Accountability Report Transmittal Form

Agency Name: University of South Carolina Union

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Annual Accountability Report
Fiscal Year 2010-2011

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Section I: 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: 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 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. 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 works with technical colleges (Spartanburg Community College and Piedmont Technical College), a four year USC system institution (USC Upstate), the other units of the USC Regional Campuses System, and USC Columbia to develop programs and increase access to higher education for students in our service area. Five of six main classrooms have advanced technological capabilities. A new classroom/computer lab is currently under construction. All of the aforementioned cooperative efforts are at the heart of Strategic Goal #1: "Increase enrollment through development of new programs, enhancing existing curriculum, and improving retention."

USC Union is continuing to develop four-year programs, to add to the faculty ranks, and to improve student services.

Development of 4-year degree options via distance education has also been part of the long-term strategy. Work continues with USC Columbia on developing new 4-year Palmetto Programs degrees to address the needs of local students. A Bachelor of Arts in Organizational Leadership (BOL) has recently been added to Palmetto Programs offerings to prepare students for careers in the private sector. To prepare for the growth of Palmetto

Programs and other programs using smart classrooms, an additional information technology specialist has been hired to focus on the needs of the smart classrooms and distance learning students.

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

> *Goal 1:* Create a model centered on resource self-reliance based on increasing revenues through the expansion of existing programs and development of new programs while decreasing non-instructional costs.
>
> *Goal 2:* Enhance the environment at USC Union to develop a community in which learning is valued for its economic, cultural, and social contributions to the individual and the community.
>
> *Goal 3:* Continue the transformation of the image of USC Union as a dynamic and progressive institution.

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

A SWOT analysis employing some of the stakeholder members' perspectives was
developed for the 2007 – 2008 report. A review by the strategic planning team in summer
and fall 2011 had the following revisions:

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)	Brand image of USC Union. University often seen as college of last resort, not first choice.
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**
Partnerships with Spartanburg Community College, Adult Ed, and other entities	Declining population and industrial base
Concurrent programs	Poor economic development; global economic recession
Continuing Education Program can help make USC Union more relevant to the community	Other colleges (Spartanburg Community College, South Carolina technical colleges, Limestone College)
Economic instability makes college more attractive to potential students in our market	Likelihood that recent state budget cuts will be permanent

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

Since the introduction of this report in 2006, the Blueprint for Quality Improvement
(Strategic Plan) and the Accountability Report have together formed the primary
conceptual framework for the operation of USC Union. Strategic planning and institutional

improvement continue to be a major focus of the institutional leadership. 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) participate regularly in planning for institutional improvement. This approach works to inculcate all the major subunits of the University with the strategic planning/accountability report framework.

The Strategic Planning Committee's primary focus on increasing enrollment has been extremely successful, and USCU enjoys consistently strong enrollment. A continuing focus on student services and strategic hiring have added numerous student activities and additional faculty to the USCU campus

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 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 students, USC Union makes additional degree programs and coursework available by partnering with other units of USC Columbia.

- ❖ **Palmetto Programs –** Palmetto Programs offers two degree programs at USC's Regional Campuses: the Bachelor of Liberal Studies and the BOL referred to above. These are designed to enable students with a significant number of college credits to complete a bachelor's degree without having to travel great distances or quit or cut back employment. 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.

- ❖ **Bachelor of Science in Technology Support and Training Management (TSTM)** – A degree program of the College of Hospitality, Retail, and Sport Management USC Columbia program for students at the regional campuses offered via distance education. The degree program prepares students for technical career fields, such as Database Administration, Local Area Network (LAN) Administration, Corporate Training Development, Telecommunications, and E-Commerce Consultant.

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

❖ **Students:** English, Math, Natural Science and Humanities/Social Sciences assessment data (Charts 7.1-1 to 7.1-4), graduation rates (Graphs 7.1-5, 7.1-6), minority retention (Graph 7.1-7), student satisfaction with instruction and services (Graph 7.2-1).

❖ **Alumni & Friends:** gifts (Graph 7.3-3)

❖ **Business & Industry**

❖ **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)

We do not really collect any data for business & industry.

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	9	26
Staff	20	13

II. 5. The regulatory environment in which USC Union operates: USCU is 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 and Executive Dean for System Affairs 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, there is a separate system of faculty governance authority over curricular matters, which included representation on the Regional Campuses Faculty Senate and the Columbia Faculty Senate.
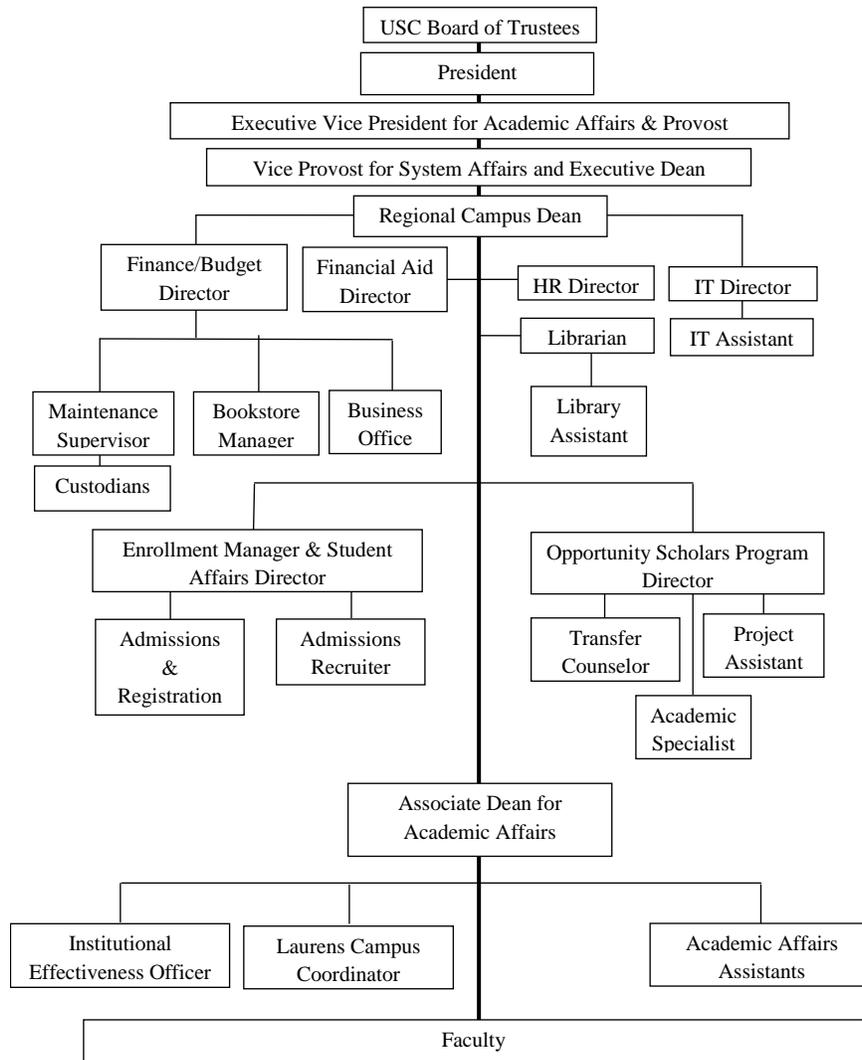
II. 7. USC Union's key suppliers and partners are students; community and feeder schools; city and county governments; alumni and friends; employers, business and industry; USC Columbia; South Carolina Lottery Commission; and U.S. Department of Education.

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 (negative) are location, population stagnation/decline, economic decline, and tuition costs relative to the technical colleges; positive factors include tuition relative to four-year institutions, quality of instruction, customer service, co-branding with USC Columbia and the USC system, and availability of 4-year degree programs. In addition, the University faces 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 requirements (the USC System has increased tenure and promotion requirements for new faculty); adjunct faculty hiring (USC System requires adjunct faculty to have relatively high educational qualifications whereas many of the competitor colleges do not; salary competition with other institutions makes hiring quality adjunct faculty difficult; identifying qualified faculty in key areas); and an aging physical plant, particularly historic buildings that are costly to maintain.

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

II. 12. Organizational Structure

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                         │ USC Board of Trustees │
                         ├─────────────────────┤
                         │      President       │
             ┌───────────┴──────────────────────────────┐
             │ Executive Vice President for Academic Affairs & Provost │
               ┌──────────┴───────────────────────────┐
               │ Vice Provost for System Affairs and Executive Dean │
                      ┌────────┴──────────────┐
                      │  Regional Campus Dean  │
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| Finance/Budget Director | Financial Aid Director | | HR Director | IT Director |

| | | | Librarian | IT Assistant |

| Maintenance Supervisor | Bookstore Manager | Business Office | | Library Assistant |

| Custodians |

| Enrollment Manager & Student Affairs Director | | Opportunity Scholars Program Director |

| Admissions & Registration | Admissions Recruiter | | Transfer Counselor | Project Assistant |

| | | | | Academic Specialist |

| Associate Dean for Academic Affairs |

| Institutional Effectiveness Officer | Laurens Campus Coordinator | | Academic Affairs Assistants |

| Faculty |

II. 13 Accountability Report Expenditures, Other Expenditures, Major Program Areas

II. 13. Accountability Report Appropriations/Expenditures

USC Union Accountability Report Appropriations/Expenditures Chart

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 1,639,309	$ 690,000	$ 1,692.617	$ 631,000	$ 1,598,404	$ 501,000
Other Operating	$ 2,250,810	$ -	$ 2,940,024	$ -	$ 2,589,289	$ -
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 458,211	$ 128,301	$ 466,431	$ 115,001	$ 431,291	$ 88.341
Non-recurring	$ -	$ -	$ 53,823	$ -	$ 156,660	$ -
Total	$ 4,348,330	$ 818,301	$ 5,152,895	$ 746,001	$ 4,775,644	$ 589,341

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	$ -	$ -
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

Note: The Non-recurring is the ARRA Federal Stimulus Funds. IN FY 10 $53,823 was spent of the budget of $138,095.

Program Number	Major Program Area and Purpose (Brief)	FY 08-09 Budget Expenditures		FY 09-10 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: Federal: Other: Total: % of Total Budget:	818,301 0 265,890 1,084,191 24.93%	State: Federal: Other: Total: % of Total Budget:	746,001 46,214 392,358 1,184,573 22.99%	7.3-3 7.3-4
548	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: Federal: Other: Total: % of Total Budget:	0 152,063 18,422 170,485 3.92%	State: Federal: Other: Total: % of Total Budget:	0 128,748 12,010 140,758 2.73%	7.3-3
549	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing	State: Federal: Other: Total:	0 0 258,059 258,059	State: Federal: Other: Total:	0 0 294,841 294,841	7.3-3 7.3-4

	services, and academic administration.	**% of Total Budget: 5.93%**	**% of Total Budget: 9.17%**	
550	**Student Services-Student focused activities to include admissions, health, athletics, registration, academic advising, student organizations, and other student services.**	**State: 0** **Federal: 273,758** **Other: 266,340** **Total: 540,098** **% of Total Budget: 12.42%**	**State: 0** **Federal: 205,711** **Other: 266,952** **Total: 472,663** **% of Total Budget: 9.17%**	**7.3-3** **7.3-4**
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: 201,979** **Total: 201,979** **% of Total Budget: 4.64%**	**State: 0** **Federal: 2,838** **Other: 382,216** **Total: 385,054** **% of Total Budget: 7.47%**	**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 the form of current funds, both restricted and unrestricted.**	**State: 0** **Federal: 680,826** **Other: 720,382** **Total: 1,401,208** **% of Total Budget: 32.33%**	**State: 0** **Federal: 1,215,755** **Other: 798,427** **Total: 2,014,182** **% of Total Budget: 39.09%**	**7.3-3** **7.3-5** **7.3-8**

553	**Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.**	State:	0	State:	0	7.3-3
		Federal:	0	Federal:	0	7.3-4
		Other:	151,295	Other:	175,029	7.3-7
		Total:	151,295	Total:	175,029	
		% of Total Budget:	3.48%	% of Total Budget:	3.40%	
554	**Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.**	State:	0	State:	0	7.3-3
		Federal:	0	Federal:	12,918	7.3-4
		Other:	541,015	Other:	472,877	
		Total:	541,015	Total:	485,795	
		% of Total Budget:	12.44%	% of Total Budget:	9.43%	
	Grand Total	State:	818,301	State:	746,001	
	Grand Total	Federal:	1,106,647	Federal:	1,612,184	
	Grand Total	Other:	2,423,382	Other:	2.794,710	
	Grand Total	Total:	4,348,330	Total:	5,152,895	

Section III: 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 Accountability 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), and plans are to revisit the mission statement in the upcoming year. 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. The USC Union Blueprint for Quality Enhancement is developed annually by a joint effort of the senior leaders who serve on the Strategic Planning Committee. The strategic plan is 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.

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.

C1.2 To accomplish the organization's objectives, improve performance, and achieve the goals set forth in the institutional vision, USC Union senior leaders have traditionally used a variety of formal and informal processes, the most prominent of which are the EPMS system for staff members, the annual review system for faculty, CHE performance indicators, and the strategic planning process.

C1.3 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 and professional development through flex-time policies that enable employees to enhance their educations without requiring significant reductions in work hours. 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. Yearly meetings are held for faculty and staff where the focus is reviewing the mission, developing stakeholder feedback, and creating an environment of assessment/feedback and continuous improvement.

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. Staff members are given leadership roles in various ways, including search committees, university service, and community service.

C1.6 USC Union's senior leaders communicate with, empower, and motivate all faculty and staff members through a commitment to allow employees wide discretion in performing their jobs. The Dean and Associate Dean attend all meetings of the Faculty Organization, the Regional Campus Faculty Senate, and the Staff Organization. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

C1.7 In addition to ongoing dialogue through a variety of media, 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 annual evaluations by staff and full-time faculty 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 and services (Graph 7.2-1) and student success in baccalaureate degree programs (Graph 7.1-6) is shared with the appropriate divisions to work on solving problems and improving processes on a continuous basis.

C1.9 USC Union anticipates adverse impacts by engaging in a detailed analysis of all assessment data, cohort demographic information, success rate data, and student satisfaction surveys. Key compliance measures include assessment data, student success rate, and retention data.

C1.10 USC Union's senior leaders are quite active in community affairs, both at the formal and informal levels. The Dean is an active member of the Union County Rotary Club, the Union Arts Council, the Union County Historical Society, and the Union County and

Laurens County Chambers of Commerce; and regularly participates in the activities of the Upstate Workforce Planning Board; and sits on a number of committees. The Human Resource Director, Budget Director and Enrollment Services Director are involved in a variety of civic organizations.

In terms of the informal levels of influence, USC Union constitutes a center of discussion because it hosts many public meetings. USC Union has some of the best meeting facilities in the area. Some noteworthy examples are:
- ❖ meetings and training sessions for Union city, county and school district officials are held on campus
- ❖ the Union County Arts Council holds juried art shows and music concerts on campus
- ❖ public officials hold "town hall" meetings and political forums on campus

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. The expansion of the Strategic Planning group to include the institutional effectiveness officer, the budget officer, the Academic Dean and the director of human resources over the past several years has improved the USC Union is continuing to transition from an approach wherein planning and implementation were centralized in the Office of the Campus Dean to a broad based approach in which all senior administrators are required to participate. Specifically, a process has been created 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 and the USC system's processes are not yet fully aligned with the strategic planning/Accountability Report approach.

	USC Union	Strategic Plan (6/15/2008)	
Program Number	Supported Agency	Related FY 09-10 Key Agency	Key Cross References for

& Title	Strategic Planning Goals/ Objectives	Action Plan/Initiative(s)	Performance Measures*
Goal I	Increase enrollment through the expansion of existing programs and the development of new programs.	1. Expand existing academic programs a. Pursue development of joint programs with UCHS. b. Pursue expansion of concurrent program at UCHS and other high schools in the service region. c. Create an Army ROTC program. d. Pursue refocusing of Laurens Higher Education Center program to BLS/BOL completion. 2. Develop new academic programs. a. Develop plan for offering courses at the Upstate Technological Center. b. Pursue development of a joint program with USC Upstate allowing students to complete a BSN degree. c. Pursue development of internships/apprenticeships for BOL program.	7.1-5 7.1-6 7.1-7 7.1-8 7.2-2 7.2-4 7.4-2 7.5-1 7.5-2 7.5-3 7.5-4 7.5-5 7.5-6 7.6-1
Goal II	Improve student learning.	1. Improve student learning outcomes. a. Integrate continuous improvement process with respect to student learning outcomes. 2. Improve learning environment. a. Pursue expansion of biology & chemistry labs. b. Investigate developing wireless internet capabilities & security cameras. c. Pursue classroom technology upgrades.	7.1-1 7.1-2 7.1-3 7.1-4 7.2-2 7.3-4 7.3-8 7.6-1
Goal III	Transform the image of USC Union.	1. Develop a master plan. a. Project long and short term growth patterns within a vision of campus. 2. Develop a comprehensive marketing plan. a. Improve web presence. b. Pursue development of alumni program.	7.2-3 7.3-5 7.3-6 7.3-8 7.5-1 7.5-2 7.5-3 7.5-4 7.5-5 7.5-6 7.6-1

Category 3 – Student, Stakeholder, and Market Focus

C3.1 The mission of USC Union is to give the people of Union and surrounding counties an intellectual, social, cultural and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning. USC Union offers the first two years of courses for most university curricula and awards the general Associate of Arts and Associate of Science degrees. In terms of student needs, the Mission of USC Union and other regional campuses has defined the student and market segments as being primarily focused on non-residential college transfer populations. In short, the mainstay of USC Union's operation is to offer coursework for students to transfer to four-year colleges and universities. As such, the 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) in a number of majors from the humanities and social sciences as well as a new Bachelor of Arts in Organizational Leadership (BOL) degree. A degree in Technology Support and Training Management (TSTM) from the College of Hospitality, Retail and Sports Management is also available to USC Union students. Additional programs in nursing, business and criminal justice are being pursued. The expansion of the bachelor's degree programs is making USC Union a more viable option for students who wish to obtain a four-year degree but are unable to do so due to socioeconomic constraints.

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. 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 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 team whose membership changes due to the needs of the University. In 2009 the team consisted of the Dean, Associate Dean, Institutional Effectiveness Officer and Business Manager. 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.

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. The IEO is also responsible for all data collection and assessment processes internally at USC Union. All USC Union Strategic Plans, General Education Assessment Plans and CHE reports are available on the USC Union website.

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.

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, natural sciences, social sciences and humanities course competencies (Charts 7.1-1 to 7.1-4), first-year student success (Graph 7.1-5), graduation rates (Graphs 7.1-6, 7.1-7), minority retention (Graph 7.1-8). Each of these measures is collected annually.
- ❖ **Educational Compliance:** CHE reports. Each of these measures is collected annually.
- ❖ **Customer Satisfaction:** student satisfaction with instruction (Graph 7.2-1) (Fall and Spring), collaboration with other institutions, business and civic organizations

(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, Associate 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. 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, Associate 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 – April) 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. 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. 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. The Associate Dean serves as the supervisor for all full-time and adjunct faculty members. Faculty career progression is built into the tenure and promotion system. 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 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 and Associate Dean; the Peer Review conducted by faculty under the auspices of the Faculty Organization; the Distinguished Teaching Award 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 SGA membership).

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, Associate 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, outlined in a [Hazardous Weather and Emergency Leave Policy](). 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, 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.

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 in the [USC Faculty Manual]().

- ❖ 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. In accordance to these regulations, academic programs and requirements, as well as student rights and responsibilities at USC Union are described in the USC Union Academic Bulletin.

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, Associate 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, Associate 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 seven General Education Outcomes mandated by USC that were revised in 2008 – 2009. USC Union assessed English/writing and mathematics/statistics (year 3 of assessment), biology and chemistry (year 2 of assessment); history, Spanish, sociology and psychology (first year of assessment) in 2008 – 2009. New learning outcomes that were developed this year will be assessed in 2009 – 2010.

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 7.1-5/7.1-8) are used to target their expenditures. The Opportunity Scholars Program offers academic services to first-generation college students through a federally funded TRIO grant.

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 Business Manager 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 County Higher Education 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.

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 – Critical Reading & Composition	**3.1**	**4**	**Students score statistically significantly higher on the post-test.**
ENGL 102 – Rhetoric & Composition	**3.3**	**3.7**	**Students 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" and 4 – 5 being "good". 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	50
MATH 115 – Precalculus Mathematics	25
MATH 122 – Calculus for Business Administration & Social Sciences	61
MATH 141 – Calculus I	88
MATH 142 – Calculus II	75
MATH 221 – Basic Concepts of Elementary Math I	60
STAT 201 – Elementary Statistics	60

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 Assessment Analysis

Course	Percentage Scoring At Least 70% on Post-Test
BIOL 101 – Biological Principals I	92
BIOL 110 – General Biology	81
BIOL 232 – Anatomy	76
BIOL 242 – Human Physiology	73
BIOL 250 – Microbiology	94
CHEM 101 – Fundamental Chemistry I	94
CHEM 102 – Fundamental Chemistry II	72
CHEM 111 – General Chemistry I	94
CHEM 112 – General Chemistry II	95

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

Chart 7.1 - 4
USC Union Humanities & Social Sciences Course Assessment Analysis

Course	Percentage of Students Scoring At Least 70% on Post-Test
ARTH 105 – History of Western Art I	83
ARTH 106 – History of Western Art II	77
ARTH 343 – African Art	89
ENGL 102 Term Paper	77
ENGL 282 – Fiction	91
FILM 180 – Film Studies	76
HIST 101 – European Civ. I	63
HIST 102 – European Civ. II	45
HIST 111 – History of U.S. I	63
HIST 112 – History of U.S. II	65
PHIL 102 – Intro. to Philosophy	50
POLI 201 – American National Government	81
PSYC 101 – Intro. to Psychology	83
SPAN 109 – Beginning Spanish I	61
SPAN 110 – Beginning Spanish II	65
SPAN 122 – Basic Proficiency Spanish	82
SPCH 140 – Public Speaking	86
SOCY 101 – Introductory Sociology	48
THEA 200 – Theatre App.	93

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

Graph 7.1 – 5
Success Rate (Percentage) of First-Time, Full-Time Degree-Seeking Undergraduate Students
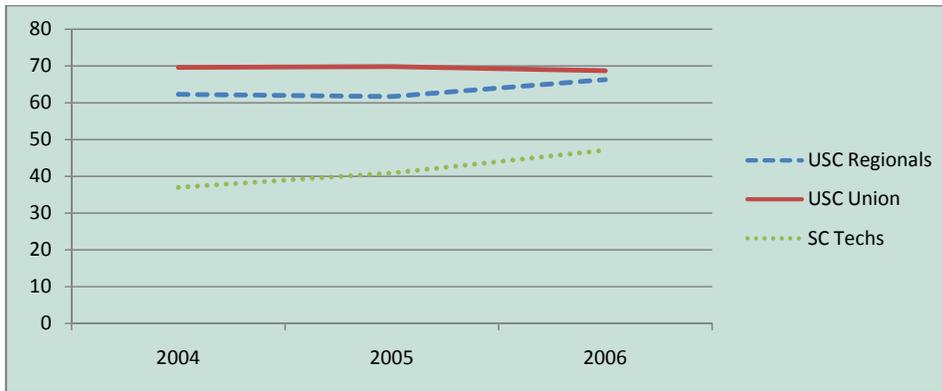
Fewer resources to allocate to instruction due to budget cuts and a smaller enrollment of degree-seeking students have led to a decrease in the success rate of first-time, full-time students. USC Union still maintains a higher success rate than the USC Regional Campuses and S.C. Technical Colleges.

Graph 7.1 – 6
Percentage of First-Time, Full-Time Degree Seeking Undergraduate Students Receiving Degrees in 150% of Program Time
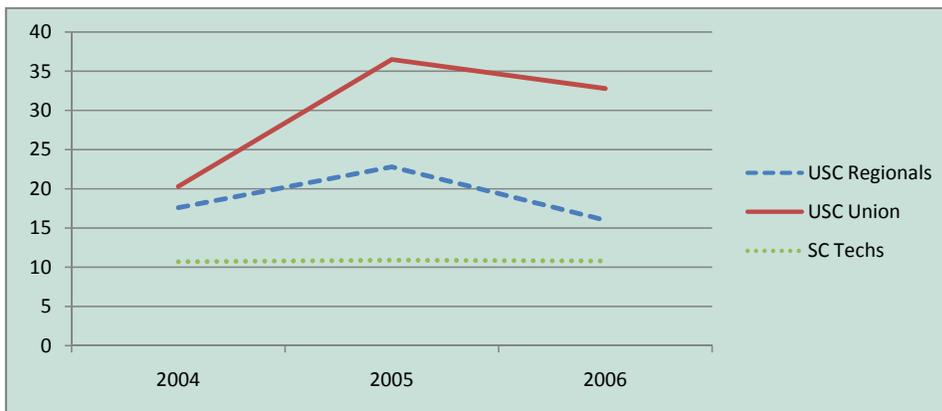
USC Union continues to outperform both the USC Regional Campuses and the S.C. Technical Colleges in the percentage of students receiving associate's degrees.

Graph 7.1 – 7
Percentage of Graduates Receiving a Baccalaureate Degree in 150% (6 Years) of Program Time
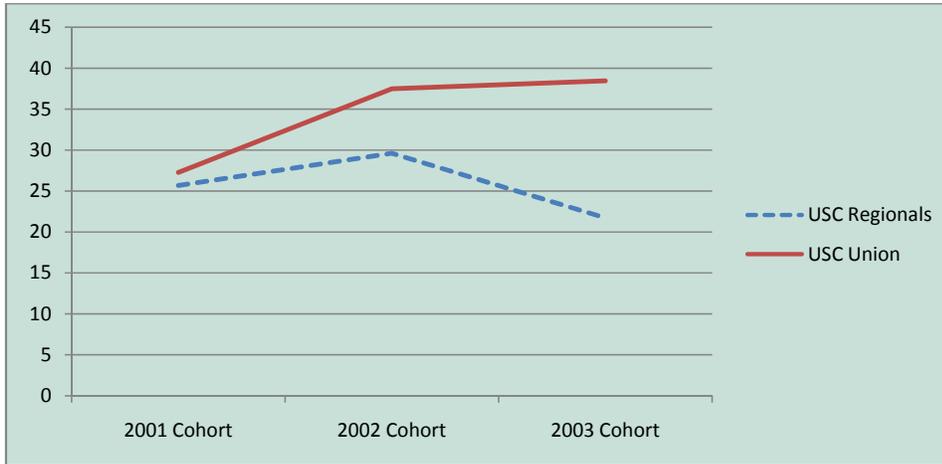
USC Union outperforms the other USC Regional Campuses in the percentage of graduates who attain baccalaureate degrees.

Graph 7.1 – 8
Minority Retention (Percentage of Minority Enrollment Retained)
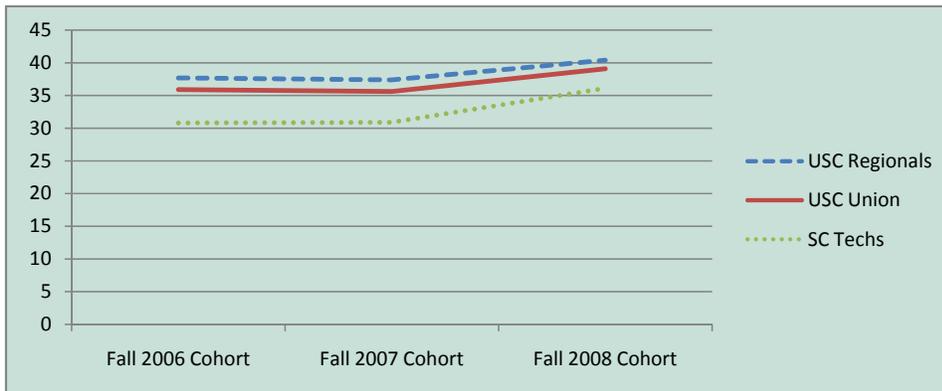
USC Union outperforms the S.C. Technical Colleges and stays competitive with the other USC Regional Campuses in retaining minority students.

C 7.2
Graph 7.2 – 1
 Student Satisfaction with Instruction (Average Score for Course Satisfaction Out of a Maximum of 5)
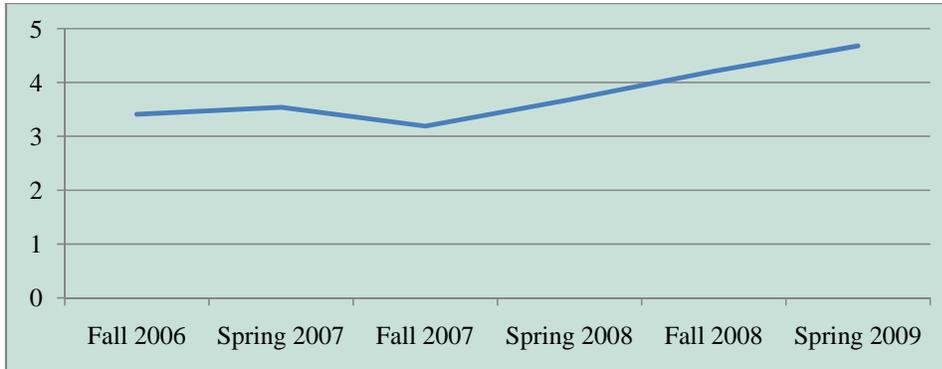
Students are increasingly satisfied with the instructional quality of USC Union.

Graph 7.2 – 2
 Number of Collaborations with Other Institutions, Business & Civic Organizations
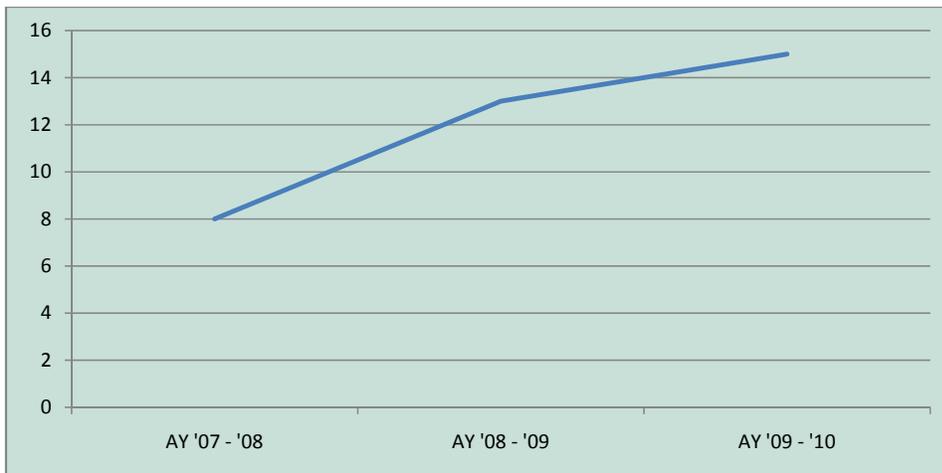
USC Union continues to increase its collaborations with other institutions, business and civic organizations.

Graph 7.2 – 3
   Percentage of Students Very Satisfied or Satisfied with USC Union Services
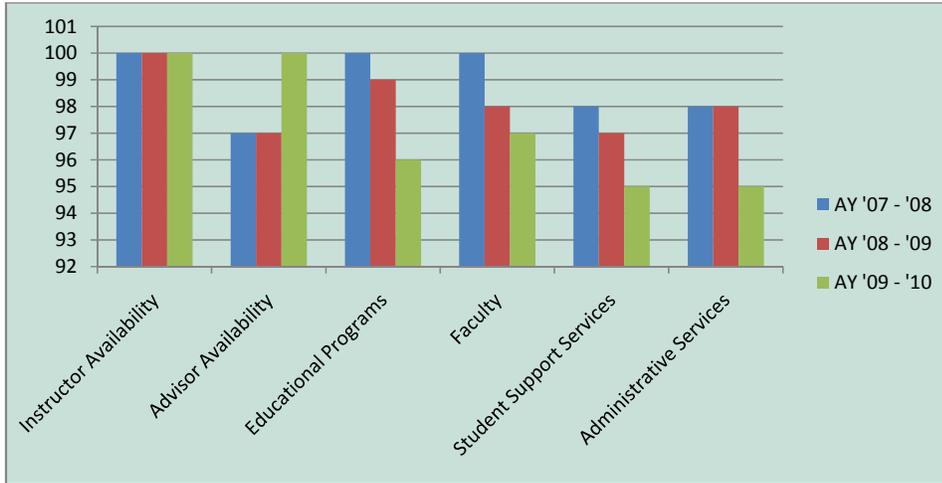
USC Union maintains a high level of student satisfaction with its academic programs and student services.

Graph 7.2 – 4
   Percentage of Graduates Pursuing Further Degrees or Entering the Workforce
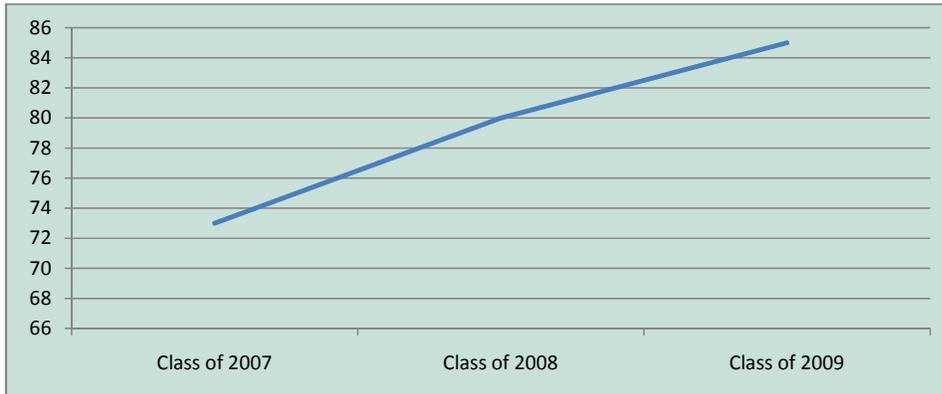
Even in a difficult economic climate, USC Union has a high percentage of students pursuing higher degrees or entering the workforce.

C 7.3
Graph 7.3 – 1

Average Faculty Salary

Average Faculty Salary chart with categories AY '07 - '08, AY '08 - '09, AY '09 - '10 on the x-axis and values from 41000 to 48000 on the y-axis. Three series: USC Regionals (dashed blue), USC Union (solid red), SC Techs (dotted green).
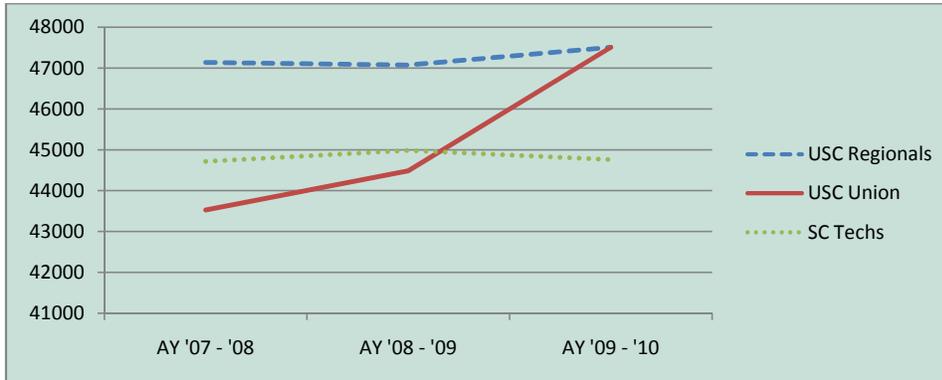
By investing budget dollars to improving instruction in the Strategic Plan, USC Union has become competitive with the other USC Regional Campuses and strongly outperforms the S.C. Technical Colleges with respect to faculty salaries.

Graph 7.3 – 2

Tuition ($)

Tuition chart with categories AY '07 - '08, AY '08 - '09, AY '09 - '10 on the x-axis and values from 4600 to 5300 on the y-axis. Single blue line rising from about 4870 to about 5270.
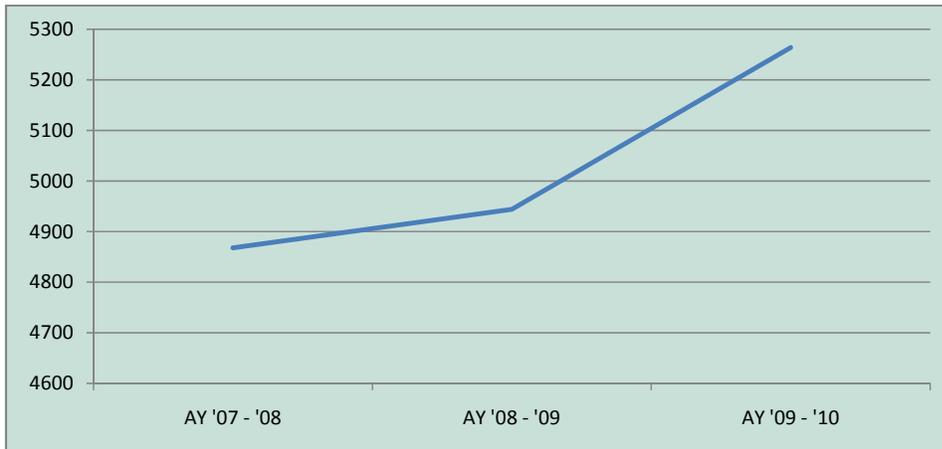
Continued cuts in state appropriations have necessitated that USC Union continue to raise tuition.

Graph 7.3 – 3

Revenues & Expenses ($ millions)
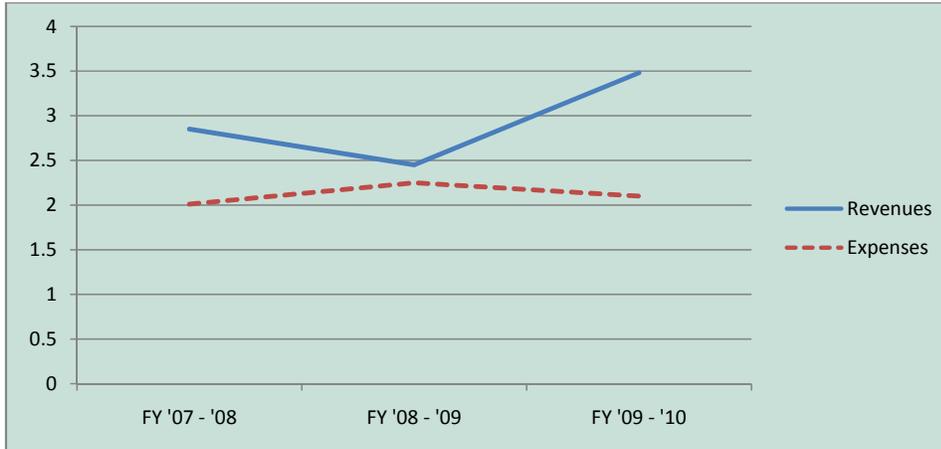
Record enrollments, federal stimulus funds and allocation of budget using the Strategic Plan allowed USC Union to minimize the effects of state budget cuts and to increase the cash on hand.

Graph 7.3 – 4

Instructional & Administrative Costs ($ millions)
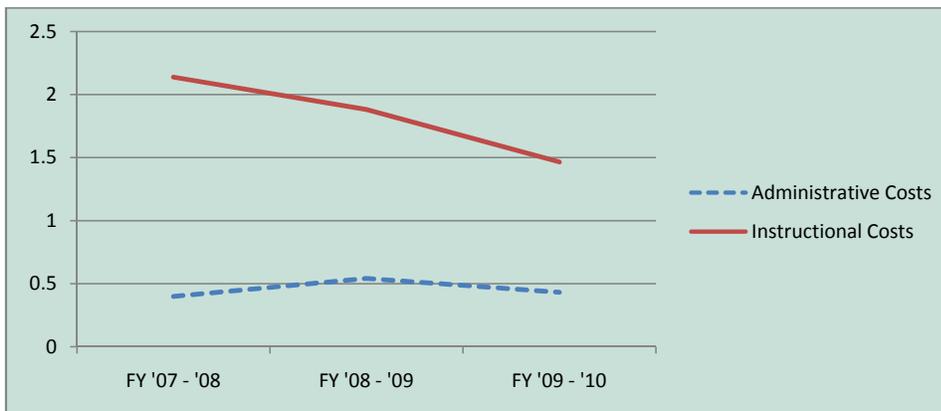
USC Union continues to maintain a high ratio of instructional to administrative costs.

Graph 7.3 – 5

Gifts & Donations ($)

The continued economic malaise led to a decrease in gifts to USC Union.

Graph 7.3 – 6

Operations & Maintenance Expenditures ($)
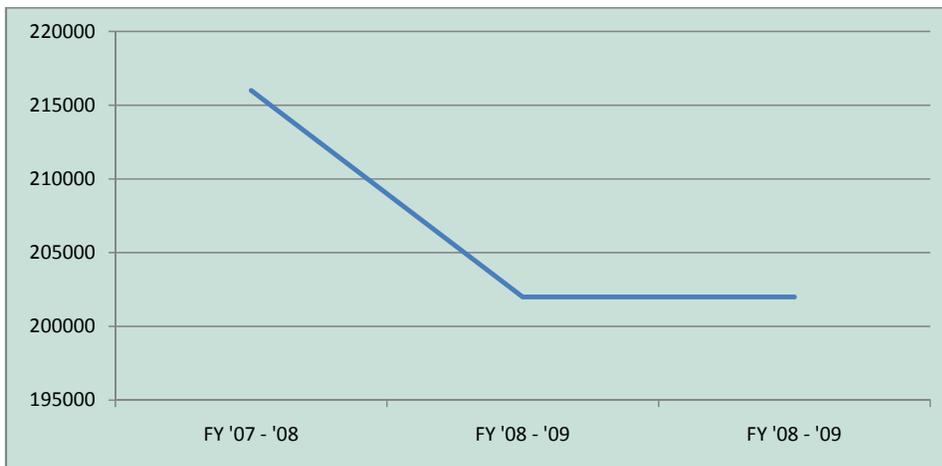
Even with an aging physical plant and responsibility for certain operations at three sites, USC Union has kept operations and maintenance expenditures at a reasonable level.

Graph 7.3 – 7

Auxiliary (Bookstore) Profits ($)
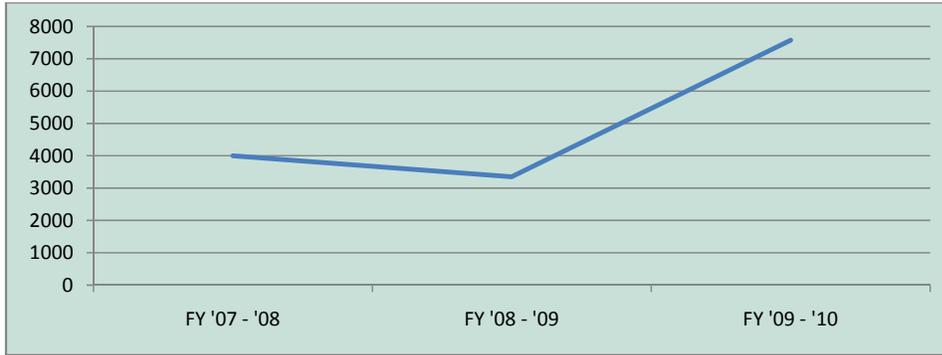
Record enrollments led to a substantial increase in auxiliary profits.

Graph 7.3 – 8

External Grants Funding ($ millions)

Funding to the OSP and Career Start grants was increased leading to an increase in external grants funding.

C7.4

Graph 7.4 – 1
Number of Faculty Publications, Presentations & Performances
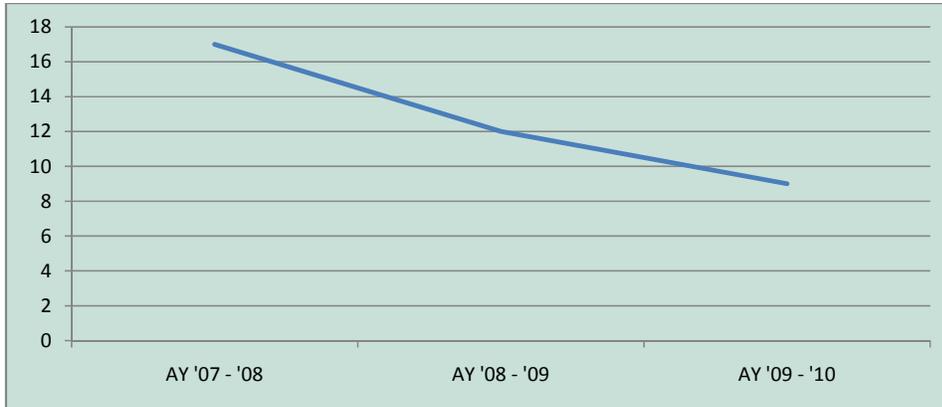
A decrease in grant monies and funds for travel and research led to a decrease in faculty productivity in the areas of publications, presentations and performances.

Graph 7.4 – 2
Percentage of Faculty with Terminal Degrees
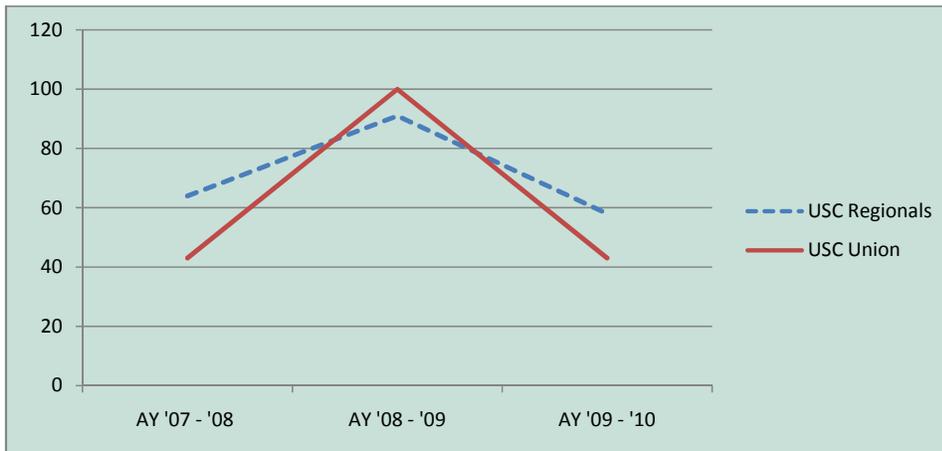
Due to changes in the criteria for a terminal degree as measured by Performance Funding, USC Union lags behind the USC Regional Campuses in the percentage of faculty with terminal degrees.

Graph 7.4 – 3
Percentage of Faculty & Staff Satisfied or Very Satisfied With Their Job
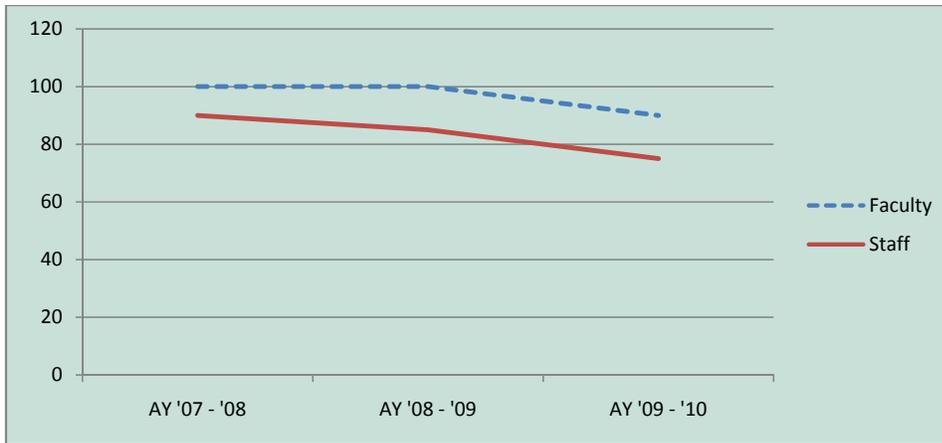
USC Union maintains a high level of faculty and staff job satisfaction, although the trend is decreasing.

Graph 7.4 – 4
Percentage of Faculty & Staff Satisfied with Input & Feedback in Their Job
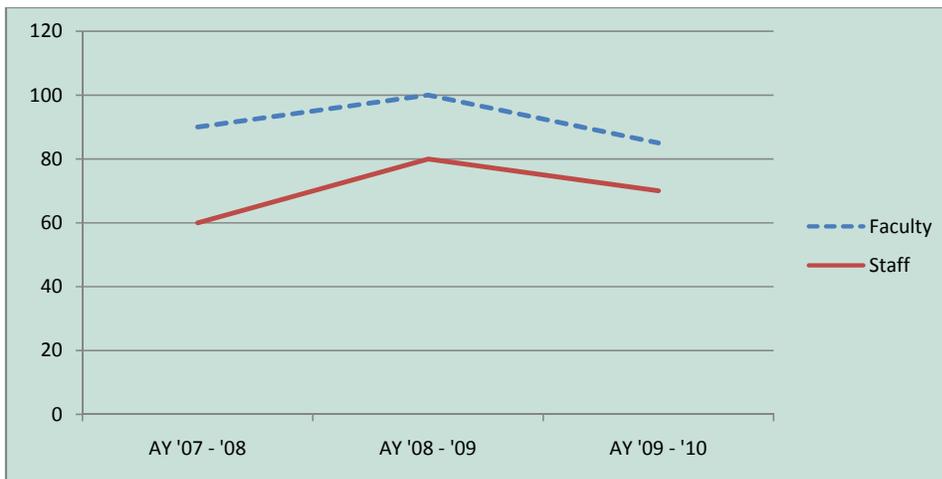
USC Union maintains a high level of faculty and staff satisfaction with job input and feedback, although the trend is decreasing.

C7.5

Graph 7.5 – 1

Enrollment (Headcount)
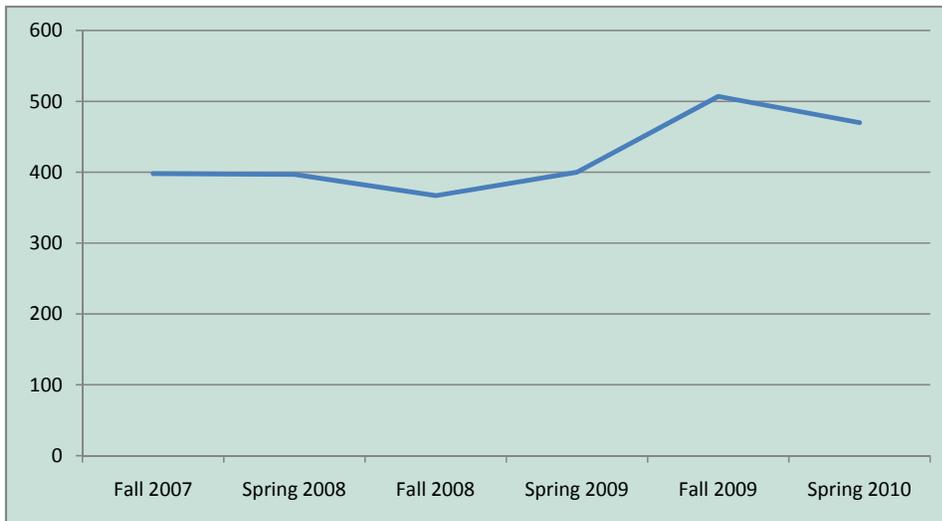
USC Union continues to have cyclical enrollment.
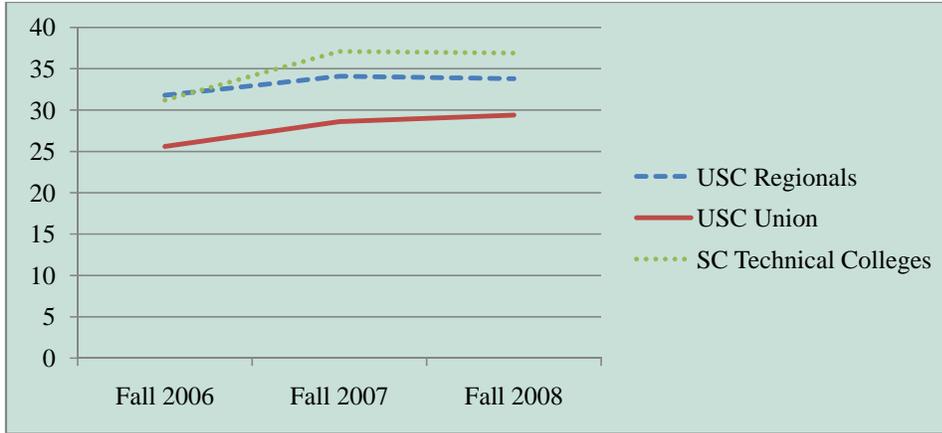
Graph 7.5 – 2

FTE (Full-Time Equivalent) Enrollment
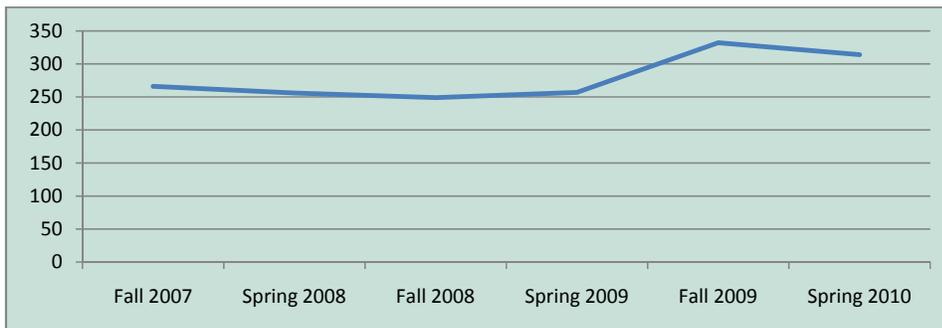
USC Union has started to show increases in FTE enrollment from previous years.
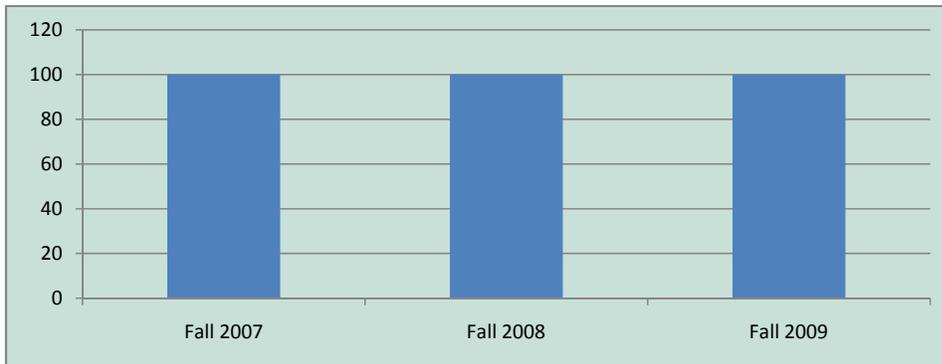
Graph 7.5 – 3

Percentage of Enrollment That Is Minority

USC Union continues to increase minority enrollment but still lags behind the USC Regional Campuses and the S.C. Technical Colleges.
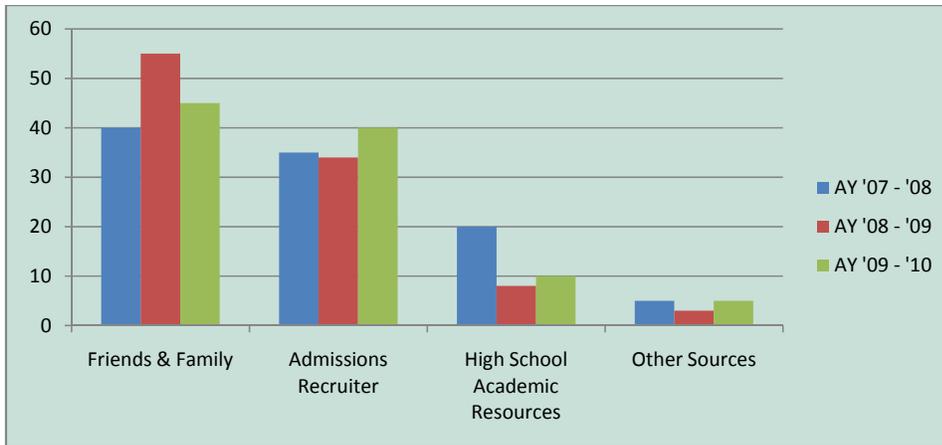
Graph 7.3 – 4

Percentage of Service Area Counties Represented in USC Union Enrollment
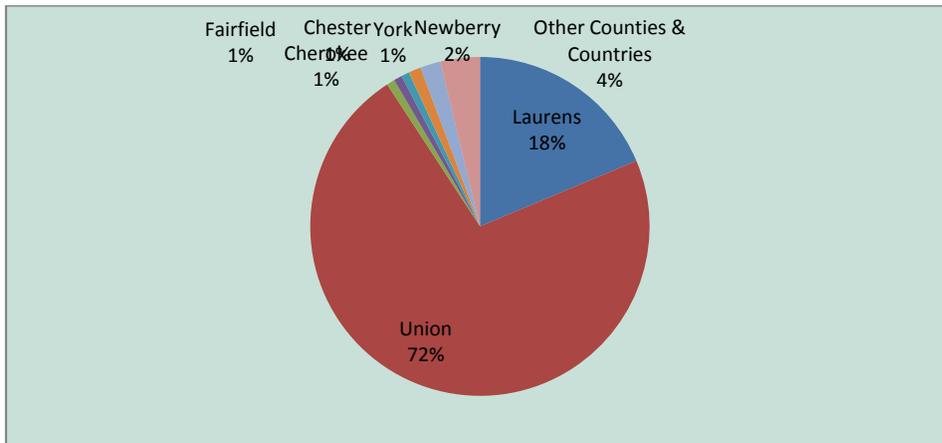

USC Union continues to attract students from each county in its service area.

Graph 7.5 – 5
Methods of Students Awareness of USC Union Prior to Enrollment

Friends and family continue to be the most common way for students to learn about the services provided by USC Union.

Graph 7.5 – 6
USC Union Student Counties of Origin (Percentage of Headcount Enrollment)

C7.6

Chart 7.6 – 1

Percentage of Strategic Plan Action Plans Completed

	Percentage Completed
Goal I	50
Goal II	100
Goal III	50

Chart 7.6 – 2

Campus Accident/Security Data

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