AGENCY NAME:	University of South Carolina Columbia		
AGENCY CODE:	H27	SECTION:	20A

Fiscal Year 2013-14
Accountability Report

SUBMISSION FORM

AGENCY MISSION	The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, USC Columbia is the major research institution of the University of South Carolina system and its largest campus, enrolling approximately 25,000 undergraduate students and approximately 8,000 students in graduate and professional programs. At the heart of its mission lies the University's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life. The University serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. USC Columbia offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Additional opportunities for personal and career development, including an associate degree program at Fort Jackson, are provided to the citizens of South Carolina through outreach and continuing education activities. Through the primary method of classroom and laboratory instruction, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information studies; music; public health; and social work; and in professional programs such as business, law, medicine, nursing, and pharmacy. The depth and breadth of its graduate programs in the arts and sciences, international business, public health, social work, and library and information science distinguishes USC Columbia from all other institutions of higher learning in South Carolina. Recognized by the Carnegie Foundation as a top research and service institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the state system, USC Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary

AGENCY NAME:	University of South Carolina Columbia		
AGENCY CODE:	H27	SECTION:	20A

for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Donald Miles	803-777-2814	dmiles@mailbox.sc.edu
SECONDARY CONTACT:	Nicole Spensley	803-777-2814	spensley@mailbox.sc.edu

I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	
(TYPE/PRINT NAME):	Harris Pastides, Ph.D., USC President

BOARD/CMSN CHAIR (SIGN/DATE):	
(TYPE/PRINT NAME):	Eugene P. Warr, Jr., J.D., Chairman USC Board of Trustees

AGENCY'S DISCUSSION AND ANALYSIS

The University of South Carolina Columbia goals in five areas: Teaching and learning; research, scholarship and creative achievement; service excellence; quality of life on the University campus; and recognition and visibility. These goals support the mission of the University, which is "the education of the state's citizens through teaching, research, creative activity, and community engagement." The University consistently supports the goals and mission and is making great strides towards achieving them.

Teaching and Learning
The strategies and objectives in the area of teaching and learning focus on improving the quality of academic programs, developing faculty, and enhancing the student experience in and beyond the classroom. With over 5,000 first-time, full-time freshmen enrolling in Fall 2013, a quality teaching and learning environment is key. USC Columbia has maintained a low faculty: student ratio to ensure that students receive quality, personalized attention and support. In addition, USC Columbia has many initiatives aimed at achieving this goal, some of which will be discussed below.

Supplemental Instruction sessions are small-group, weekly discussion and review sessions led by qualified and trained undergraduates who attend classes with participating students. Sessions are focused on the course's most recent lecture material. Each student in the study group is involved in the discussion and collaborates with classmates to improve his or her understanding of course content. Over 4800 students were served by Supplemental Instruction in the 2013-2014 academic year, with an average of just over 5 visits per student. The success of this initiative is evident: the more supplemental instruction visits a student receives, the higher the student's GPA, on average. In 2013-2014, students who had only 1 supplemental instruction visit had an average semester GPA of 3.18, while students with 5-7 visits had an average semester GPA of 3.43.

Peer tutoring sessions are conducted one-on-one with an undergraduate tutor that has been trained to facilitate individual discussions on specific course content, as well as study skills and academic habits. Peer tutors have already excelled in the course they tutor. Tutoring sessions are designed to meet students' individual questions and needs and to foster independent learning. Both Fall 2013 and Spring 2014 semesters included over 2200 peer tutoring visits each semester, serving over 1400 students.

Success Connect, an early invention program, seeks to assist students experiencing academic difficulties by connecting students with resources that support successful outcomes. The program encourages faculty and staff to refer students who are missing class, struggling with coursework, or experiencing general academic challenges. Four types of referrals are offered: class absence referrals to identify students not attending class; academic assistance referrals to identify students who may be experiencing academic or transitional difficulties; mid-semester academic reports to identify students experiencing academic distress midway through the semester; and withdrawal referrals to identify students who have expressed interest in withdrawing from the university. Over 450 Success Connect referrals were made in 2013-2014.

Faculty workshops and trainings are held on a variety of topics. Some topics covered during 2013-2014 were: Teaching Creative Thinking, Helping First-Year Students Succeed, Service Learning 101, Be a More Dynamic Classroom Lecturer, Engaging Students in Large Lectures Using Clickers, Teaching Students to Write in their Discipline, Responding Effectively to Student Writing, and Crafting Effective Learning Outcomes. Usage data for these initiatives is included in the Performance Measurement worksheet.

The effectiveness of the above-mentioned initiatives is indicated by a variety of measures, which are included in the Performance Measurement worksheet. Some additional highlights include the fact that over 88% of freshmen are retained to their second year here at USC Columbia. Seventy-three percent of students graduate within six years and in 2012-2013, over 4,600 Baccalaureate degrees and over 2,400 advanced degrees were awarded.

USC Columbia realizes that financial accessibility is important to a student's success in higher education. In Fall 2013, USC Columbia awarded McNair and/or Carolina Scholarships to 243 students. Additionally, nearly 7,000 students received LIFE scholarship, over 1,600 students received Palmetto Fellowship, and 220 students received the Hope Scholarship. Due, in part, to the above initiatives, most students are able to maintain their scholarships the following year.

Research, Scholarship and Creative Achievement

USC Columbia strives to be a leader "dedicated to discovery, application, innovation, and dissemination of knowledge" (Focus Carolina, 2011). One strategy to reach this goal is to attract, develop, and retain quality faculty. As mentioned above, we have consistently maintained a low faculty to student ratio; the current ratio is 18:1, indicating that faculty are being retained and/or attracted to the institution. USC Columbia faculty are provided with development opportunities through the Center for Teaching Excellence and by encouraging scholarly research. In 2013-2014, 27 workshops were offered to faculty and graduate teaching assistants, with over 453 attendees. Additionally, multiple orientations, symposia, and faculty learning communities were available, as well as several workshops designed specifically for graduate teaching assistants. Encouraging scholarly research has resulted in a great deal of success. For the 2012 fiscal year, research expenditures per tenure-track faculty member exceeded $160,000.

Additional strategies towards this goal include enhancing the quality of graduate programs and further developing the professional schools. The professional schools demonstrate their quality by the consistently high pass rates for national professional certification exams. In 2013-2014, pass rates ranged from 85.96% to 100% for the 12 exams reported by our institution. Detailed pass rates for each exam are included in the attached Performance Measurements.

Service Excellence
USC Columbia is a dual Carnegie Service University that strives to engage the University with the greater community through service. A long-term initiative for the University is USC Connect, a comprehensive learning initiative focused on students meeting educational goals through integrative learning. USC Connect also serves as the University's Quality Enhancement Plan for the Southern Association of Colleges and Schools Commission on Colleges. The primary purpose of USC Connect is to connect academics and beyond the classroom experiences. USC Connect offers five pathways, one of which is community service. Through USC Connect, students also have an opportunity to earn a special honor: Graduation with Leadership Distinction. In 2013-2014, the pilot year, there were 90 students who qualified for this honor. This number is expected to grow exponentially in the coming years.

Outside of the major initiative of USC Connect, the University values and promotes community service and service learning. In the 2013-2014 academic year, USC Columbia had over 32,000 volunteers log over 266,000 hours of community service – an average of over 8 hours of community service per volunteer. The University formally promotes service through service learning professional development for faculty and by offering service learning courses. In 2013-2014, over 100 faculty members participated in service learning professional

development opportunities. During the same year, 87 service learning courses were available, enrolling nearly 2,000 students.

Quality of Life on the University Campus
In order to recruit and retain the high-achieving, high-quality faculty, staff, and students, the University recognizes that the quality of life on the University campus must be ideal. The University surveyed faculty, staff, and students to identify areas in most need of improvement to create the best environment for such stakeholders. Additionally, a Quality of Life Committee has been developed in order to continually assess the quality of life on campus. Compensation is often cited as one of the leading quality of life issues to be addressed. Average faculty salaries by rank are included in the attached Performance Measurements and are increasing. Intangible benefits, such as professional development are offered to faculty and staff. In addition to the Center for Teaching Excellence faculty offerings mentioned above, Human Resources offered 254 professional development workshops, with 3,756 employees in attendance in the 2013-2014 fiscal year. The Quality of Life Committee recommends that the University increase faculty, staff, and student diversity. The University currently (2013-2014) employs over 13% minority faculty and staff. The University holds those in authority accountable for increasing diversity through recruitment and retention by assessing progress on a regular basis. An additional indicator of the success of providing a quality environment is the high student retention rate. Over 88% of freshmen are retained to their sophomore year and 73% of students graduate within six years.

Recognition and Visibility
The University values the contributions made by those who work, teach, study, graduate, and learn at the institution and strive to recognize and show appreciation for those contributions and talents. The University has been nationally recognized in several aspects in recent years. USC Columbia received the 2014 Association for General and Liberal Studies *Exemplary Program Processes Award in Co-Curricular General Education Learning* for the work of USC Connect and the Carolina Core (USC Columbia's general education assessment efforts). In 2011, USC Columbia's University 101 program was recognized by the National Association of Student Personnel Administrators for efforts in developing and supporting faculty. USC Columbia has also been named an Institution of Excellence in the First College Year by the Policy Center on the First Year of College. A summary of additional favorable ratings and honors can be viewed on our website at
http://www.sc.edu/about/south_carolina_at_a_glance/index.php

In the last five years, dozens of faculty members have received awards from a variety of national sources, such as the American Association for the Advancement of Science, the American Council of Learned Societies, Fulbright American Scholars, and the National Science Foundation. USC Columbia students have received national honors in the forms of grants, scholarships, and fellowships. Some of these honors include: Fulbright Grant, Benjamin A. Gilman Scholarship, and a variety of DAAD awards. Many of the contributions of USC Columbia and its stakeholders have been highlighted in the report above. However, the University recognizes that a shortcoming in our strategic plan is that many of the objectives that are defined for this goal are difficult to measure.

Discussion
The development of this report has helped the institution identify several weaknesses in the strategic plan that the University would like to address in the future. Not all of the objectives as defined in the strategic plan are measureable or easily measurable. Several objectives are steps or tasks relating to long-term goals for the University, but do not provide specific or measurable steps toward achieving those goals. As such, not every goal or objective has an associated performance measurement. However, several outcomes have multiple measures, including both usage data and evidence of success of the measure. It may be beneficial to identify additional

measures for areas that are lacking. Though the University is capable of successfully focusing on many goals and initiatives, it may be beneficial to prioritize and/or develop deadlines for such initiatives and objectives.

The University is making great strides toward reaching the objectives outlined in the strategic plan and is truly fulfilling the mission that it "has a profound relevance, reach, and impact on the people of the state."

Type	Goal	Item # Strat	Object	Description
G	1			**To improve the quality of academic programs at all levels, develop and nurture a faculty devoted to teaching excellence, and enhance the richness of the student experience in and beyond the classroom so the teaching and learning environment of the University of South Carolina equals or surpasses that of comprehensive state university systems deemed peer aspirants.**
S		1.1		**Recruit and Retain a high quality and diverse student body.**
O			1.1.1	*Increase the quality of undergraduate students by increasing the number of students in the Honors College and Capstone Program and the number of McNair and/or Carolina Scholars through targeted recruiting and increased fiscal support.*
O			1.1.2	*Explore nonconventional metrics for accessing potential students, recognizing there is no single metric for quality, and support programs designed to recruit and retain underrepresented minority students.*
O			1.1.3	*Facilitate targeted recruitment of academically talented international students.*
S		1.2		**Enhance student academic and social support services beyond the classroom through centralized advising, small group mentoring, supplemental instructional programs, and support of distance education.**
O			1.2.1	*Implement and support quality centralized advising services to help students develop a comprehensive educational plan that combines curricular planning with beyond the classroom experiences, experiential learning, leadership, and service. This initiative will facilitate informed decision making and timely degree completion.*
O			1.2.2	*Establish faculty to individual student or small group mentoring programs across the curricula to facilitate opportunities beyond the classroom for students to help them meaningfully apply knowledge, skills, and aptitudes. Provide appropriate resources, incentives, and rewards for faculty mentorship activities.*
O			1.2.3	*Expand academic support services, including supplemental instruction, tutoring, early intervention, the Writing Center, and programs for special populations.*
O			1.2.4	*Enhance support for distributed learning.*
S		1.3		**Foster innovation and interdisciplinary collaboration in teaching (e.g., use of instructional technology, enhancement of learning beyond the classroom, and co-taught and cross-listed courses) by providing necessary resources and support.**
O			1.3.1	*Increase access to information technology both in the classroom and out as guided by the Classroom Scheduling and Enhancement Committee and develop holistic methods of instruction to ensure effective teaching.*
O			1.3.2	*Develop formal structures that encourage collaborative teaching between faculty at USC and other institutions. Create a course load structure to foster interdisciplinary and collaborative teaching that ensures such teaching is both valued and given full credit in tenure and promotion.*
O			1.3.3	*Develop an administrative framework that promotes and encourages curricular innovation and interdisciplinary teaching including cross-listing of courses.*
S		1.4		**Create a culture of student centered learning.**
O			1.4.1	*Promote student-centered learning by presenting workshops including new faculty orientation, giving teaching awards, and showcasing faculty who practice student-centered learning.*

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O		1.4.2		*Support all students in making the most of their education by integrating course work with first-hand learning experiences outside of the classroom.*
O		1.4.3		*Revise the required Provost teacher evaluation questions to measure teaching behaviors that exemplify student-centered learning.*
S		1.5		**Elevate the importance of quality teaching and mentoring within the University by improving classroom conditions, valuing teaching in hiring and compensation decisions, and providing faculty with support to improve their teaching skills or to develop new courses.**
O		1.5.1		*Lower faculty-to-student ratios through the Faculty Replacement Initiative.*
O		1.5.2		*Place more emphasis on teaching in hiring decisions and incentivize quality teaching as demonstrated in the USC Columbia Faculty Manual requirements for promotion to the rank of professor.*
O		1.5.3		*Provide resources and financial support to faculty with a need or desire to improve their teaching skills or to develop new courses or innovative teaching strategies.*
S		1.6		**Create and implement assessment systems for all programs that inform program improvement.**
O		1.6.1		*Evaluate the assessment processes at the University.*
O		1.6.2		*Create a faculty committee to work with the Office of Institutional Assessment and Compliance to establish and maintain a framework for a University-wide program assessment process.*
O		1.6.3		*Increase support for the Office of Institutional Assessment and Compliance as needed to assist units in establishing discipline-appropriate assessment processes and enhance assessment expertise and support in administrative positions.*
O		1.6.4		*Provide professional development for those in positions of leadership in relation to program assessment including deans, associate deans, and department chairs.*
O		1.6.5		*Integrate the use of assessment data to meet other university needs such as extramural research, other scholarship activities and faculty evaluations.*
G	2			**To be a top public university system dedicated to discovery, application, innovation and dissemination of knowledge, we will strive for excellence in creative achievement and world-renowned scholarship for recognition among comprehensive research institutions. With our established ranking as a Carnegie Very High Research University, we will continue to build collaborations and advance recognition of our scholarly research contributions.**
S		2.1		**Develop and maintain a standing Presidential Advisory Council comprised of USC's most qualified, active and externally visible faculty from across the University. This committee will:**
O		2.1.1		*Recommend improvements in the quality of our educational and research programs to achieve greater recognition and standing amongst our peer and peer aspirant universities.*
O		2.1.2		*Identify future areas of emphasis for long-term institutional support of sponsored research, scholarship and creative achievement.*
S		2.2		**Develop programs to attract, develop and retain faculty. These include:**

Agency Code:	H27	Section:	20A

Accountability Report

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O			2.2.1	*Creating a carefully regulated, proposal-driven hiring initiative, administered by the Provost's Office to develop and strengthen targeted areas of research excellence.*
O			2.2.2	*Developing a program to identify our most highly regarded faculty and provide them with the additional resources needed to pursue innovative ideas.*
O			2.2.3	*Establishing a "Humanities Center" to foster cross-disciplinary research, scholarship, and collaboration on targeted issues of contemporary interest to scholars among the humanities, arts, social sciences, and sciences.*
O			2.2.4	*Establishing new University awards that are given annually for excellence in "creative achievement".*
O			2.2.5	*Providing faculty with the administrative resources and seed money needed to organize small-to-medium-size conferences at USC on an annual basis.*
S		2.3		**Enhance the quality of graduate programs and the quality of life for graduate students engaged in research, scholarship and creative activities.**
O			2.3.1	*Make graduate assistant stipends, tuition abatements, and health insurance for all graduate assistants competitive with those at other comprehensive research universities to ensure our competitiveness and to advance our standing.*
S		2.4		**Provide resources and commit to developing the reputation, status, and visibility of the professional schools.**
S		2.5		**Improve our administrative, technological and physical research infrastructure system to increase our competitiveness. For example, we must:**
O			2.5.1	*Develop centrally managed multi-user facilities for equipment and facilities broadly used in research and educational programs.*
O			2.5.2	*Support the development of an intellectual property structure to grow University-industry collaborative research activities.*
S		2.6		**Re-examine our current budget model and implement changes that will direct more resources to research, scholarship and creative achievement.**
G	3			**As a dual Carnegie Service University, we engage the expertise and capabilities of faculty, staff and students with local, state, national and global communities. Our outreach will advance educational attainment at all levels, guide economic development and promote quality of life.**
S		3.1		**We should establish a Center for Service Learning and Community Engagement to coordinate service learning and community. Among other things, a Center would:**
O			3.1.1	*Serve as a "clearing house" to facilitate service learning and community service by connecting students, faculty, and staff with outside people, institutions, and agencies that provide service learning and community service opportunities.*
O			3.1.2	*Enhance our interdisciplinary collaboration by bringing together academic and non-academic units with overlapping or complementary interests in service activities.*
O			3.1.3	*Provide guidance to inexperienced faculty and students who wish to implement service learning courses.*
O			3.1.4	*Promote community service opportunities for "unaffiliated" students.*
O			3.1.5	*Facilitate research associated with service learning and community service.*
O			3.1.6	*Coordinate and expand existing university-wide service activities, such as the annual Martin Luther King day of service, and develop new projects of this type.*

Agency Name:	University of South Carolina Columbia		
Agency Code:	H27	Section:	20A

Type	Goal	Item # Strat	Object	Description
S		3.2		University leadership should send a clear message to academic units that service excellence is valued in tenure and promotion.
O			3.2.1	*Create ways for faculty to integrate service activities with research, publication and other scholarly activity.*
S		3.3		High-level university representative should expand outreach to representative of local and state government and other community leaders to identify service needs where our expertise is valuable.
O			3.3.1	*Commit to service excellence and identify regularly the community's highest-priority service needs.*
O			3.3.2	*Supplement the "grass-roots" and "lower-level" contacts between the university and non-university communities.*
S		3.4		The university should identify one or several thematic areas that could serve as targets for interdisciplinary service learning and community service.
O			3.4.1	*Choose thematic areas such as at-risk youth, the elderly, the homeless, literacy and the environment/sustainability where we would match our university-wide expertise with community needs. Select specific interventions to address the thematic area of need and involve all disciplines whose expertise addresses the area of need.*
S		3.5		The university should establish a "lifelong learning institute" in Columbia.
O			3.5.1	*Offer informal courses, lectures, field trips and other educational activities to the community, including older adults, at a nominal fee. Such programs currently exist at USC Beaufort and USC Aiken. The Bernard Osher Foundation has provided grants to fund lifelong learning institutes at 120 colleges and universities, including Clemson, Furman, Coastal Carolina, and USC Beaufort.*
S		3.6		The university should seek external funding to support service activities (including the proposed Center for Service Learning and Community Engagement).
O			3.6.1	*Seek charitable donations for community-service-related projects through the Development Office.*
O			3.6.2	*Seek other potential sources of funding such as the "Edward Kennedy Serve America Act." School dropout crisis, health care and energy are specifically mentioned as target areas for which public service opportunities will be created with federal funding. Service learning is mentioned prominently in the legislation.*
G	4			We aspire to make the multi-campus system a destination of choice for high-achieving faculty, students and staff who value, benefit from and contribute to a rich and rewarding learning and working environment where civility, ethics and collaboration create an inclusive culture of fairness and respect. The USC campus environment facilitates the highest levels of intellectual and personal achievement and establishes an academic culture that results in recruiting and retaining the highest quality faculty, students and staff who advance the University's mission and enrich the communities where Carolinians live and work.
S		4.1		Compensation: Surveys of USC faculty, staff and graduate assistants consistently identify compensation as the leading quality of life issue that needs to be addressed.
O			4.1.1	*Establish salary and compensation goals for faculty and staff that will ensure that USC is competitive relative to our peers and peer-aspirant institutions.*
O			4.1.2	*Develop effective strategies to meet our salary goals and address salary equity and compression that recognizes the productivity of longstanding faculty and staff.*

Agency Name:	University of South Carolina Columbia					Fiscal Year 2013-14
Agency Code:	H27	Section:	20A			Accountability Report

Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
O			4.1.3	*Establish goals for graduate stipends that will ensure USC's graduate stipends are competitive relative to the graduate programs of our peer and peer-aspirant institutions.*
O			4.1.4	*Monitor annually the progress we have made to meet our compensation goals.*
S		4.2		**Physical Environment/ Deferred Maintenance and Safety: Faculty, staff and students identify their physical environment as important to their sense of well-being and ability to work effectively and live safely.**
O			4.2.1	*Establish a plan, to begin in 2011, with a budget and a yearly timetable, to address both short-term and long-term deferred maintenance and safety issues in existing buildings, including classrooms, to be complete by the year 2030.*
O			4.2.2	*Establish a policy of addressing future maintenance of all new construction at the time the construction is approved. Monitor and assess annually whether we have met our goals.*
S		4.3		**Benefits: In our recent Quality of Life surveys of USC faculty and staff, the second most cited quality of life issue is future benefits. Faculty and staff listed tuition waivers for spouse/domestic partner and dependents, preventive health care and vision care as the three categories of benefits they would like to have. In addition, surveys indicate the need for a system-wide family leave policy and domestic partner benefits for faculty, staff and graduate students.**
O			4.3.1	*Provide graduate students with full health care benefits.*
O			4.3.2	*Develop an action plan to enhance the above listed categories of benefits for our faculty, staff and graduate students during the next five years.*
S		4.4		**Fostering a Culture of Excellence: The University of South Carolina should foster a culture of excellence in which faculty, staff, and students feel respected, engaged, informed, and valued and have a voice in decision-making. All members of the USC community should be held to high standards of performance and accountability. To that end we recommend the following actions:**
O			4.4.1	*Establish a Staff Senate to allow staff to have a voice in university governance.*
O			4.4.2	*Coordinate a unified system of student advisement and develop a Student Bill of Rights and Responsibilities to better communicate to students and the university community the processes by which complaints and grievances may be addressed.*
O			4.4.3	*Establish an Office of Internal Communications to make internal communications more effective and streamlined.*
O			4.4.4	*Give deans, department chairs, directors and governance bodies resources to recognize and show appreciation of faculty, staff and students' efforts and accomplishments.*
O			4.4.5	*Establish a system-wide, interactive web calendar and an updated, user-friendly, web-based directory of faculty, staff and students; and immediately.*
O			4.4.6	*Address campus and system-wide deficiencies in technology and infrastructure that have a deleterious impact on efficiencies, costs and internal communication.*
S		4.5		**Diversity: The Quality of Life Committee recommends that the University:**
O			4.5.1	*Increase the level of faculty, staff and student diversity. [Diversity includes, but is not limited to, historically underrepresented groups—African Americans and women.]*

Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
O			4.5.2	*Determine and implement best practices for recruitment and retention of faculty, staff, and students at USC Columbia and the USC system.*
O			4.5.3	*Set affirmative action goals by division, college, and school rather than at the university level.*
O			4.5.4	*Assess the success towards meeting these goals on a quarterly basis.*
O			4.5.5	*Make every effort to hire, promote and retain diverse university officers at all levels of central administration and with a particular emphasis on the Presidential cabinet.*
O			4.5.6	*Create an inclusive learning and working environment that empowers underrepresented groups and recognizes their contributions by initiating and supporting programs of professional mentorship.*
O			4.5.7	*Hold those in authority, including the university president, provost, vice provosts, vice presidents, deans, directors, chairs, and search committees, accountable for increasing diversity through recruitment and retention by assessing progress on a regular basis and modifying the plan if need be, to increase its effectiveness.*
S		4.6		**Continuing Quality of Life Assessment.**
O			4.6.1	*Establish an on-going task force to assess quality of life on all campuses of the University of South Carolinaby developing a survey instrument to assess all aspects of quality of life at USC for faculty, staff, undergraduate and graduate students, and alumni and determining how to strengthen positive aspects and improve areas in need of attention.*
O			4.6.2	*Develop and implement an action plan to strengthen and improve quality of life on the basis of the recommendations of the Quality of Life Task Force.*
O			4.6.3	*Reassess quality of life at USC every three to four years to determine the effects of the measures taken and additional measures that are needed.*
G	5			**Recognition and Visibility: We honor and value the unique contributions made by those who work, teach, study, graduate and learn at the eight campuses of our USC System. We will recongize and show appreciation to our faculty, staff and students.**
S		5.1		**Promote excellence with the University.**
O			5.1.1	*Enhance efforts to improve the excellence of faculty to increase our competitiveness for national and international honors.*
O			5.1.2	*Establish a Faculty Excellence and Recognition Task Force to:* *Identify our most talented and highly regarded faculty and provide resources to them to pursue scholarship and creative endeavors;* *Assist chairs and deans in nomination of faculty for prestigious and nationally recognized meritorious awards.*
O			5.1.3	*Establish a National Peer Recognition Task Force to lead the effort to increase our national ranking and external visibility by advising on infrastructure investments, organizational changes and areas for publicity to enhance external visibility and recognition of our academic programs and to disseminate best practices to all academic units for publicizing their accomplishments to external audiences.*

Agency Name:	University of South Carolina Columbia		
Agency Code:	H27	Section:	20A

Type	Goal	Item # Strat	Object	Description
O			5.1.4	*Create a Multidisciplinary Research and Scholarship Council to advise the Provost and Vice President for Research to support and sustain multi-disciplinary scholarship and creative activity by facilitating trans-discipline research and scholarship.*
O			5.1.5	*Improve the visibility and recognition of students by creating a Student Excellence and Recognition Task Force to coordinate the efforts of existing student-oriented offices focused on raising the visibility and quality of our student body.*
S		5.2		**Improve recognition of student achievements, scholarship, creative endeavors, and teaching excellence to statewide, regional, national and international audiences.**
O			5.2.1	*Establish and fund the Provost's Annual Symposium Series to bring nationally and internationally recognized scholars and artists to campus for lectures, research symposia, master classes, and performances.*
O			5.2.2	*Develop and fund targeted advertising for faculty, undergraduate and graduate programs, and student recruitment to top-level disciplinary and interdisciplinary publications.*
O			5.2.3	*Reward faculty for exemplary service to scholarly societies' governing bodies at the regional, national, and international level.*
S		5.3		**Translate Achievement to external audiences.**
O			5.3.1	*Enhance publicity efforts, modernize our homepage and develop an interactive master calendar to communicate our academic and student achievements to local, regional and national audiences.*
O			5.3.2	*Implement a Carolina Distinguished Lecture Series, "Carolina's Best" that would feature a public lecture and podcast.*
O			5.3.3	*Establish a centralized "Lectures for the Public" list of speakers and topics.*
O			5.3.4	*Develop the "Imagine South Carolina without the University" campaign with state maps depicting the geographic dispersion of USC-educated alumni in vital occupations such as physicians, teachers, nurses and other professional and then without those USC-educated professionals.*

Agency Name:	University of South Carolina Columbia						Fiscal Year 2013-14
Agency Code:	H27	Section:	20A				Accountability Report

Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Number of McNair and/or Carolina Scholars	157	243	n/a	2013-14	Financial Aid Factbook	Annually	Number of unduplicated students offered scholarship	1.1.1
2	Supplemental instruction Visits	43,447	31,740	45,000	Fall 2013-Spring 2014	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction visits held	1.2.3
3	Supplemental Instruction Students Served	5587	4857	n/a	Fall 2013-Spring 2014	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction students served	1.2.3
4	Supplemental Instruction Average Visits per student	n/a	5.26 (SU-FA13) 5.17 (SP14)	5-7	Summer 2013-Spring 2014	Student Success Center Blueprint and Usage Data	Annually	Supplemental instruction students/supplemental instruction visits per semester	1.2.3
5	Peer Tutoring 1:1 Sessions Fill rate	20.3%*	60%	n/a	Fall 2013	Student Success Center Blueprint and Usage Data	Annually for Fall data	number of sesion visits/available appointments *[NOTE: In Fall 2012, small group tutoring - up to 5 students - was offered]	1.2.3
6	Peer Tutoring Visits	3040 (Fall 2012) 3139 (Spring 2013)	2506 (Fall 2013) 2294 (Spring 2014)	4000 each year	Fall 2013-Spring 2014	Student Success Center Blueprint and Usage Data	Annually	Peer tutoring visits attended	1.2.3
7	Tutoring Students Served	1695	1417	n/a	Fall 2013-Spring 2014	Student Success Center Blueprint and Usage Data	Annually for Fall data	Unduplicated number of students receiving tutoring services	1.2.3
8	Early intervention (Success Connect)	n/a - launched Fall 2013	469	n/a; benchmarks being established	2013-14	Student Success Center Blueprint and Usage Data	Fall only	Includes Class Absence Referral (CAR) and Academic Asssitance Referral and Mid-Semester Academic Report and Withdrawal Referral	1.2.3
9	Distributed Learning Courses Offered	485	530	n/a	2013-14	Distributed Learning Support Services	Annually	Distributed (online) courses offered	1.2.4
10	Number of workshops offered to faculty & Graduate Teaching Asssistants on student centered learning	29	27	n/a	2013-14 academic year	Center for Teaching Excellence	As needed	Workshops offered by the Center for Teaching & Learning that are open to faculty and graduate teaching assistants	1.4.1
11	Attendance at student centered learning workshops	318	453	n/a	2013-14 academic year	Center for Teaching Excellence	As needed	Number of faculty and graduate teaching assistants attending workshops offered by the Center for Teaching & Learning	1.4.1
12	Faculty-to-student ratio	17:1	18:1	18:1	2013-14 academic year	Provost Dashboard (Banner)	Annually	Number of students: number of faculty	1.5.1
13	Percent of minority faculty/staff (excluding teaching assistants)	13%	13.7%	n/a	Fall 2012	CHE	Annually	Minority faculty and staff/all faculty and staff	4.5.1
14	Multi-State Pharmacy Jurisprudence Exam (MPJE) 1st time examinees passing	97.80%	94.12%	100%	April 1, 2013-March 31, 2014	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
15	National Council Licensure Exam. - Registered Nurse (BSN) 1st time examinees passing	95.60%	87.50%	100%	April 1, 2013-March 31, 2015	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
16	National Physical Therapist Licensing Exam (PT) 1st time examinees passing	95%	100%	100%	April 1, 2013-March 31, 2016	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
17	North American Pharmacist Licensure Exam (NAPLEX) 1st time examinees passing	96%	97.18%	100%	April 1, 2013-March 31, 2017	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4

	Agency Name:	University of South Carolina Columbia		
	Agency Code:	H27	Section:	20A

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
18	South Carolina Board of Law Examination 1st time examinees passing	78.60%	85.96%	100%	April 1, 2013-March 31, 2018	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
19	US Medical Licensing Exam - Step 1 1st time examinees passing	92%	95.29%	100%	April 1, 2013-March 31, 2019	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
20	US Medical Licensing Exam - Step 2 1st time examinees passing	98%	100%	100%	April 1, 2013-March 31, 2020	Provided by Department for annual IE Report	Annually	1st time examinees passing exam/1st time examinees attempting exam	2.4
21	PRAXIS Series II: Core Battery Professional Knowledge - examinees passing	89%	90.43%	100%	April 1, 2013-March 31, 2021	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.4
22	PRAXIS Series II: Principles of Learning & Teaching (K-6) - examinees passing	95%	97.44%	100%	April 1, 2013-March 31, 2022	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.4
23	PRAXIS Series II: Principles of Learning & Teaching (5-9) - examinees passing	85%	88.89%	100%	April 1, 2013-March 31, 2023	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.4
24	PRAXIS Series II: Principles of Learning & Teaching (7-12) - examinees passing	90%	89.80%	100%	April 1, 2013-March 31, 2024	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.4
25	PRAXIS Series II: Specialty Area Tests - examinees passing	92%	90.59%	100%	April 1, 2013-March 31, 2025	Provided by Department for annual IE Report	Annually	examinees passing exam/examinees attempting exam	2.4
26	Freshman-Sophomore Retention Rates	87.2%	88.1%	88.9%	Fall 2013	Provost Dashboard (Banner)	Annually	Students enrolled as freshman in Fall 2012 that also enrolled in Fall 2013	1.1, 4.5.2
27	Six-Year Graduation Rates	72%	73%	73.4%	2013	Provost Dashboard (Banner)	Annually	Students enrolled as freshman in 2007 that graduated by 2013	1.1, 1.2.1
28	Community Service: Volunteers	23,194	32,369	33,016	2013-2014	Department of Student Life and http://www.sa.sc.edu/communityservice/annual_report/	Annually	Number of unduplicated faculty, staff, and students completing service hours	3.1, 3.4
29	Community Service: Hours	502,334	266,676	272,010	2013-2014	Department of Student Life and http://www.sa.sc.edu/communityservice/annual_report/	Annually	Number of hours served by all faculty, staff, and student volunteers	3.1, 3.4
30	GPA by Frequency of Supplemental Instruction	1 visit: 2.97 2-4 visits: 3.06 5-7 visits: 3.12 8+ visits: 3.23	1 visit: 3.18 2-4 visits: 3.32 5-7 visits: 3.43 8+ visits: 3.40	n/a	Spring 2014	Peer Learning Center (data from Banner)	As needed	Semester GPA from Banner Last value: Fall 2012 & Spring 2013 average GPA Current value: Spring 2014 GPA	1.2.3
31	Undergraduate Enrollment	23,363	24,180	24,518		Provost Dashboard (Banner)	Annually	Total Undergraduate headcount	1.1
32	First-Time, Full-Time Freshman Enrollment	4,580	5,003	4,569		Provost Dashboard (Banner)	Annually	Total first-time college students enrolled full-time	1.1
33	Research Expenditures per Tenure Track Faculty Member	$ 199,614.61	$ 160,274.06	$ 197,000.00	FY2012	Provost Dashboard (NSF Research & Expenditures for Science & Engineering)	Annually	NSF Research & Expenditures for Science & Engineering / Tenure Track Faculty	2.2, 2.5, 2.6, 3.2.1, 5.1.5
34	Human Resources Professional Development Workshops Offered	133	254	n/a	July 1, 2013-June 30, 2014	Human Resources	Annually	Number of Professional Development workshops offered by Human Resources	1.5, 4.4

Agency Name:	University of South Carolina Columbia						Fiscal Year 2013-14
Agency Code:	H27	Section:	20A				Accountability Report

Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
35	Human Resources Professional Development Attendance (USC Only)	2,827	3,756	n/a	July 1, 2013-June 30, 2014	Human Resources	Annually	Attendance at Professional Development workshops offered by Human Resources (duplicated)	1.5, 4.4
36	Average Faculty Salaries by Rank: Professor	$ 123,896	$ 128,456	$ 131,025	Fall 2013	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1
37	Average Faculty Salaries by Rank: Associate Professor	$ 86,979	$ 88,013	$ 89,773	Fall 2013	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1
38	Average Faculty Salaries by Rank: Assistant Professor	$ 77,284	$ 78,345	$ 79,912	Fall 2013	CHE Summary Salary Report	Annually	Average of salaries for all faculty in rank	4.1
39	Degrees Awarded: Baccalaureate	4,556	4,622	4,714	2012-13	IPEDS	Annually	Number of degrees awarded by type during academic year	1.1, 2.4, 5.2
40	Degrees Awarded: Masters, Specialists	1,812	1,735	1,770	2012-13	IPEDS	Annually	Number of degrees awarded by type during academic year	1.1, 2.4, 5.3
41	Degrees Awarded: First Professional	395	414	422	2012-13	IPEDS	Annually	Number of degrees awarded by type during academic year	1.1, 2.4, 5.4
42	Degrees Awarded: Doctorate	279	334	292	2012-13	IPEDS	Annually	Number of degrees awarded by type during academic year	1.1, 2.4, 5.5
43	Percent of Faculty with Termnial Degrees	65.20%	58.60%	59.77%	Fall 2012	CHE	Annually	Full time faculty with Terminal Degrees as defined by SACS in their primary teaching area	5.2.2, 1.5
44	Freshman Class SAT Average	1201	1207	1217.25	Fall 2013	Provost Dashboard (Banner)	Annually	Average SAT score for all freshman	1.1
45	Full Time Enrollment to Tenure/Tenure Track Ratio	24.26	23.74	24	2013-14 academic year	Provost Dashboard (Banner)	Annually	Total enrollment:Tenure or Tenure Track faculty	1.5.1
46	Capstone Scholars (freshman & sophomores)	1066	1278	1304	2013-14 academic year	Financial Aid Factbook	Annually	Number of students receiving Capstone scholarship	1.1.1
47	Faculty/staff participation in service learning professional development	149	101	103	2013-2014 Academic Year	Student_Engagement_2013-14_Usage_Data (SA Intranet site)	Annually	Number of faculty and staff attending service-learning professional development	3.2
48	Service-learning courses available	68	87	89	2013-2014 Academic Year	Student_Engagement_2013-14_Usage_Data (SA Intranet site)	Annually	Service-learning courses offered	1.4.2, 3.1
49	Service learning - students enrolled	1822	1982	2022	2013-2014 Academic Year	Student_Engagement_2013-14_Usage_Data (SA Intranet site)	Annually	Enrollment in service-learning courses	1.4.2, 3.1
50	Students receiving LIFE scholarship	6757	6953	7092	Fall 2012 & Fall 2013	CHE	Annually	Number of students receiving scholarship	1.1
51	Palmetto Fellows	1580	1674	1707	Fall 2012 & Fall 2013	CHE	Annually	Number of students receiving scholarship	1.1
52	Students receiving Hope Scholarships	212	220	224	Fall 2012 & Fall 2013	CHE	Annually	Number of students receiving scholarship	1.1
53	Palmetto Fellows Recipients Retaining Palmetto Fellowships following Fall semester	93.2%	92.1%	93.9%	Fall 2012 Recipients retaining scholarship Fall 2013	CHE	Annually	Number of students receiving scholarship in Fall 2012 who also received the scholarship in Fall 2013	1.1
54	LIFE Scholarship Recipients Retaining LIFE Scholarship following Fall semester	76.60%	78.40%	79.97%	Fall 2012 Recipients retaining scholarship Fall 2014	CHE	Annually	Number of students receiving scholarship in Fall 2012 who also received the scholarship in Fall 2013	1.1
55	Graduate with Leadership Distinction	n/a	90	100	2013-2014	USC Connect	As needed	Number of students completing requirements for Graduate with Leadership Distinction honor	3

Agency Name:	USC Columbia	
Agency Code:	H27	Section: 20A

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.A. USC-Non-Medicine: Unrestricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 75,070,127	$ 442,674,229	$ -	$ 517,744,356	$ 77,893,168	$ 480,355,838	$ -	$ 558,249,006	1.1-6, 2.1-6, 3.1-6, 4.4-6, 5.1-3
I.B. USC-Non-Medicine: Restricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 84,173,142	$ 117,213,493	$ 201,386,635	$ -	$ 88,279,147	$ 116,770,855	$ 205,050,002	1.1-6, 2.1-6, 3.1-6, 4.4-6, 5.1-4
I.C. USC-Non-Medicine: Auxiliary Services	Self-supporting activities that exist to furnish goods and services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. These activities include student health, student housing, food service, bookstore, vending and concessions, athletics, parking, and other services.	$ -	$ 112,393,080	$ -	$ 112,393,080	$ -	$ 120,849,616	$ -	$ 120,849,616	1.1, 2.5, 2.6, 3.5
II. A. USC-Medicine: Unrestricted	Activities that directly support the primary mission of the Columbia Medical School to educate the state's future physicians. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 10,845,709	$ 17,629,255	$ -	$ 28,474,964	$ 10,800,806	$ 17,585,551	$ -	$ 28,386,357	1.1-6, 2.1-63.2-4, 4.1-6, 5.1-3

| Agency Code: | H27 | Section: | 20A |

Fiscal Year 2013-14
Accountability Report

Program Template

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II. B. USC-Medicine: Restricted	Activities that directly support the primary mission of the Columbia Medical School to educate the state's future physicians. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 8,807,671	$ 19,321,633	$ 28,129,304	$ -	$ 7,777,736	$ 18,270,913	$ 26,048,649	1.1-6, 2.1-63.2-4, 4.1-6, 5.1-3
II. C. USC-Medicine: Benefits	Fringe Benefits associated with Salaries for Columbia Medicine reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 2,719,428	$ 5,240,198	$ 2,470,021	$ 10,429,647	$ 2,846,289	$ 5,004,904	$ 2,512,483	$ 10,363,676	4.1-3
III. A. USC Greenville School of Medicine: Unrestricted	Activities that directly support the primary mission of the Greenville Medical School to educate the state's future physicians. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ -	$ 12,192,869	$ -	$ 12,192,869	$ -	$ 16,663,659	$ -	$ 16,663,659	1.1-6, 2.1-63.2-4, 4.1-6, 5.1-3
III. B. USC Greenville School of Medicine: Restricted	Activities that directly support the primary mission of the Greenville Medical School to educate the state's future physicians. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ -	$ -	$ -	$ -	$ 232,082	$ 694,110	$ 926,192	1.1-6, 2.1-63.2-4, 4.1-6, 5.1-3

Agency Name:	USC Columbia	
Agency Code:	H27	Section: 20A

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
III. C. USC Greenville School of Medicine: Employee Benefits	Fringe Benefits associated with Salaries for Greenville Medicine reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ -	$ 658,888	$ -	$ 658,888	$ -	$ 918,501	$ -	$ 918,501	4.1-3
IV. C. Employee Benefits: State Employer Contributions	Fringe Benefits associated with Salaries for Columbus Non-Medicine (Unrestricted, Restricted and Auxiliaries) reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 18,231,729	$ 72,220,182	$ 8,569,005	$ 99,020,916	$ 19,436,532	$ 77,976,621	$ 8,965,938	$ 106,379,091	4.1-3
	Total	$ 106,866,993	$ 755,989,514	$ 147,574,152	$ 1,010,430,659	$ 110,976,795	$ 815,643,655	$ 147,214,299	$ 1,073,834,749	