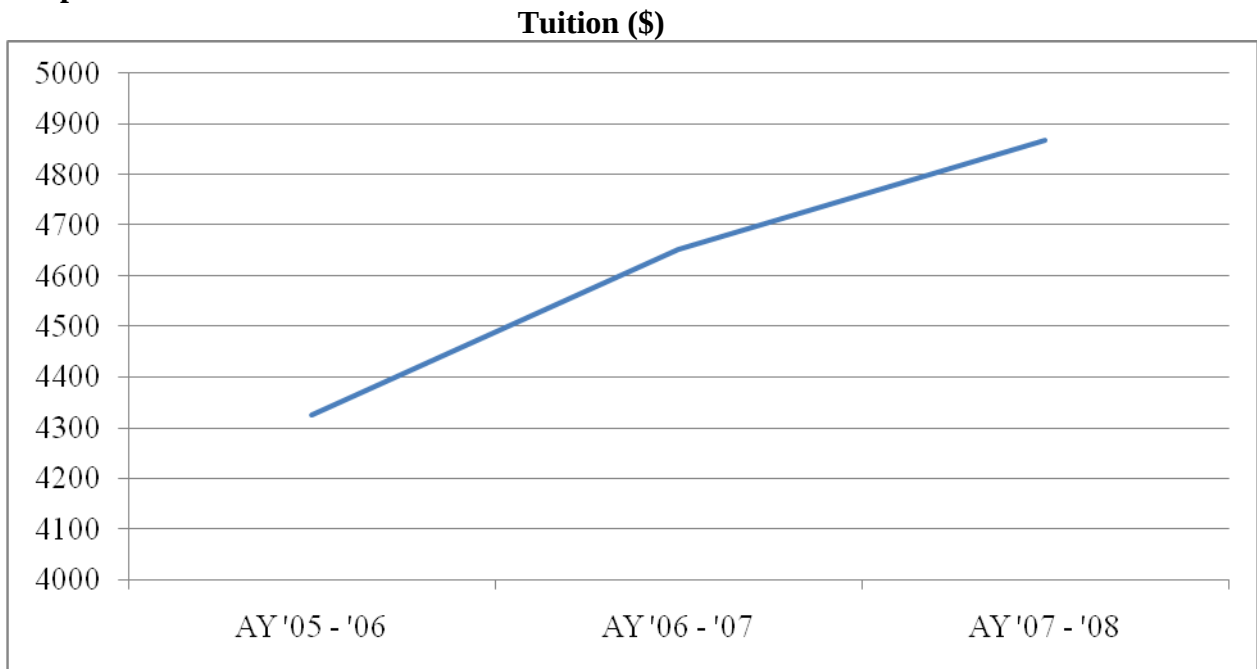
Graph 7.3 – 1

Average Faculty Salary



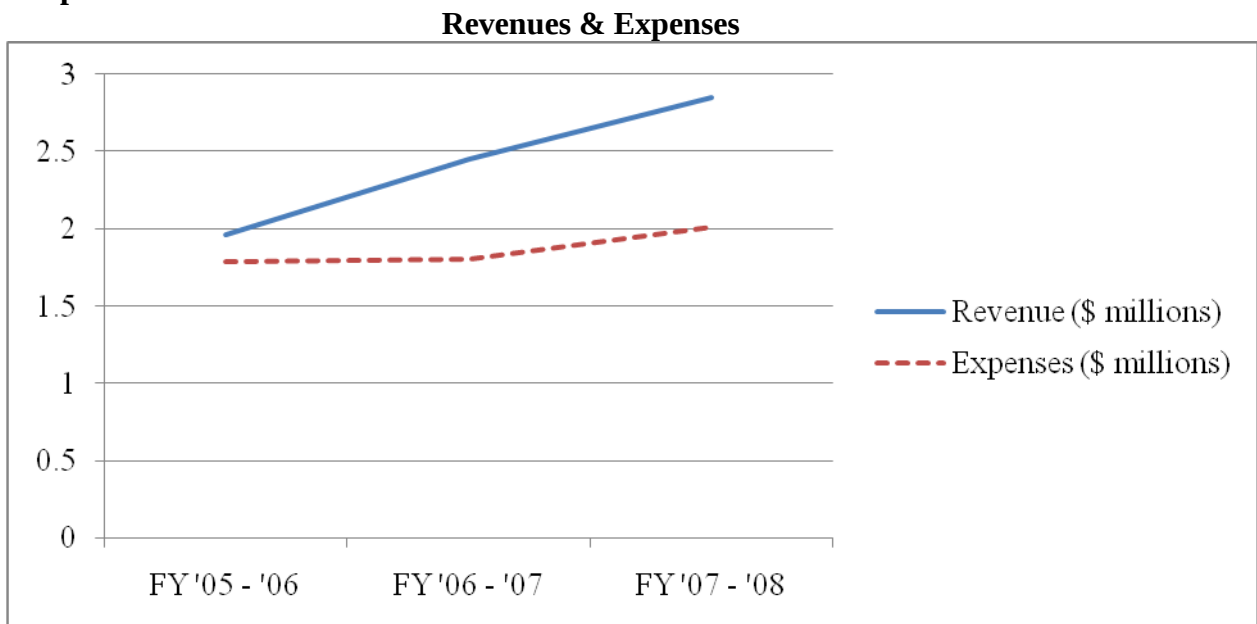
USC Union now trails both the USC Regional Campuses and SC Technical Colleges in average salaries for faculty.

Graph 7.3 – 2



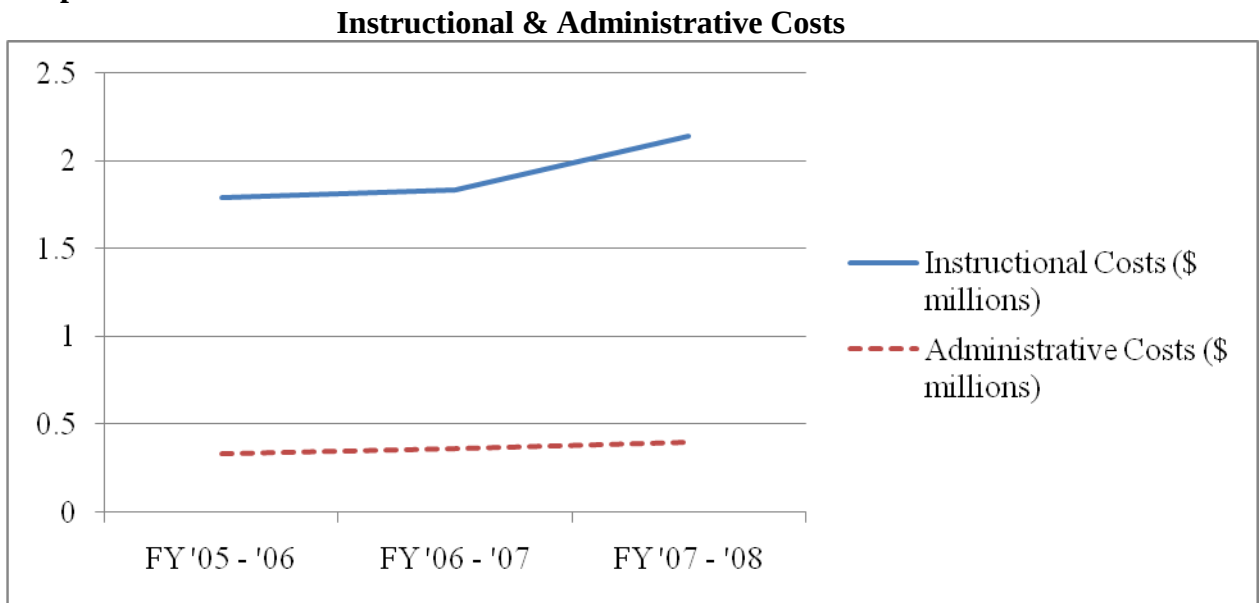
USC Union tuition continues to trend upward.

Graph 7.3 – 3



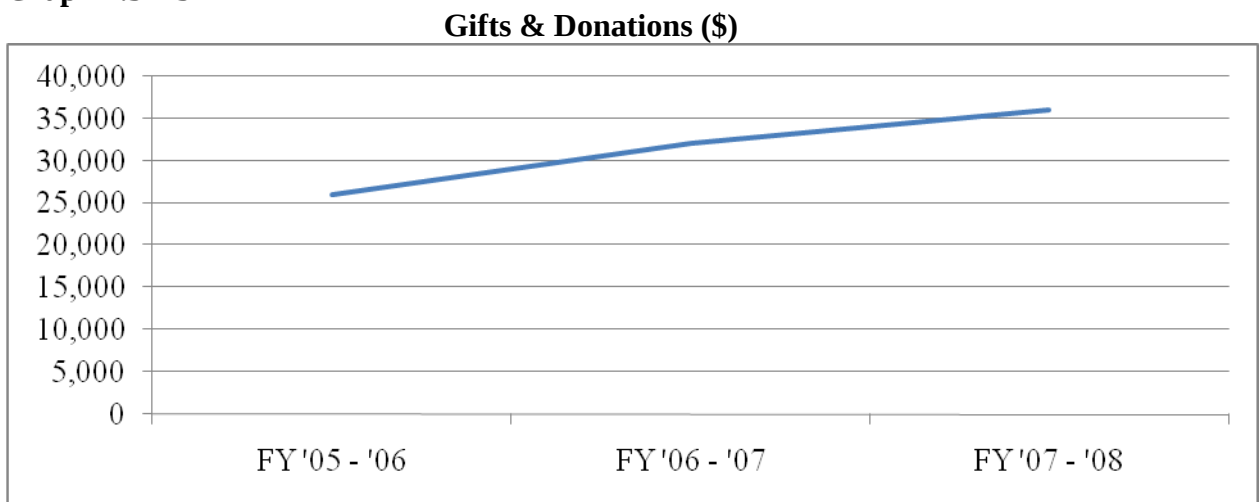
While both revenues and expenses at USC Union continue to trend upward, the rate of revenue increase is higher.

Graph 7.3 – 4



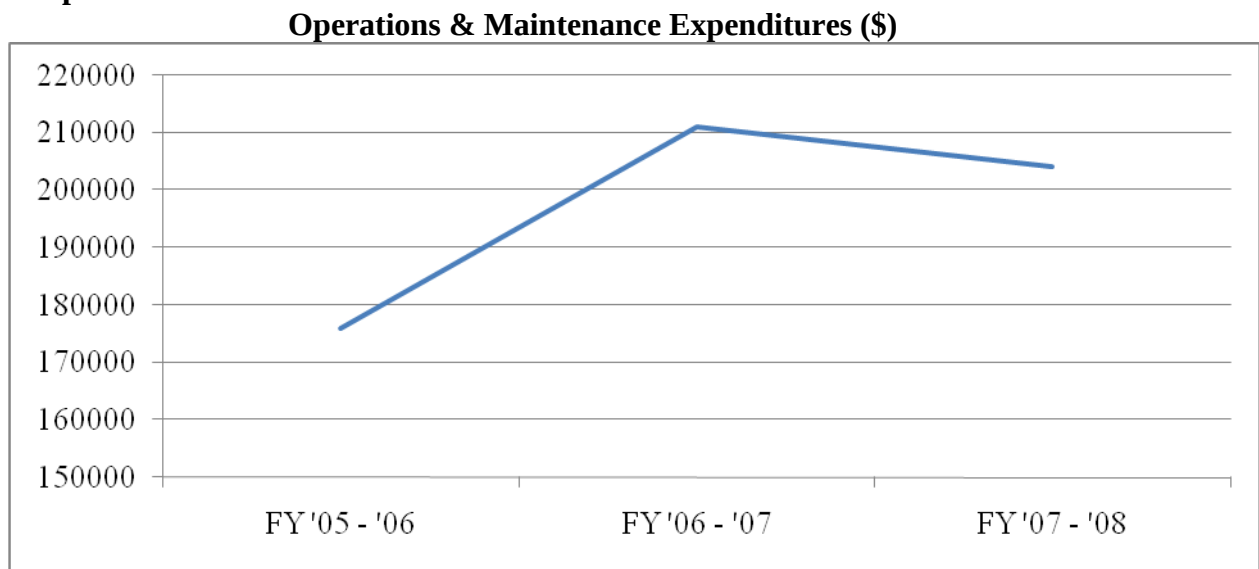
While both instructional and administrative costs continue to trend upward, USC Union spends far more on instruction than administration.

Graph 7.3 – 5



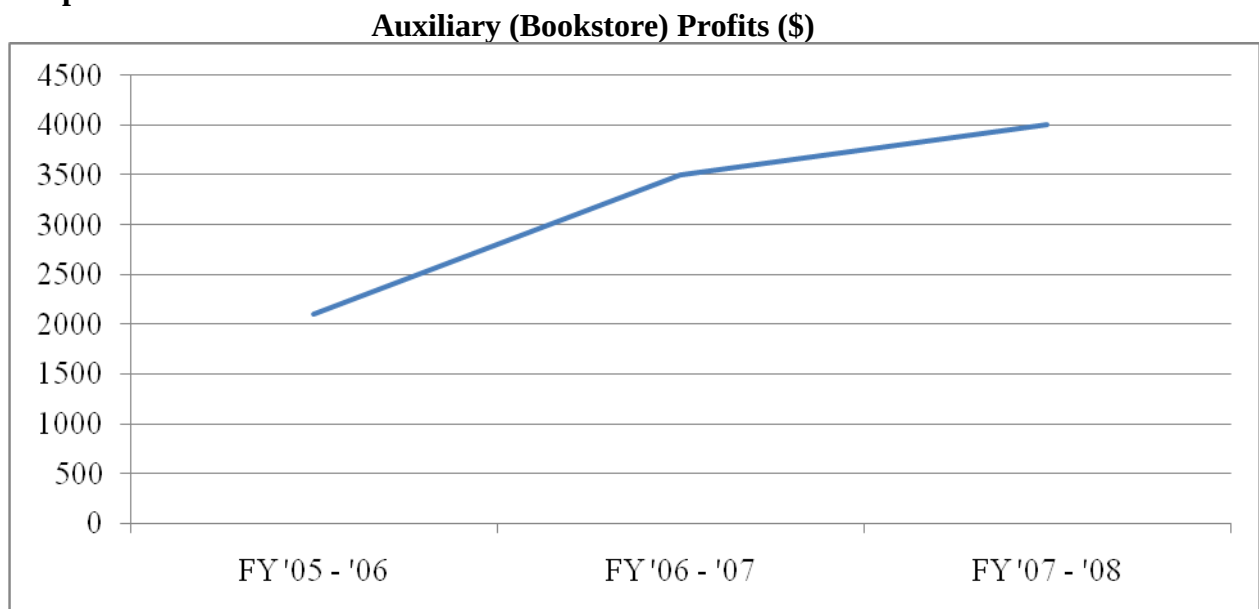
Gifts and donations continue to trend upward.

Graph 7.3 – 6



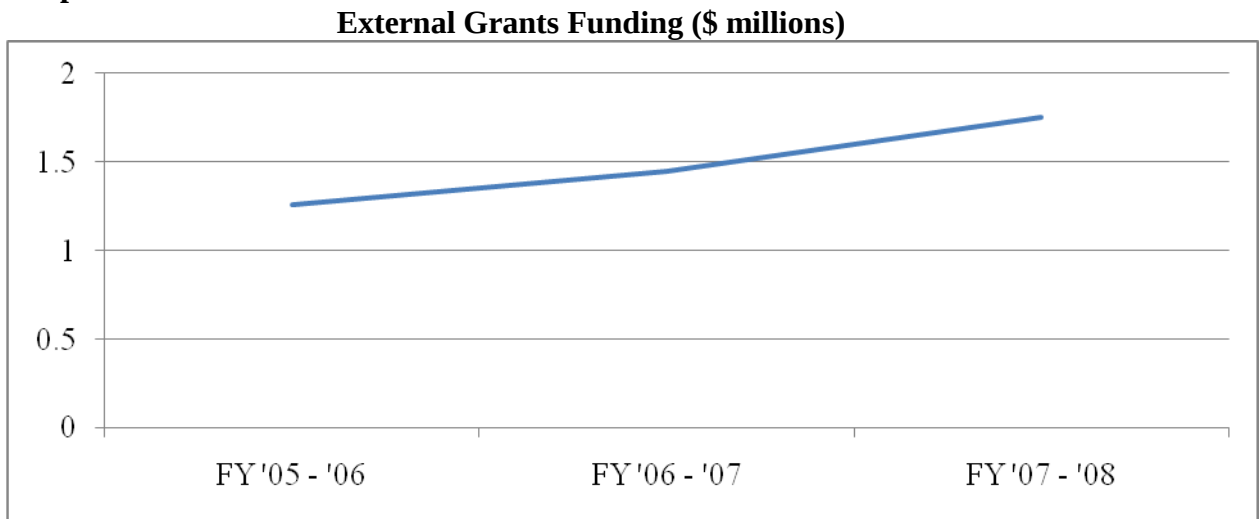
Operations and maintenance expenditures have begun to trend downward.

Graph 7.3 – 7



Auxiliary profits resulting exclusively from bookstore operations continue to trend upward as a result of explicit efforts to contain student textbook prices.

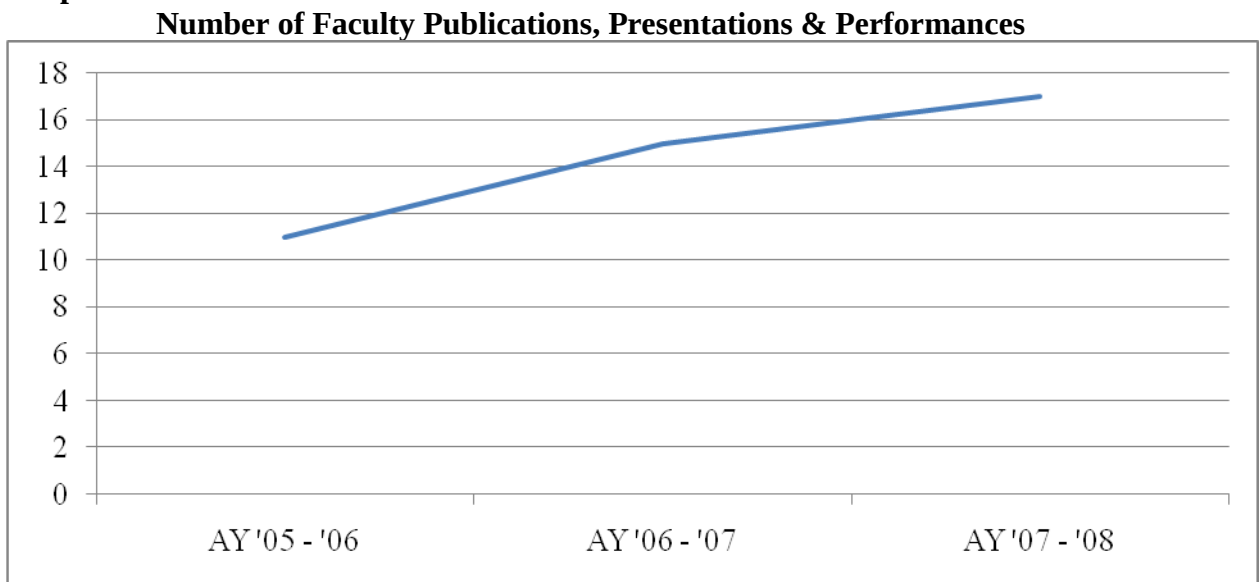
Graph 7.3 – 8



USC Union grants funding continues to trend upward.

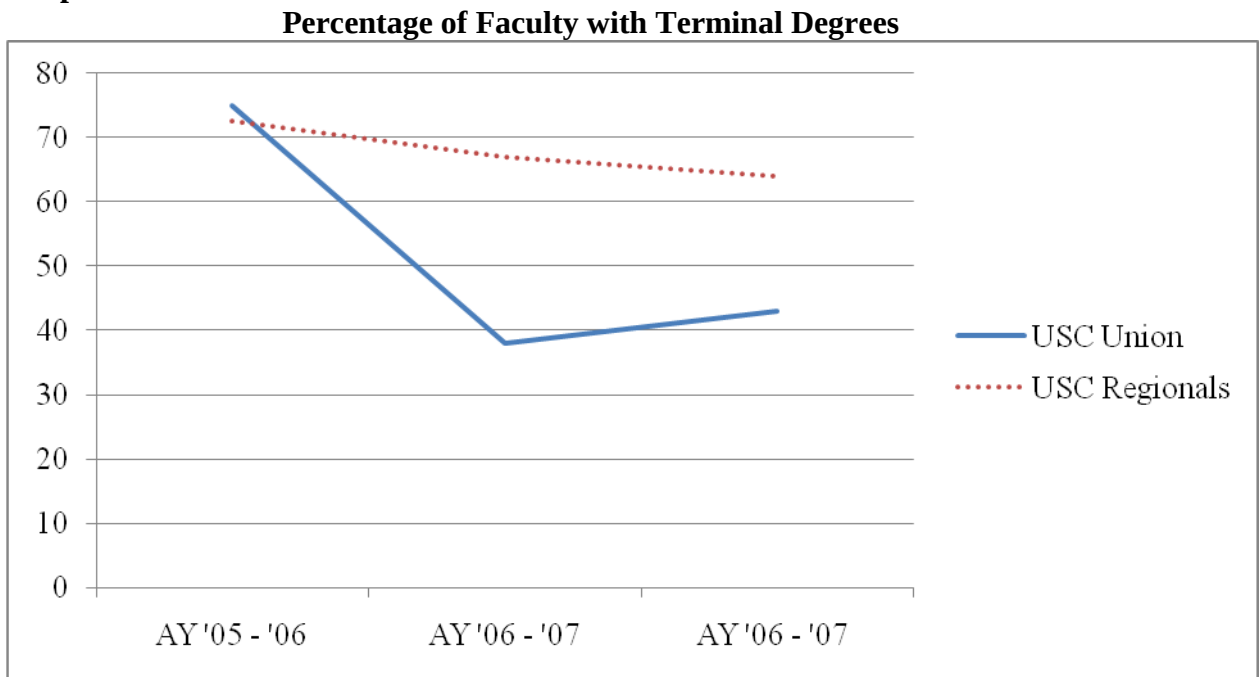
C7.4

Graph 7.4 – 1



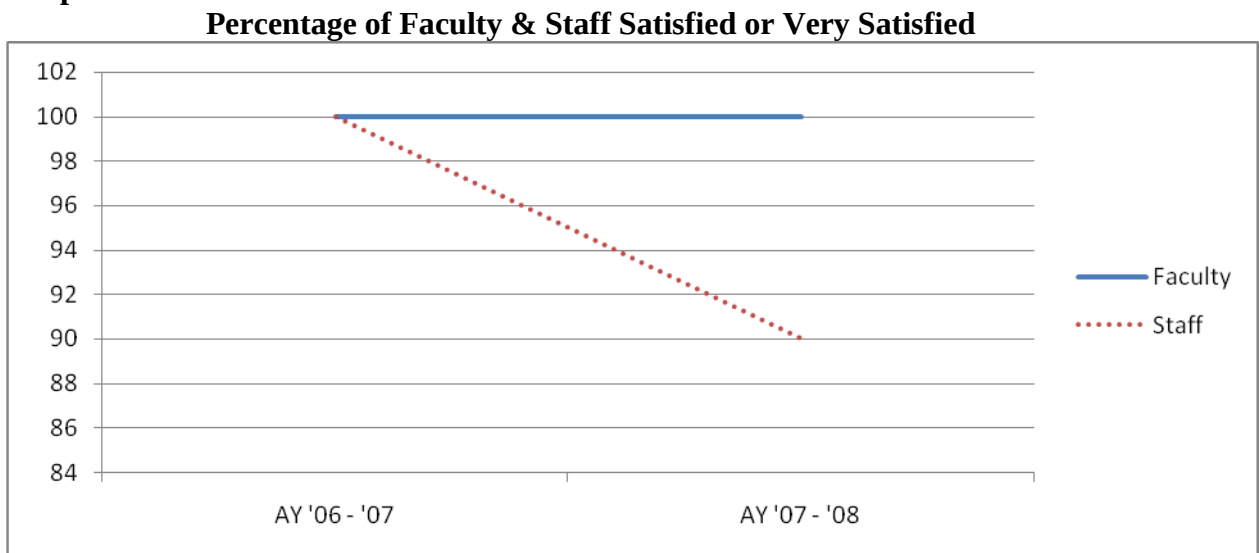
Reflecting a greater emphasis on research and scholarship by USC, USC Union faculty productivity in these areas continues to trend upward.

Graph 7.4 – 2



USC Union is trending upward in the percentage of faculty with terminal degrees.

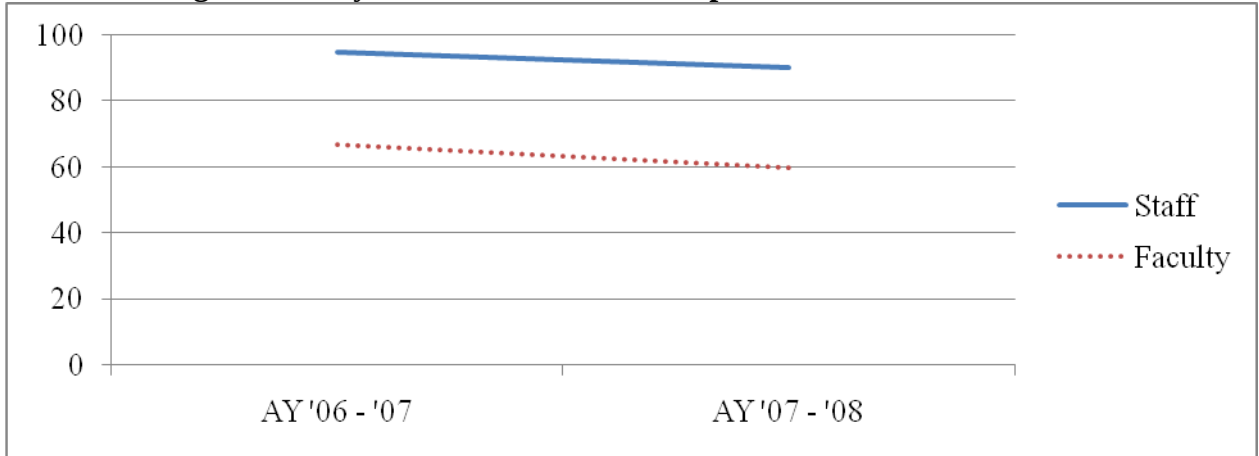
Graph 7.4 – 3



USC Union faculty and staff tend to be satisfied or very satisfied with their jobs.

Graph 7.4 – 4

Percentage of Faculty & Staff Satisfied with Input & Feedback in Their Job

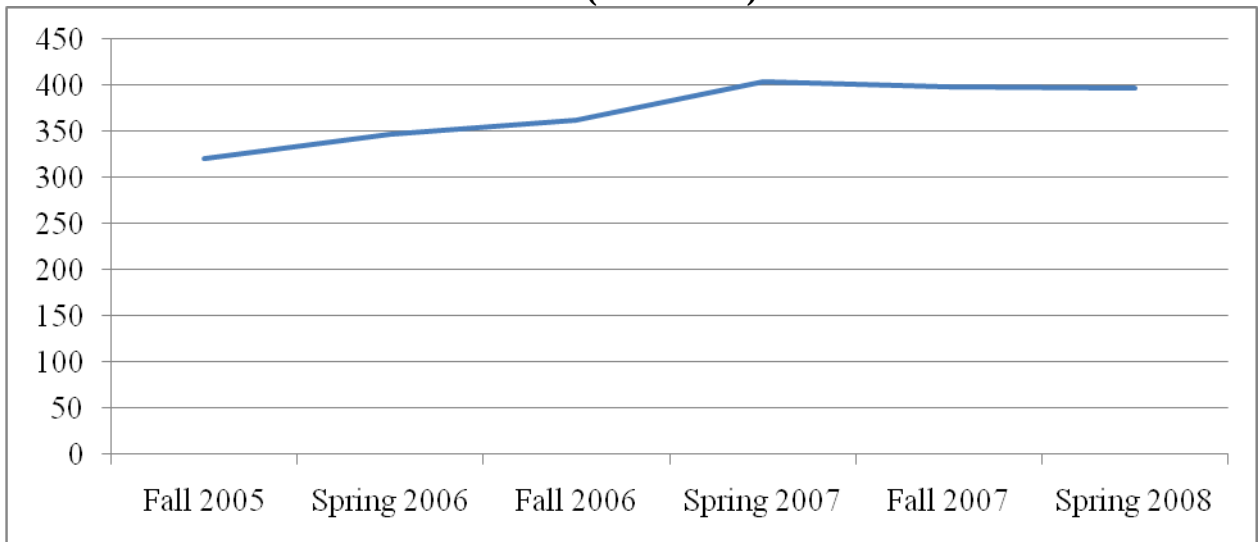


Even though the trend is downward, USC Union faculty and staff have a relatively high degree of satisfaction with input and feedback in their jobs.

C7.5

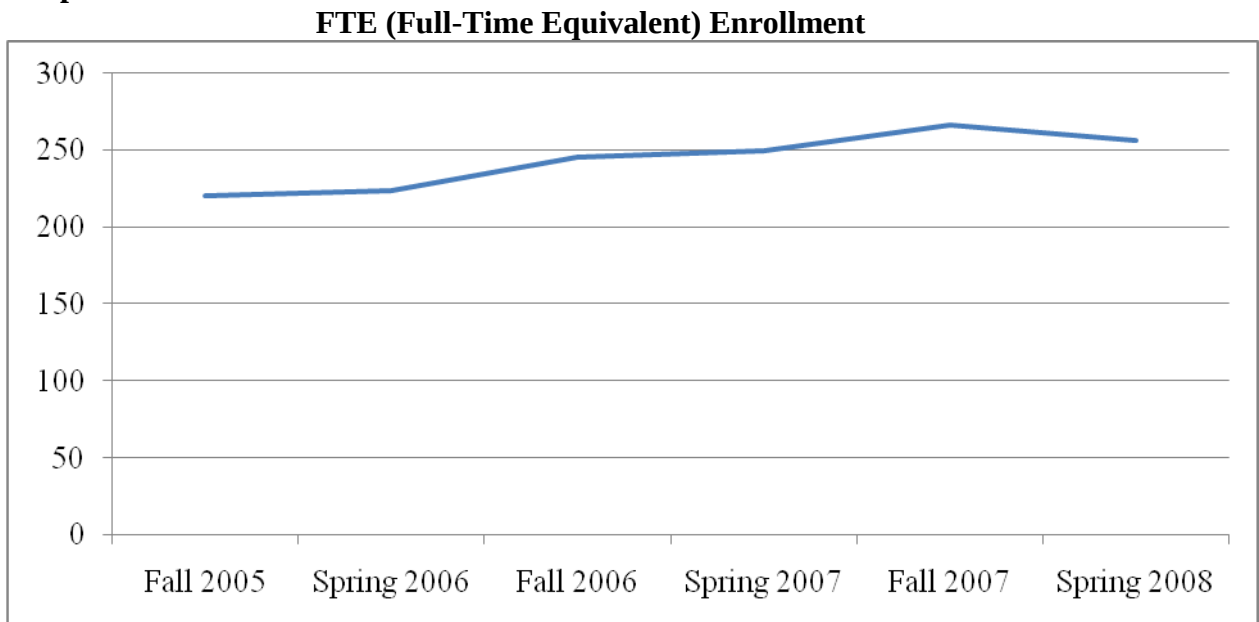
Graph 7.5 – 1

Enrollment (Headcount)



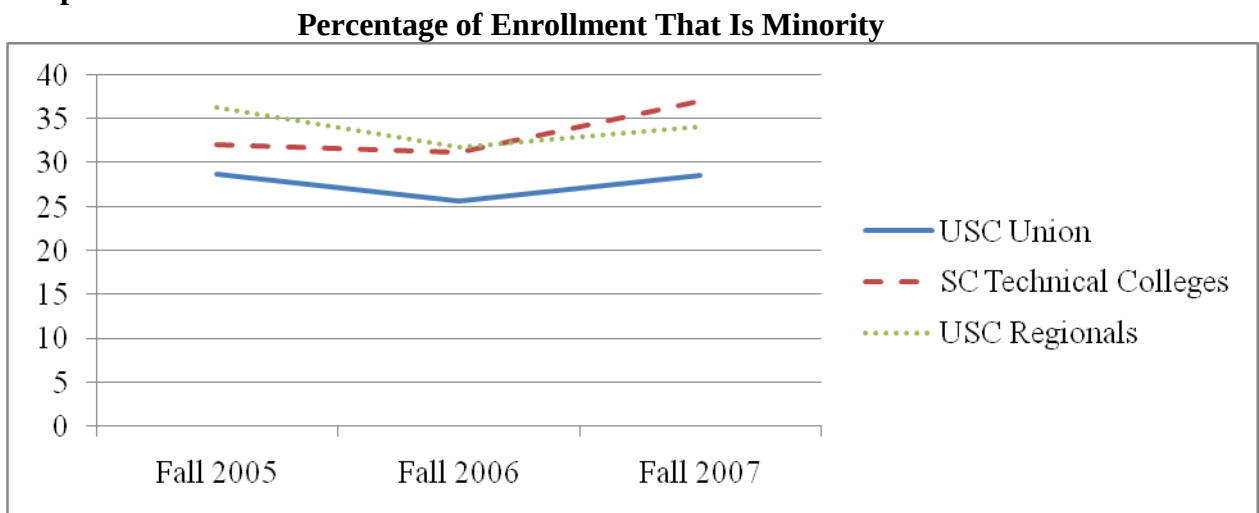
USC Union has maintained a headcount enrollment at or near 400 for the last three semesters.

Graph 7.5 – 2



USC Union FTE enrollment has maintained an FTE enrollment at or near 250 for the last four semesters.

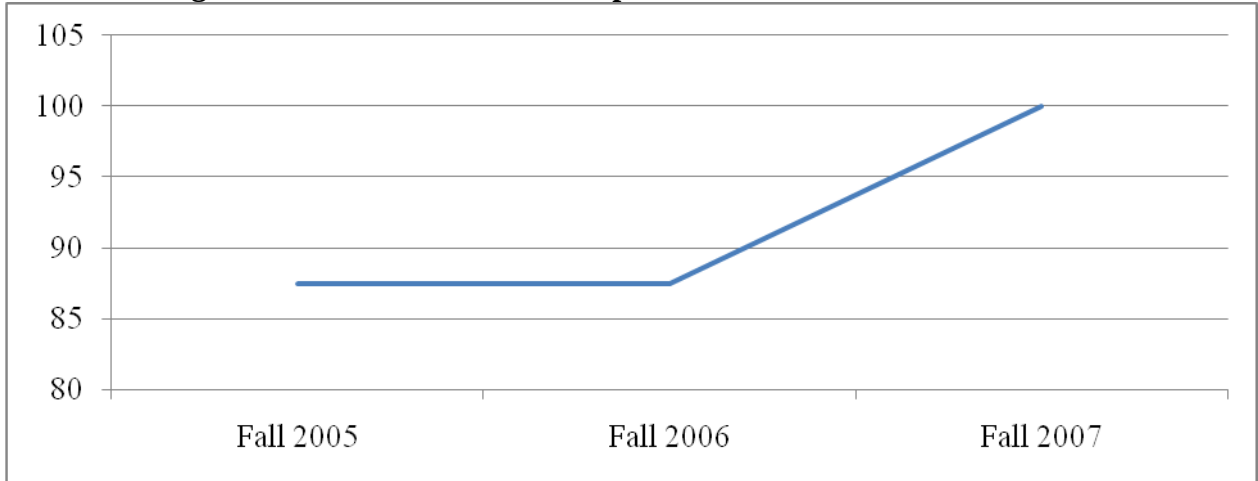
Graph 7.5 – 3



USC Union is trending upward in minority enrollment but lags behind the other USC regional campuses and the S.C. technical colleges.

Graph 7.3 – 4

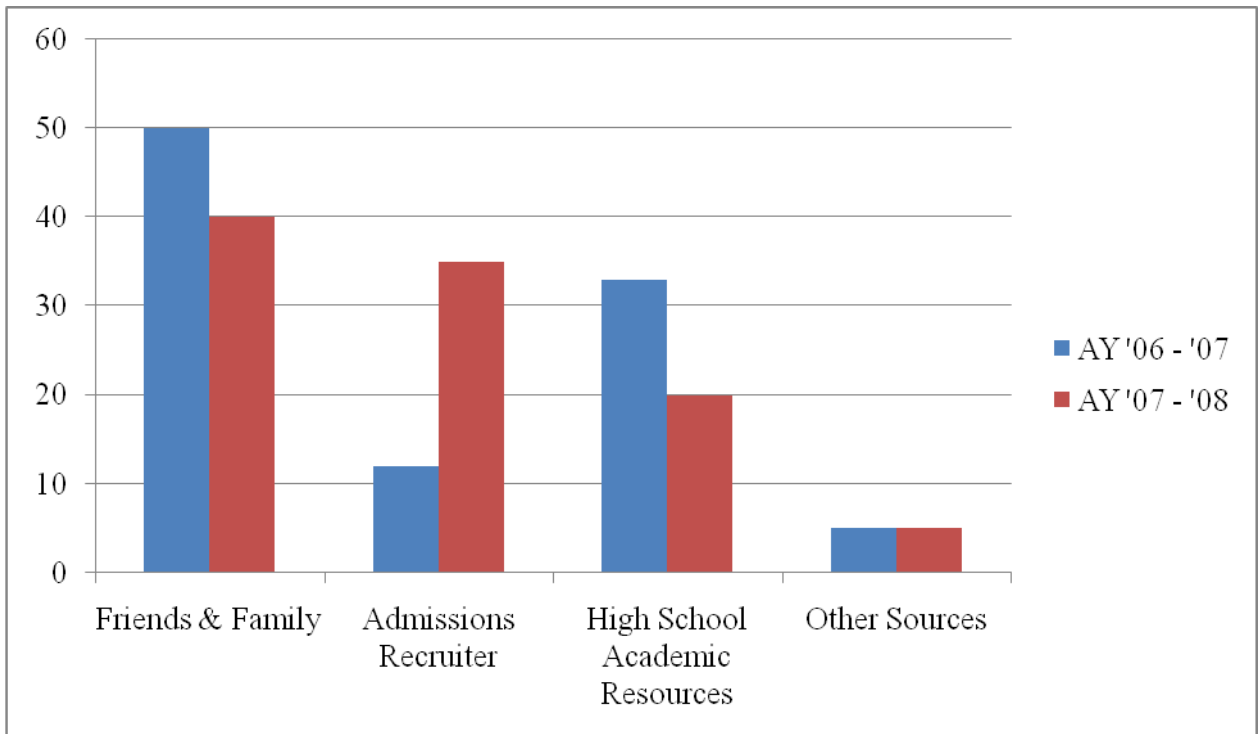
Percentage of Service Area Counties Represented in USC Union Enrollment



USC Union has achieved enrollment of students from all of the counties in the service area.

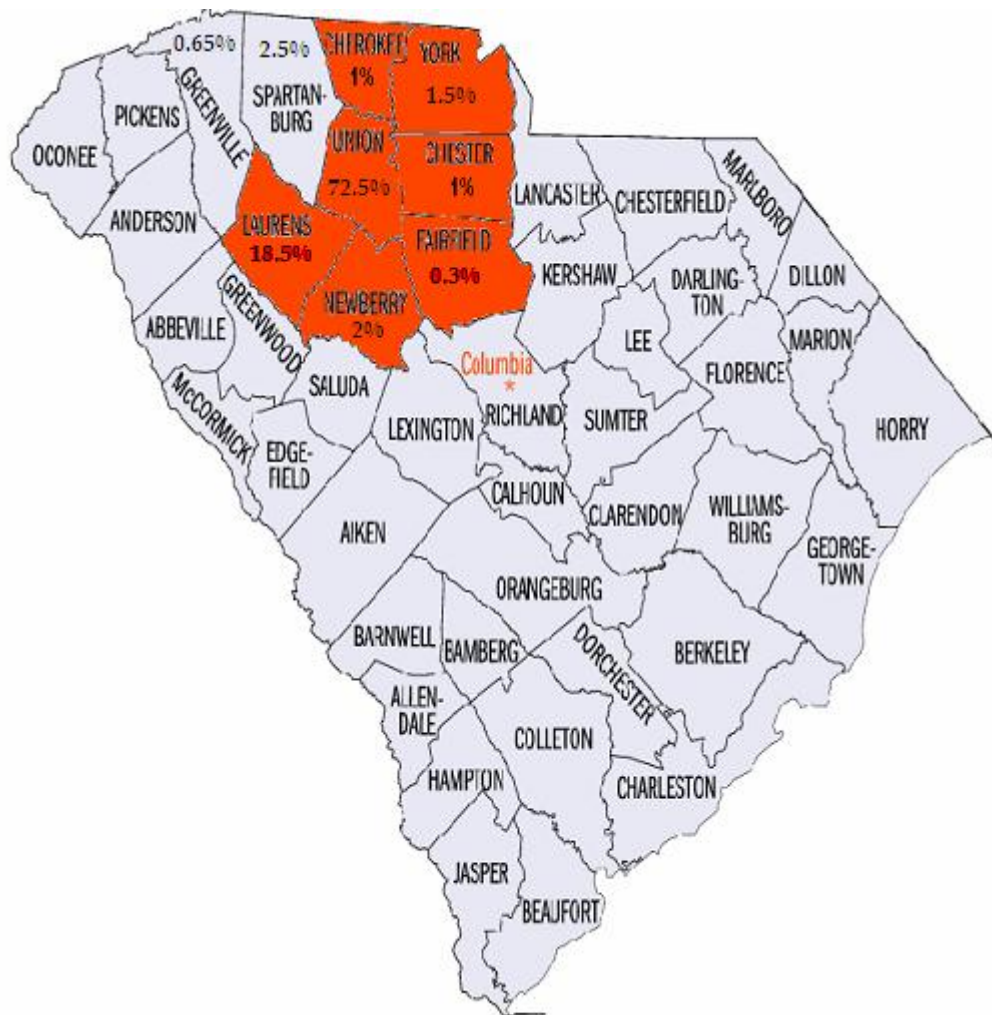
Graph 7.5 – 5

Methods of Students Awareness of USC Union Prior to Enrollment



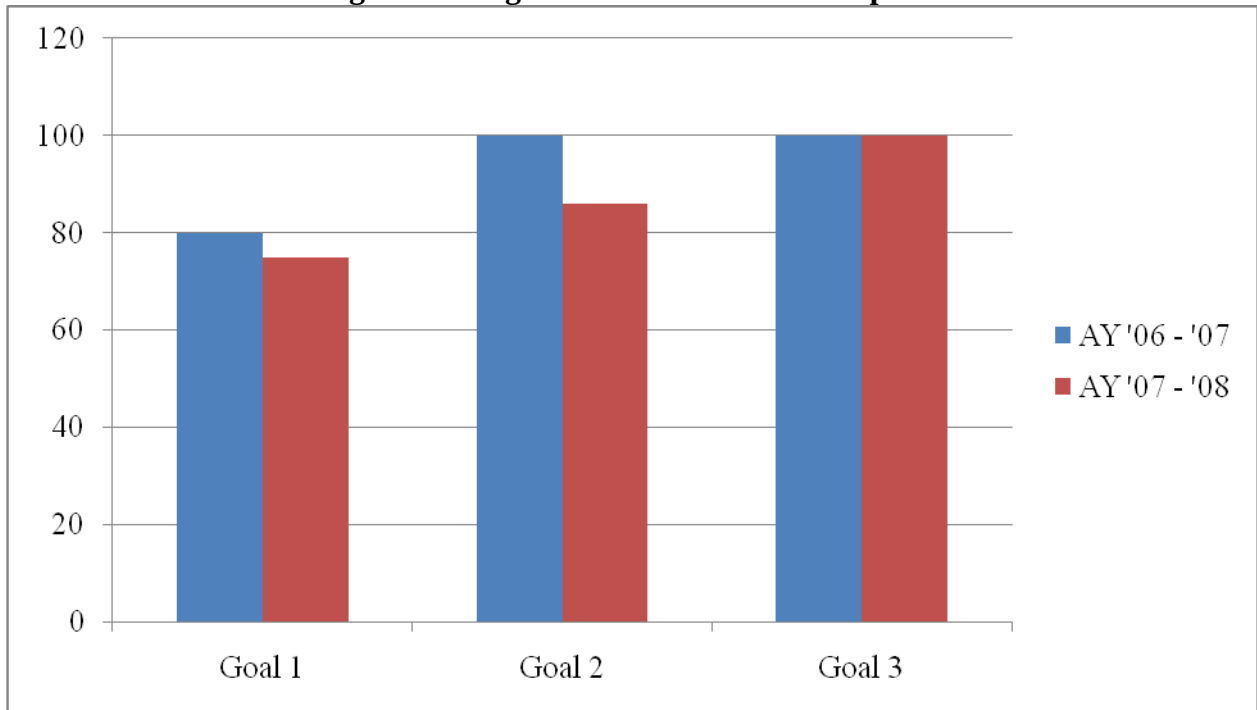
The addition of an admissions recruiter who visits service area high schools has caused a shift in the way students become aware of USC Union.

USC Union Student Counties of Origin (Percentage of Headcount Enrollment)



Graph 7.6 - 1

Percentage of Strategic Plan Action Plans Completed



USC Union maintains a high percentage of strategic plan action plans completed.

Chart 7.6 – 2

Campus Accident/Security Data

Accidents/Emergencies	Number of Incidents
Student Injuries	0
Employee Injuries	1
Campus Emergencies	1