

Accountability Report Transmittal Form

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Executive Summary

The University of South Carolina is a proud reflection of over 200 years of history and tradition, rising from a single building in 1805 on what would become the heart of the campus, the Horseshoe. The University is expanding westward to the Congaree River in support of its increasing prominence as a modern research university. The expansion is made possible by collaborative partnerships with the community and private industry in the area known as *Innovista*.

The mission of the University of South Carolina Columbia can be found at: <http://ipr.sc.edu/factbook/2004/columbia/colamiss.htm>. University President Andrew A. Sorensen in his 2006 Vision Report presents an overview of where Carolina is and his vision of where it will be in 2010, with aspirations for increased enrollment, higher freshman SAT scores, higher retention rates for freshmen, higher six-year graduation rates, increased alumni giving, and an increase in sponsored research awards. The full report is available at: http://president.sc.edu/2006_Vision_Report/index.html.

Carolina was recognized for excellence on several dimensions last year, a few highlights of which are: (1) the University welcomed the largest and most academically talented freshman class in its history, (2) USC once again saw its Moore School of Business recognized for having the top international business program in the United States, and for having the top public graduate program in international business, (3) the Exercise Science program in the Arnold School of Public Health was identified as the top such program in the nation, and (4) the School of Library and Information Sciences, the School Psychology program, and University 101 and 401 were identified as leading programs of their respective types in the nation.

The University has set a number of strategic goals for the present and future years. We reported five goals last year and that list has expanded. The following goals are defined over an approximate five-year horizon. Initiatives are shorter-term actions taken in support of the goals.

Goal	Initiative
Establish the quality of the entire student academic experience at a level commensurate with or higher than that of peer-aspirant institutions.	Increase the freshman-sophomore retention rate
	Improve the six-year graduation rate
	Make USC Columbia more easily accessible to transfer students
	Develop and launch experiences beyond the classroom such as Service Learning
	Engage students in scholarly research
	Enhance study abroad offerings and support
	Improve student preparation and motivation through services of the Student Success Center
Improve program quality and academic reputation to levels equivalent to those of peer-aspirant institutions.	Recruit aggressively to attract the highest achieving student body
	Recruit high-caliber faculty
	Continue to develop marketing & branding programs
Advance research and scholarly productivity to levels such that the University is recognized as a	Recruit high-caliber faculty
	Improve research infrastructure by renovating & upfitting existing research facilities & completing new ones
	Improve support for ongoing research activities

leading research institution nationally (as signified by the highest Carnegie classification), and a national leader in at least four areas of specialization.	Advance Health Sciences South Carolina
Improve the financial health of the University to levels necessary to achieve the status of an excellent comprehensive research university.	Secure budgetary relief from the State
	Seek budget support for start-up costs associated with new faculty hiring
	Seek budget support for enhancing faculty salaries
Improve and expand physical facilities to support growth and provide adequate, cost- and energy –efficient space in which to work and study.	Secure State support for reducing deferred maintenance
	Secure State resources toward construction of new Law School facility
	Secure State resources toward renovation of Gibbes Green complex
	Secure resources to construct new Moore School of Business facility
	Achieve funding for Campus Health, Security & Life Safety initiative
Upgrade the University’s information technology infrastructure to better support academic programs, research, and general operations.	Continue development of OneCarolina ERP initiative
	Advance SC LightRail initiative
Improve quality of athletic programs so that USC’s sports program is considered to be among the top three in the SEC.	Construct new baseball field in the Innovista district
	Identify & secure resources to expand Williams-Brice stadium
	Improve academic support for student athletes

USC confronts a number of challenges as it seeks to transform itself from a good university to an excellent one. With careful management, USC succeeded in allowing only a modest increase in tuition this year. As the University continues to grow in an effort to better serve the state, funding to support high-caliber faculty becomes more crucial. The state supported USC’s faculty hiring and retention initiatives this year, and more help is needed.

In order to continue to attract highly talented students in increasing numbers, more support is needed for scholarships. Current law restricts the amount of state funding that may be used to support scholarships, and this restriction has a notable effect on USC’s ability to attract and recruit top students.

The accountability report is a potentially useful document that gathers a great deal of information about how well the University of South Carolina is performing. This can help the University to evaluate its performance over the year and to determine adjustments that are indicated in goals and initiatives. We indicated last year that we were confident that the Budget & Control Board would continue to refine and improve the report through additional field testing so that its full potential may be realized. This year we have relied more heavily on the report to help frame the University’s strategic goals reported above.

Organizational Profile

The University of South Carolina is a comprehensive research university with degree programs at the bachelors, masters, and doctoral levels, in all traditional areas. These include liberal arts, the sciences, and professional programs such as law, medicine, and business. The University's main campus is in Columbia. Including its four regional campuses at Sumter, Salkehatchie, Lancaster and Union, we enroll approximately 30,000 undergraduate students and approximately 8,000 graduate students. In addition, three senior campuses apart from Columbia comprise part of the USC system: USC Beaufort, USC Aiken and USC Upstate.

The primary delivery method is physical classroom and laboratory instruction. An important secondary method of delivery is distance education, and this is provided for programs in which pedagogical considerations allow this method to be effective. Distance education courses are delivered by the internet, teleconference, streaming video and DVD. The University also presents courses and degree programs beyond the campuses. Programs are established in Mexico, Taiwan and Korea, and a number of initiatives are underway to develop a presence in China. Moreover, through internships and exchange agreements, students from USC take courses in many countries.

About 80% of the undergraduate students in the USC system are from South Carolina. Graduate students are drawn from the world over. The students are the prominent group of stakeholders in that they derive direct benefits from the education provided by the University. In addition, the parents and families of students are a key stakeholder group given their investment in the education of their offspring and family members. Universities help produce the future, and consequently all citizens of the state represent stakeholders as well.

Students are expected to devote themselves to learning, thus they are required to come to the University prepared to pursue college-level training. Parents and families are expected to support the students well before they attend college. They share in the responsibility of educating the students to the point where they are prepared to enter and succeed in college. All citizens can and do support the University by providing economic resources.

The University employs a great number of people in a variety of roles to help achieve our mission. During the Fall of 2006, we reported the following information to Integrated Postsecondary Education Data System (IPEDS):

Category	Number
Full-time employees with primarily Instructional job functions	1785
Full-time employees with primarily Administrative job functions	3109
Part-time employees with primarily Instructional job functions	572
Part-time employees with primarily Administrative job functions	1337

Note: includes USC Medical School personnel

USC operates under regulatory authority of a number of agencies. The Commission on Higher Education (CHE) is charged with immediate supervisory and regulatory authority, and the University

is accredited by the Southern Association of Colleges and Schools (SACS). Thus USC complies with all SACS policies and that agency approves degrees and programs. As USC is a state agency, it adheres to all policies, regulations and procedures required by the Office of Human Resources, the Budget & Control Board, and all other state regulatory authorities.

The University of South Carolina is overseen by a Board of Trustees comprised of political appointees. The Board of Trustees, acting through its chair and various committees, supervises the President of the University. The Board of Trustees exerts control over all University policies including regulations and the *Faculty Manual*, whereas daily operation of the University is generally left to the President and his/her cabinet (the Administrative Council).

Key partners include agencies that sponsor research, including the National Institutes of Health (NIH) and the National Science Foundation (NSF). The University enjoys key partnerships with various private corporations and individuals who provide support in the form of scholarships, fellowships and endowed professorships. Other key partners include universities and colleges the world over with exchange agreements involving our students. In addition, the state of South Carolina in general and the areas served by all campuses are key strategic partners in growth and economic development.

The University competes with essentially all colleges and universities in the world for many of its students, but the most direct competition is with other senior institutions in the southeastern United States. Within the state, Clemson University is a key competitor for students in the general population. Major universities in surrounding states compete heavily for students in the USC Honors College and other high-achievers including those in the Capstone Scholars program.

The key factor for success of the University is a strong, robust, engaged faculty supported by expert and dedicated staff. The University endeavors to hire faculty in record numbers to replace faculty lost due to retirement and other factors, and to hire targeted faculty recognized for extraordinary potential and achievement. This is being accomplished with financial support from the state in the form of legislative appropriations and the South Carolina Lottery.

Human resource challenges are inevitable when a University is hiring faculty at the rate USC is attempting. Identifying fully qualified faculty in sufficient numbers to satisfy our growth aims and replacement needs has been found to be very difficult. By skilled management and careful attention, the University has avoided pressure to lower standards in order to hire faculty. Financial challenges are abundant and are driven largely by the need to replace faculty and the age of the institution's physical infrastructure.

Community-related strategic challenges exist, but these largely have been transformed into opportunities for constructive and collaborative partnerships. The University enjoys excellent relationships with Columbia and the surrounding region as a catalyst for economic growth. This partnership has produced unprecedented cooperation that promises mutually beneficial growth for the University and the region. A similar collaborative spirit prevails in areas such as the Beaufort region where USC Beaufort has enjoyed tremendous support, financial and otherwise, from the community.

The prominent components of the University's performance enhancement system are (1) a decentralized budgeting model, and (2) quality enhancement plans developed at all levels of the University. The budgeting model allows academic units (colleges within the University) to capture all tuition revenue and state budget allocations. For example, tuition revenue for a course in history

(with HIST prefix) flows directly to the home unit, the College of Arts & Sciences. In this way, revenues and costs are aligned within the academic units. Moreover, strategic decisions regarding course and program offerings, faculty hiring, etc., are decentralized, and the decisions are made at the same level where information quality is highest.

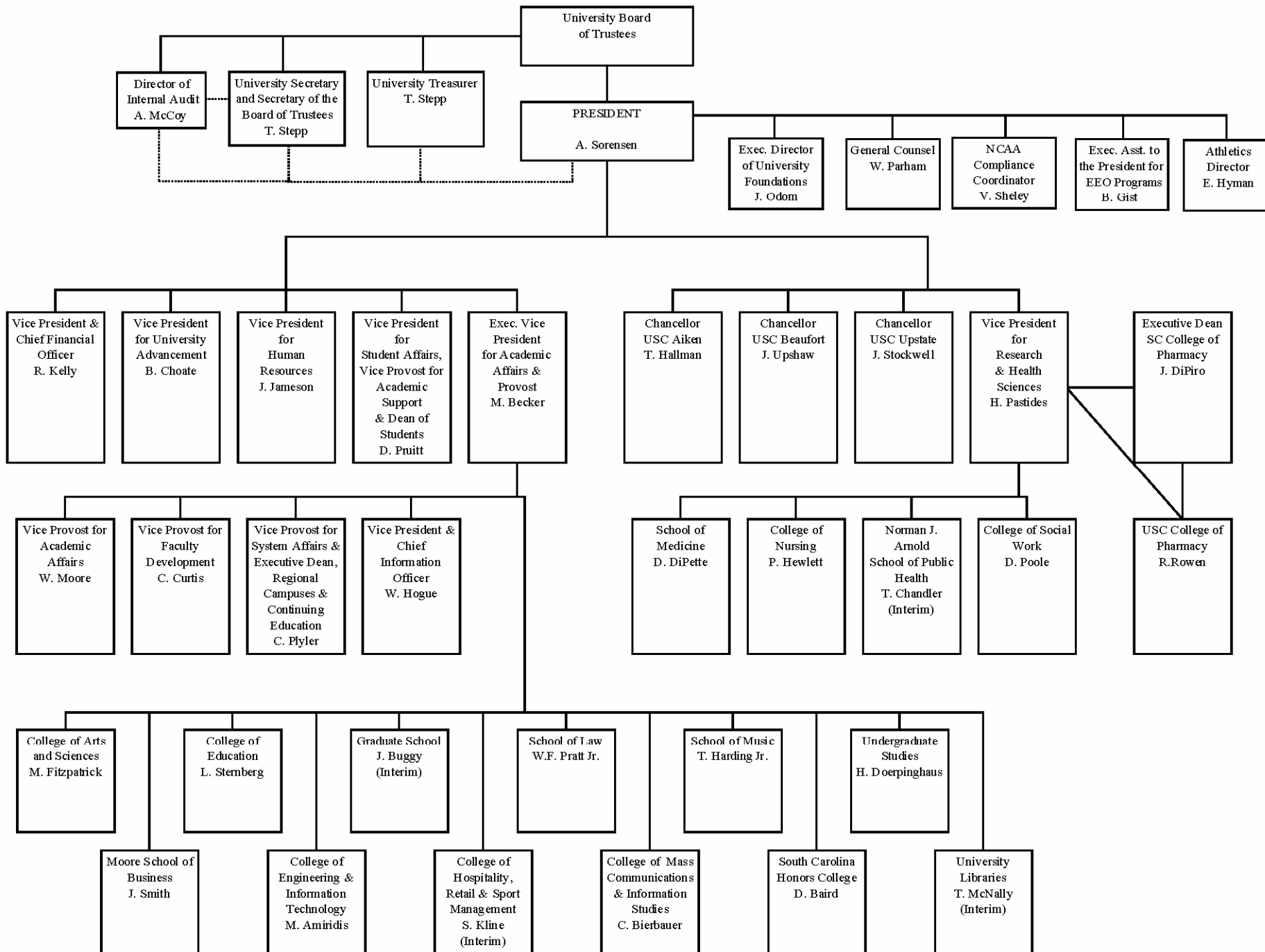
Quality enhancement plans, called Blueprints for Academic Excellence for the colleges within the University, and Blueprints for Service Excellence for the service units, are prepared annually and updated continuously. These strategic plans encompass all aspects of the direction of the University, including faculty and staff hiring, degree programs, physical plant, and financial resources. Each college prepares its Blueprint in consultation with the Provost (or Vice President for Research & Health Sciences (VPRHS) for units in the health sciences which include Medicine, Nursing, Social Work, Pharmacy and Public Health). The Blueprint is presented and modified in response to commentary from the Provost (or VPRHS). The final version is adopted as the unit's strategic plan. In this way, resources and needs are matched strategically. The same process is in place at the vice-presidential level. Vice presidents prepare their units' Blueprints for Service Excellence and present those each year during budget hearings.

The President is served by the Executive Vice President for Academic Affairs & Provost, Vice President for Research & Health Sciences, Vice President and Chief Financial Officer, Vice President for Human Resources, and Vice President for Student Affairs. The Executive Vice President for Academic Affairs & Provost is responsible for all academic programs including the Graduate School except those units in the health sciences. Reporting to the Provost are a Vice Provost for Academic Affairs, Vice Provost for Faculty Development, Vice Provost for System Affairs, Vice Provost for Academic Support, and Vice President for Information Technology.

The Vice President for Research & Health Sciences oversees the five health sciences units listed above, as well as various offices that facilitate scholarly research. The Vice President & Chief Financial Officer is responsible for all matters of business and finance including the Controller, Bursar, and Budget Office, as well as physical facilities, utilities and campus construction.

The organizational chart for the University of South Carolina is shown on the following page.

UNIVERSITY OF SOUTH CAROLINA SUMMARY ORGANIZATION CHART



Columbia Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$323,914,913	\$130,155,403	\$366,039,344	\$136,346,798	\$390,869,961	\$141,146,798
Other Operating	\$282,481,954	\$342,518	\$288,966,964	\$168,463	\$370,594,372	\$168,463
Special Items	\$4,654,011	\$4,000,867	\$4,500,867	\$4,500,867	\$7,536,229	\$6,800,867
Permanent Improvements	\$0	\$0	\$0	\$0	\$0	\$0
Fringe Benefits	\$74,062,572	\$25,699,724	\$74,772,588	\$29,339,642	\$90,875,086	\$29,339,642
Non-recurring	\$0	\$475,000	\$2,160,000	\$2,160,000	\$3,459,375	\$3,459,375
Total	\$685,113,450	\$160,673,512	\$736,439,763	\$172,515,770	\$863,335,023	\$180,915,145

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	\$1,400,000	\$2,150,000
Capital Reserve Funds	\$1,700,000	
Bonds	\$0	

H27-Columbia Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
465/466 467/468 469 470 471	Instruction-Undergraduate, graduate & professional degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	State: 108,784,801 Federal: 419,104 Other: 84,887,571 Total: 194,091,476 % of Total Budget: 28.50%	State: 143,612,280 Federal: 405,336 Other: 62,590,979 Total: 206,608,595 % of Total Budget: 28.31%	Chart 7.3-1 Table 7.3-4
477 478 479 480 481	Auxiliary-Includes Athletics, Housing, Student Health Services, Bookstore and other self-supporting activities that furnish goods/services to students/ or faculty/staff including food service, vending and concessions, & parking.	State: 0 Federal: 0 Other: 75,559,162 Total: 75,559,162 % of Total Budget: 11.09%	State: 0 Federal: 0 Other: 80,877,624 Total: 80,877,624 % of Total Budget: 11.08%	
457	School of Medicine-Prepare students in the art and science of medicine and provide them with a background for further post-graduate training in a variety of fields of medicine.	State: 22,079,557 Federal: 15,929,980 Other: 22,029,679 Total: 60,039,216 % of Total Budget: 8.81%	State: 22,242,623 Federal: 17,052,809 Other: 23,650,467 Total: 62,945,899 % of Total Budget: 8.63%	Chart 7.3-1 Table 7.3-4
458	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 483,504 Federal: 63,570,764 Other: 31,621,577 Total: 95,675,845 % of Total Budget: 14.05%	State: 0 Federal: 64,426,139 Other: 34,919,348 Total: 99,345,487 % of Total Budget: 13.61%	Chart 7.3-1 Chart 7.3-2 Table 7.3-1 Table 7.3-4
459	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 815,479 Federal: 20,639,622 Other: 12,408,748 Total: 33,863,849 % of Total Budget: 4.97%	State: 0 Federal: 15,421,695 Other: 16,123,967 Total: 31,545,662 % of Total Budget: 4.32%	Chart 7.3-1 Table 7.6-3

460	Academic Support-Administrative functions that directly support instruction, research, and public service to include libraries, computing services, career advising, and academic administration.	State: 4,343,057 Federal: 77,551 Other: 43,985,614 Total: 48,406,222 % of Total Budget: 7.11%	State: 0 Federal: 84,017 Other: 50,162,729 Total: 50,246,746 % of Total Budget: 6.89%	Chart 7.3-1 Table 7.3-4
461	Student Services-Student focused activities to include admissions, registration, academic advising, student organizations, and other student services.	State: 5,201,081 Federal: 1,605,590 Other: 13,044,726 Total: 19,851,397 % of Total Budget: 2.91%	State: 0 Federal: 2,152,407 Other: 24,880,615 Total: 27,033,022 % of Total Budget: 3.70%	Chart 7.3-1 Table 7.3-4
462	Operations & Maintenance: Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 1,131,982 Federal: 71,579 Other: 38,747,262 Total: 39,950,823 % of Total Budget: 5.87%	State: 0 Federal: 75,485 Other: 41,492,388 Total: 41,567,873 % of Total Budget: 5.70%	Chart 7.3-1 Table 7.3-2 Table 7.3-3
463	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: 11,693,819 Other: 73,038,640 Total: 84,732,459 % of Total Budget: 12.44%	State: 0 Federal: 12,755,133 Other: 84,246,917 Total: 97,002,050 % of Total Budget: 13.29%	Chart 7.3-1 Table 7.5-4 Table 7.5-5
476	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 13,833,184 Federal: 52,016 Other: 15,056,934 Total: 28,942,134 % of Total Budget: 4.25%	State: 0 Federal: 60,621 Other: 32,545,317 Total: 32,605,938 % of Total Budget: 4.47%	Table 7.3-1
	Grand Total	State: 156,672,645 22.42% Grand Total Federal: 114,060,025 16.75% Grand Total Other: 410,379,913 60.25% Grand Total Total: 681,112,583 99.41%	State: 165,854,903 21.81% Federal: 112,433,642 15.41% Other: 451,490,351 61.87% Total: 729,778,896 99.09%	

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

Remainder of Expenditures:	State:	4,000,867	0.59%	State:	6,660,867	0.91%
	Federal:	0		Federal:	0	
	Other:	0		Other:	0	
	Total:	4,000,867		Total:	6,660,867	
	% of Total Budget:		0.59%	% of Total Budget:		0.91%

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

Section III – Elements of Baldrige Award Criteria

Category 1: Senior Leadership, Governance, and Social Responsibility

1. The main vehicle for developing our vision and values is continuous assessment of the educational needs of the state and community. This is done formally through a variety of conduits including active and direct involvement by the President and other senior leadership team members in state and community affairs, and routinely by appealing to the leadership of the Commission on Higher Education for guidance and direction. The University's vision is presented to the Board of Trustees in a public meeting, and is thereby communicated to all stakeholders. There are many other opportunities for the University's vision to be shared with stakeholders, including through various meetings and publications. The strategic plans of all academic units and Vice Presidents include their own vision statements which are, in turn, tied to that of the University.

2. The senior leadership creates a focus on attainment of the University's goals by closely tying resource allocation decisions to strategic plans. The annual exercise is called Planning, Budgeting and Assessment. Deans report strategic plans and budget requests to the Provost and/or Vice President for Research & Health Sciences, and vice presidents report their plans and budgets to the President. The chief aim of these deliberations is to achieve convergence between expectations, as reflected in strategic plans, and resources available to help achieve those expectations through the budget allocation process. This is an iterative process where gaps between draft plans and likely budget support are eventually reduced as the review and deliberative process proceeds. Each year, assessments are made as to how well various goals are being met. These assessments then serve the important purpose of informing the budget allocation decision. The University's strategic plan has an architecture that necessarily links the vision statement to the mission, then to the respective goals. Thus achievement of various goals necessarily leads to accomplishment of the mission and realization of the vision.

3. The President and the full senior leadership team strictly enforce ethical and responsible behavior in all facets of University life. They lead by example in adhering to the Carolinian Creed (<http://www.sa.sc.edu/creed/>). There are numerous public examples of strict adherence to not only the letter, but the spirit of all rules, laws and regulations. For instance, misconduct on the part of key members of the USC football team has led to immediate and decisive disciplinary action to demonstrate no tolerance of wrongdoing. The Vice Presidents and deans are charged by the President with direct responsibility to insure accountability with respect to all legal, fiscal and regulatory matters. Monitoring is continuous and is aided by a well-developed professional Internal Audit office that reports to the Board of Trustees.

4. The lynchpin of USC's efforts to bring focus on action to accomplish goals and objectives is complete participation by all stakeholders. Faculty, staff and students are fully involved in the development and execution of strategic plans. Numerous avenues for communication of goals and objectives are used; e.g., faculty through the senate and other channels, students through the Student Government Association, and the staff through the Staff Association and other channels. The decentralized budget model is an invaluable instrument in bringing about focus on the University's goals and vision. It is designed to align incentives of individuals with the broader University.

5. Faculty develop and acquire knowledge at USC as at any research university, and research and scholarship represent one of the three core missions of USC. It receives primary emphasis in the

evaluation and reward system. Staff members are encouraged to maintain and expand their job knowledge, and they are supported in pursuit of undergraduate and advanced degrees. The University has an extensive training apparatus for all staff.

Succession planning is emphasized at all levels. Employees with critical job knowledge are cross-trained when possible with colleagues to insure continuity. As employees retire, some are retained on a temporary basis in order to train replacements.

6. The President is a forceful and engaging communicator, and he works to insure that communication channels are fully open. He and the Provost periodically address the general faculty and the faculty senate to update them on various initiatives, and to emphasize and re-emphasize goals and vision. The senior leadership team seizes every opportunity and employs all means available to convey vision and goals to all faculty, staff and students. This includes internal print media such as *USC Times* and the student newspaper, open houses, various meetings, and an elaborate, professionally designed web site.

Senior leadership of the University takes an active role in rewarding and acknowledging faculty and staff. University awards are personally presented by the President and/or Provost. The President and Provost have direct responsibilities in selecting faculty for named and endowed chair positions, all promotion and tenure decisions, and award of sabbaticals and fellowships. Moreover, the President and Provost take an active role in monitoring merit-based salary adjustments.

7. Senior leaders such as deans are reviewed every five years. The reviews are formalized and include assessments by faculty, staff, students and external constituents. Vice presidents are formally reviewed annually by the President and/or Provost. The President is evaluated annually by the Board of Trustees. The senior leadership periodically conducts retreats and workshops that feature appropriate “soul-searching” and self-analysis.

8. All programs, offerings and services are thoroughly reviewed before implementation, and they are monitored routinely after initiation. Additions and changes to offerings are reviewed by the various regulatory bodies such as the Commission on Higher Education (CHE) and the Southern Association of Colleges & Schools (SACS), as well as by internal stakeholders. The University is sensitive to the fact that in complex endeavors such as higher education, unintended consequences are not uncommon. Consequently, ideas for new programs and offerings, as well as modifications of existing programs, are “stress tested” by faculty, staff, students and external constituents beforehand. A formal policy was recently put into place to guide in program development and modification, and a new position, Assistant Provost for Program Development, has been appointed to help oversee the process.

9. The senior leadership of USC regards support of the community as part of its core mission – outreach, service. Initiatives include economic development (e.g., Center of Economic Excellence endowed chair program), public safety (e.g., Poison Control Center), K-12 education (e.g., First Robotics), and research collaboration (e.g., Next Energy, Health Sciences South Carolina). The President is an untiring proponent of public-private partnership and collaboration with the state and local communities.

The senior leadership looks to representatives of USC’s constituents such as the CHE for much of its direction regarding needs of the state. Moreover, the President has developed close personal relationships with community leaders such as the mayor of Columbia and the city and

county councils. These constituents realize that the University is an able and willing partner whose interests are well aligned with those of the state and communities.

Category 2: Strategic Planning

1. Blueprints for Excellence are comprehensive strategic plans used to identify academic and service units and programs that are succeeding well and those that are in need of support, enhancement, or redirection. Goals articulated in the plans are aspirations to seize upon opportunities, and units are instructed to insure that their goals and initiatives support the broader goals of the University.

The chief source of regulatory risk facing the University is related to compliance with SACS and CHE requirements for new programs. In the Blueprints provided by deans, all proposed academic programs are described so that adequate preparation may be made to insure compliance with all regulations.

The process of strategic planning is largely decentralized such that deans of academic units and vice presidents of service units, in cooperation with faculty and staff, play the key role in their development. The deans and their faculty are attuned to technological shifts and changes in student profiles and market competition. Moreover, the Blueprints are shared with various key officials, such as the Vice President for Information Technology and the Vice President for Student Affairs, whose input is used to inform the planning process in the academic units.

The Blueprints present plans for the next five years, and this may be as far in the future as we can reasonably project. The financial components are three-year projections, and deans build reserves for emergencies as well as opportunities that may arise.

A key component of strategic plans is discussion of personnel needs. This is particularly valuable in light of record retirements, and hence, record hiring of faculty and staff. Each unit is required to outline its hiring needs over the coming year and to project needs five years into the future. Specific action plans are articulated that describe hiring and retention actions. These are then monitored by deans and vice presidents.

2. The key challenges identified above, maintaining the faculty work force and recruiting top students, are focal points of strategic plans. Deans include faculty recruitment and retention plans in their Blueprints for Academic Excellence, and they articulate goals regarding student recruitment and retention as well. The Vice President for Student Affairs and the Provost include goals dedicated to student recruitment and retention in their respective Blueprints for Service Excellence. Student recruitment and retention goals are monitored constantly at the highest level, the Board of Trustees. Quality indicators have been established, and these are examined periodically at Board meetings.

Infrastructure challenges are significant in view of growth in faculty and student populations. The strategic planning process itself includes space needs, and the University has a committee that constantly assesses infrastructure needs including acquisition of new space, renovation, and upfitting of existing facilities. The University has in place a master plan for facilities and infrastructure, and this is discussed actively and monitored by the Board of Trustees.

The strategic planning process itself encompasses execution in that the Blueprints are living, active documents. Each year goals and initiatives articulated by the units are re-evaluated to

determine if they are on course, and deans' performance is formally evaluated based on the degree to which their plans are being executed successfully.

3. This entire process was reviewed and revised recently and will continue to be monitored to ensure it provides useful and appropriate planning information. As with the actual Blueprints, the process itself is considered active.

The University's key strategic objectives and initiatives are addressed in the Strategic Planning chart that follows.

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross Reference for Performance Measures*
1	Establish the quality of the entire student academic experience at a level commensurate with or higher than that of peer-aspirant institutions.	a) Increase the freshman-sophomore retention rate, b) Improve the six-year graduation rate, c) Make USC Columbia more easily accessible to transfer students (e.g., launch projects such as the Bridge Program involving Midlands Tech, and support initiatives such as the SC Critical Needs Nursing Initiative), d) Develop and launch experiences beyond the classroom such as Service Learning, e) Engage students in scholarly research; e.g., project SPAR (Student Partners in Academic Research), f) Enhance study abroad offerings and support so that students are provided rich academic opportunities for obtaining the skills and experiences necessary for success in the modern world; i.e., the USC Global Competitiveness Initiative, g) Improve student preparation and motivation through services of Student Success Center	Table 7.1-1 / Chart 7.3-1 Chart 7.1-1 / Chart 7.3-2 Chart 7.1-2 / Table 7.3-4 Table 7.1-2 / Table 7.4-2 Chart 7.1-3 / Table 7.4-3 Chart 7.1-4 / Table 7.4-4 Chart 7.1-5 / Chart 7.5-2 Chart 7.1-6 / Table 7.5-2 Chart 7.1-7 / Table 7.4-4 Chart 7.1-8 / Table 7.5-5 Table 7.2-1 through 7.2-6 Chart 7.2-1 / Chart 7.6-1 Table 7.6-2
2	Improve program quality and academic reputation to levels equivalent to those of peer-aspirant institutions.	a) Recruit aggressively to attract the highest achieving student body (e.g., target increases in SAT scores and high school GPAs for the undergraduate population), b) Recruit high-caliber faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence, c) Continue to develop marketing and branding programs that position the University as a nationally and internationally recognized leader in education and research	Chart 7.3-1 / Table 7.5-1 Chart 7.3-2 / Table 7.1-1 Table 7.3-4 / Chart 7.1-1 Table 7.4-2 / Chart 7.1-2 Table 7.5-3 / Chart 7.1-8 Chart 7.6-1 / Table 7.4-1 Chart 7.5-1 / Table 7.6-3 Table 7.4-3 / Chart 7.6-2 Table 7.4-4 / Chart 7.6-3
3	Advance research and scholarly productivity to levels such that the University of South Carolina is recognized as a leading research institution nationally (as signified by the highest Carnegie classification), and a national leader in at least four areas of specialization.	a) Recruit high-caliber faculty through the Faculty Excellence Initiative, the Centenary Program, and the SC Center of Economic Excellence, b) Improve research infrastructure by renovating and upfitting existing research facilities and by completing new facilities in the Innovista, c) Improve support for ongoing research initiatives such as SCIAA, Institute for Public Service and Policy Research, etc, d) Advance Health Sciences South Carolina to a new level of productivity and accomplishment with expanded programs in partnership with Palmetto Health and Greenville Hospital System	Chart 7.3-1 Chart 7.3-2 Table 7.3-1 Table 7.3-4 Table 7.5-1 Table 7.6-3

4	Improve the financial health of the University to levels necessary to achieve the status of an excellent comprehensive research institution.	a) Secure budgetary relief from the State so that higher education is included in pay plans for state employees such that increases in employer contributions for health insurance and retirement benefits are fully funded, b) Seek budget support for start-up costs associated with new faculty hiring, c) Seek budget support for enhancing faculty salaries to facilitate retention efforts	Chart 7.3-1 Chart 7.3-2 Table 7.3-1 Table 7.3-4 Table 7.5-4 Table 7.5-5 Chart 7.6-2 Chart 7.6-3 Table 7.6-3 Chart 7.6-4 Table 7.6-4
5	Improve and expand physical facilities to support growth and provide adequate, cost- and energy-efficient space in which to work and study.	a) Secure State support for reducing deferred maintenance, b) Secure State resources toward the construction of a new Law School facility, c) Secure State resources toward the renovation of the Gibbes Green complex, d) Secure resources to construct a new Moore School of Business facility, e) Achieve funding for the Campus Health, Security & Life Safety initiative	Chart 7.1-8 Chart 7.3-1 Table 7.3-2 Table 7.3-3 Table 7.3-4
6	Upgrade the University's information technology infrastructure to better support academic programs, research, and general operations.	a) Continue development of the OneCarolina ERP initiative, b) Advance the SC LightRail initiative to implementation	Chart 7.3-1 Table 7.3-3 Table 7.3-4
7	Improve the quality of athletic programs so that USC's sports program is considered to be among the top three in the Southeastern Conference.	a) Construct a new baseball field in the Innovista district, b) Identify and secure resources to expand Williams-Brice stadium, c) Improve the academic support for student-athletes; e.g., continue to develop and launch the Academic Enrichment Center	

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

4. The University of South Carolina may be unique in the state in that the budget model is decentralized. Each academic unit receives all tuition revenue for courses taught by its faculty, and it receives a portion of the state budget allocation. By matching the locus of decision-making with the concentration of the best information, resources are expected to be allocated efficiently. For example, the dean of the College of Arts & Sciences knows better than the President or Provost the demand for Spanish courses, and student demand in turn generates tuition revenue that goes directly to the College. Thus, the dean has every incentive to staff courses adequately to reflect student demand.

It is also recognized, however, that the decentralized model is imperfect. In recognition of this reality, the Provost maintains some funding to be applied strategically as needed, and has exercised the authority to re-allocate funds from units that have surpluses. Thus there is a component of the budget model that may be characterized as “private markets,” and there is a component that is “centrally planned,” not unlike the U.S. economic system.

5. The University’s vision and plans are communicated and shared in a variety of ways. At annual meetings, the Provost and Vice President for Research & Health Sciences invite the deans to share their Blueprints, and they encourage critique and debate of each plan. In this way, university leaders are aware of how their work fits with the work of others towards the larger goals of the institution. The President’s vision is published in an annual brochure that is distributed to alumni and other stakeholders. He also speaks publicly about his vision and plans for the university in a variety of formats, including the Bow Tie tours, the College and University Presidents’ meetings with the members of the CHE, and faculty senate meetings.

6. Measuring progress of our initiatives is an integral part of the on-going planning process, and progress towards action plans is measured annually. Information is collected continuously and, during the annual planning process, deans and vice presidents supply the results, and the Blueprints are modified as necessary.

The University is confronted by challenges along many dimensions. The strategic objectives identified by the President as priorities will address anticipated challenges. The initiative to hire more high-visibility research faculty will help to advance research and scholarly productivity (Goal 3), improve program quality and reputation (Goal 2), and improve the quality of the student academic experience (Goal 1). The University’s plan to address the physical infrastructure will help us to reach Goal 5, and maintaining and developing the excellent relationship we have with the community and other partners will provide support for Goal 4.

7. The Executive Summary of each Blueprint for Academic Excellence will be available on the Provost’s website: <http://www.sc.edu/provost/divisionstrategic.shtml>. The Executive Summary of each Blueprint for Service Excellence will be posted on the President’s web page and linked to the respective sites of the vice presidents.

Category 3: Student, Stakeholder, and Market Focus

1. As with all institutions of higher education, USC’s market focus is identified, in part, through our mission statement. We seek to “achieve overall excellence and to provide South Carolina’s citizens a university as good as any in the nation.” We also utilize enrollment planning information to help ensure that our student population is aligned with our educational programs and services. We have a well-developed process that includes questionnaires, focus groups, and a number of commercially available tools designed to help build a student population appropriate to our mission.

The University follows a five-year strategic plan that directs our work. This influences our Institutional Enrollment plan, authored by the President and approved by the Board of Trustees, and influences the development of an enrollment plan for each college. The curriculum drives the hiring of faculty as well as the student population we target for enrollment. New program proposals are developed at the college level and, after feasibility discussions, submitted for review by the faculty senate, the CHE, and other internal and external governing agencies.

2. We collect much information to help inform decision-making and planning for changing student needs and expectations. The campus visit and tele-counseling programs, and other recruitment strategies are assessed. Staff in the Division of Student Affairs regularly meet with students and also organize meetings each semester for students with President Sorensen. We administer surveys and conduct assessments in all of our programs. Results are reviewed to ensure that programs and services are modified as necessary to keep current with the needs and demands of students and other stakeholders today.

We participate in a number of national surveys also. The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of higher education in America, and USC has participated in this study since its inception in 1966. Results allow us to monitor trends among our students, and to compare ourselves to peer institutions nationally. We also participate in the National Survey of Student Engagement (NSSE), a newer survey that attempts to measure the different facets of a student's engagement in the institution.

The Admitted Student Questionnaire provides valuable information about student likes and dislikes, and we are able to tailor our admissions presentations and programs to better attract our target population. We also participated in a Noel Levitz study that compared student expectations with their satisfaction. Any areas identified as "high expectation-low satisfaction" were carefully considered for modification and improvement. As the gap between expectations and reality can be a factor in student retention, staff in the Division of Student Affairs developed a new early intervention program. Within the first four weeks of classes, the goal of the First Year Call Center is to telephone every new student to ask whether the student's expectations are being met.

The formalized strategic planning process ensures that strategic planning, programmatic initiatives, budgeting, evaluation, and assessment are all linked to a continuous improvement process. Most colleges within USC have advisory committees that include both alumni and recognized community leaders. Many of these committees help to guide the curriculum using information collected from various sources, including current, former, and future students. Information is shared widely across the campus community to encourage collaboration and help improve programs and curricula.

3. The University collects a great deal of information about student and stakeholder satisfaction and dissatisfaction and uses what it discovers to make appropriate changes. Working with the CHE, staff at the University discovered that a large number of students were not maintaining the 3.0 grade point average over 30 hours per academic year required to keep LIFE scholarships. We identified courses which had a high percentage of students earning grades of D or F or withdrawing, and staff in Student Affairs developed a program called Supplemental Instruction to help support and encourage student achievement in these courses.

4. Many other instruments are used to collect information about student satisfaction. University Housing administers an annual Perception Study to all students living in the residence halls. Results are compiled overall, by building, and even by floor, and this information is shared with staff, including Resident Advisors, so they can better understand the needs of their residents.

Other measures of student satisfaction include the percentage of students and alumni who donate to the University, and the percentage of students who apply who are legacies; that is, identified themselves as relatives of those who attend or have attended the University of South Carolina.

5. The University community provides and supports many programs and services designed to attract and retain students, and to help to ensure their success as learners. The curriculum is continually monitored and adjusted to optimize student learning. Course sequences are carefully considered, and all academic programs assess their effectiveness in reaching their stated student learning goals. The following examples are indicative of the work being done around campus to help the University meet its mission, goals, and objectives:

- University 101 is a nationally recognized program designed to help first-year students adjust to university life, develop a better understanding of the learning process, and acquire essential academic success skills. The three-credit course is taught by faculty and administrators with a special interest in first-year students, and approximately 80% of incoming freshman enroll in the course.
- University Housing, over the past decade, has developed a number of residential learning communities that provide students with opportunities to reinforce their classroom learning in their living environments. One example is the Tomorrow's Educators and Teaching Fellows Community, a partnership with the College of Education that provides additional support to students who have pledged four years of work as teachers in South Carolina in exchange for tuition remission.
- All first-year students living in the residence halls participate in the Student Success Initiative. This program involves semi-structured meetings between students and their resident advisors. The meetings are carefully designed to provide students with the support they need at different times throughout the academic year.
- Academic advising is an important tool for student success and retention. Colleges within USC develop academic advising programs that best suit the needs of their students. For example, the Department of Psychology, home to one of the most popular undergraduate majors, hired a professional, full-time advisor to help ensure students were receiving adequate and appropriate support in this area.

There are, obviously, key distinctions between our different stakeholder groups. The aspirations, goals, and objectives differ for undergraduate and graduate students, for our alumni, and for taxpayers. In general, undergraduates expect to participate in an educational experience that prepares them for either continued education or to be competitive in the job market. Many undergraduates increasingly take advantage of opportunities to participate in academic research projects under the direction of highly accomplished faculty. Graduate students often seek more specialized training and, in many cases, research opportunities with our renowned faculty. Alumni expect the university to continue to grow as a respected and reputable institution. Taxpayers expect the university to play a cooperative role in the community and to prepare students to give back to the state. Despite their differences, these groups all have a stake in the success of the University of South Carolina, and, as such, a shared responsibility to help contribute to that success.

Category 4: Measurement, Analysis, and Knowledge Management

1. As an institution of higher education, measuring student learning is an important aspect of our processes. We use typical benchmark data for peer analysis. This includes average SAT scores of our entering students, graduation and retention rates, and faculty credentials. These standard measures allow us to see how well we are performing compared to select peer institutions.

2. Information and data analysis are used in a variety of ways to guide decision-making. As mentioned previously, progress toward goals and objectives outlined in the Blueprints for Excellence are evaluated continuously based upon information collected. The cyclical process allows assessment information to inform the planning process to ensure goals and objectives can be reached. At the unit level, course evaluation results and peer review notes are shared with faculty to provide them with feedback about effectiveness in the classroom. Staff are reviewed annually within the Employee Performance Management System (EPMS) which allows supervisors to work with employees to set goals that are congruent with the broader University mission.

3. Key measures of success include increased student achievement, improved program quality and reputation, increased amounts of research and scholarship, increased financial health, and improved physical facilities. While these reflect the vision and direction of the University of South Carolina specifically, information from a carefully selected group of peer institutions and aspirant institutions is collected and analyzed as well. We select schools that share a substantial number of characteristics with USC, assiduously follow those institutions, and map our own competitive posture against those institutions.

4. The goals and objectives of the University, as identified in the Blueprints for Excellence, drive what we seek to measure. Comparisons with our peers allow us to set benchmarks by which to measure progress. USC was chosen as one of 95 institutions by the Carnegie Foundation for the Advancement of Teaching in the highest category of research volume and intensity, and this gives us a natural cohort against which to compare ourselves. Comparative data are a useful tool in assessing our effectiveness, and these data are used to inform decision-making and planning.

5. Data are most useful for decision-making when they are accurate, secure, and timely. In 2001, the SACS reaffirmation committee found “the information provided [in the Office of Institutional Assessment and Compliance’s electronic data clearinghouse] to be readily accessible, clear and easy to use, and of exceptionally high quality.” USC has a variety of policies in place to help ensure data security, including a Network Access policy and a Data Access policy. Last year, a Security Oversight Committee was charged with examining our data to determine its trustworthiness. University staff and faculty use industry standard operational definitions for data, and follow guidelines required by FERPA and HEPA. As such, all faculty members are required to participate in an on-line FERPA tutorial before being allowed to access their class rosters on the web. University Technology Services works with external consultants annually to conduct a vulnerability audit to assess the security elements of our systems, including the mainframes. The multi-year Enterprise Resource Planning (ERP) project, known as *One Carolina*, will further ensure data integrity, timeliness, accuracy and security by rebuilding many of our business and administrative systems into one unified package. Additionally, *One Carolina* will make access to information much simpler and quicker as, for many requests, the user will be able to generate the needed reports rather than wait for an intermediary to generate it.

6. Performance review findings, a critical component of the Blueprints for Excellence, are presented by the deans annually as part of the strategic planning process. This is linked to the budgetary process and, as such, helps us to focus on our priorities. University Technology Services uses a project management database to review the progress of all projects. At the program level, faculty use an Assessment Plan Composer system to detail goals and outcomes for each degree-granting program. These are reviewed annually to ensure that programs are meeting student learning goals at an acceptable level of excellence.

7. Organizational knowledge is maintained and transferred in a variety of ways. Faculty and staff follow guidelines outlined in formal policies and procedures manuals. Faculty knowledge is documented, at least partially, through the tenure and promotion process. Bulletins for both undergraduate and graduate students serve to communicate university policies and procedures to students. *One Carolina* will fully document all of our business processes. All new employees participate in a University-wide employee orientation, but many divisions and departments have developed specific, formal training for their area that focus on the specific policies and procedures most relevant for that area.

Best practices are identified and shared in both formal and informal ways at the University. A lunch lecture series for faculty allows people to share their areas of expertise with others. The University and individual departments also sponsor campus visits by high-profile speakers to share their expertise and experiences. For example, in August, former surgeon general Dr. Richard Carmona addressed students at the Arnold School of Public Health. Additionally, there are numerous awards given each year to many of the outstanding faculty and staff on our campus to recognize their work. The following list represents a sample of the different honors awarded annually at USC:

AWARD	ELIGIBILITY
Ada B. Thomas Outstanding Faculty Advisor Award	Faculty advisors
Advancing Knowledge Recognition	For Student Affairs staff who published articles or books, or presented at professional meetings or conferences
Carolina Distinguished Professorships (27)	For excellence in research, teaching, and service
Carolina Trustee Professorship	Humanities, Social Science, and Business areas
Carolina Trustee Professorship	Health, Engineering, Medicine, Science and Math areas
Golden Key Faculty Award	For creative integration of research and undergraduate teaching
Learning & Leadership Recognition	For Student Affairs staff who serve as leaders in professional organizations, earned degrees or certificates, or received awards or special recognitions from other sources
Michael J. Mungo Undergraduate Teaching Awards	For faculty teaching undergraduates
Michael J. Mungo Graduate Teaching Award	For one faculty teaching graduate students
Michael J. Mungo Distinguished Professor of the Year (formerly the AMOCO Award)	All faculty
Named Chairs (approximately 60 available)	For excellence in research, teaching, and

	service
Outreach and Service Recognition	For Student Affairs staff who regularly volunteer with, or serve as leaders of, community agencies, or those who serve on University committees
Outstanding Undergraduate Research Mentor Award	All faculty
Russell Research Award	Faculty in the Humanities and Social Sciences
Russell Research Award	Faculty in the Sciences, Mathematics, and Engineering
USC Educational Foundation Research Awards	Health Sciences, Humanities & Social Sciences, Professional School, and Science, Mathematics, & Engineering
USC Education Foundation Outstanding Service Award	All faculty

Category 5: Faculty and Staff Focus

1. Faculty work performance is managed through setting teaching loads and balancing teaching schedules. These are reviewed annually and are modified based upon a faculty member's emerging strengths. For example, teaching loads may be reduced if a faculty member takes on an ambitious and successful research project. This balancing of work also helps the University work toward its mission and goals.

Staff development is organized predominantly through the state Employee Performance Management System. These documents, which generally outline about 70% of an employee's responsibilities, serve as a basis for how the work of each employee serves to further the mission and goals of the University of South Carolina.

The vision for the University is shared with faculty and staff in a number of ways to ensure that they are able to better organize and manage their efforts to support the direction of the institution. The President and the Provost meet with the faculty senate to reinforce the University's goals and objectives each year. This meeting is televised system-wide to ensure all members of the USC community can participate. The Provost also meets with all deans and department chairs to communicate the vision and discuss how various policies and procedures support the direction of the university.

2. Organizational and human resource processes are evaluated both institutionally and by the State. The state Human Resource office performs periodic audits of job classes and other components of USC's organizational system. Internally, processes are reviewed to ensure that the Division of Human Resources is distributing information organized and administered at the state level in an accurate and timely fashion.

Policies and procedures at the University are regularly reviewed. An integral part of USC's improvement system is the Administrative Council. This group of Vice Presidents and the President meets regularly to discuss human resource issues. The Provost's senior staff advises him on all policies and procedures relating to faculty. Both the Assistant Provost for Academic Policy and the Vice Provost for Faculty Development positions, for example, were created based upon feedback.

The former coordinates faculty-related policies, and the latter coordinates faculty advancement through sabbaticals, tenure and promotions, and applications for honors such as endowed chairs.

Staff development is supported and encouraged through a Professional Development Series (PDS). The listing of available courses can be found at: <http://hr.sc.edu/profdevp/subject.html>.

Senior level administrators reward multi- and cross-disciplinary research. Faculty learning seminars, offered periodically around campus by different colleges, offer opportunities for faculty to share new information and collaborate. Additionally, there are a number of centers on campus whose main purpose is to organizationally unify various academic disciplines. For example, the Belle W. Baruch Institute for Marine and Coastal Sciences brings together areas such as biology, marine science, geography, oceanography for a common purpose. The Professional Development Office, working with the Office of Research and Health Sciences, has developed a program called GRANTS that focuses on training grants administrators campus-wide. The skills, knowledge, and abilities needed to successfully administer and manage grants made this a naturally collaborative program.

3. Communication across departments, colleges and campuses in a university system is necessary for effective and efficient performance. The University manages a great deal of its work through a committee system that brings together faculty, staff and students. Committee members bring different perspectives on issues and make recommendations for changes to policies or procedures, as appropriate. The following table delineates some of the committees and the departments with which some faculty and staff members are affiliated.

Committee	Membership (partial)
University Committee on Tenure and Promotions	All units eligible
Research and Productive Scholarship Committee	All units eligible
Disability Affairs Committee	Student Disability Services, Human Resources, Facilities Services, Nursing, Student representative
Information Technology Council	Information Technology, Business and Finance, Computer Services, Student Body President, Institutional Planning and Assessment
Retention Committee	Student Affairs, Provost's Office, Financial Aid, University Housing, Faculty representatives

The Provost's office conducts a series of training sessions for all deans on the budgeting and planning processes. The Budget office offers a similar series to all business managers on campus that shares information about best practices, knowledge and skills.

Information about Human Resource policies and procedures is shared through an e-mail LISTSERV. Additionally, training schedules are sent in e-mail newsletters to all faculty and staff. "News to Use," a weekly feature, highlights useful information available on the Human Resources website for faculty and staff.

4. The work of faculty and staff directly contributes to the achievement of University goals and objectives. Both the tenure and promotion process and the EPMS process encourage high performance that supports the University's direction. The strategic planning documents, Blueprints

for Excellence, include research and scholarship goals for each college, and initiatives and actions plans that detail how these goals will be met.

5. Two years ago, the University of South Carolina launched the Strategic Faculty Revitalization Initiative. This project originally included \$1.5 million dollars in recurring funding to help hire replacement faculty. This money has allowed many departments to anticipate their needs and hire accordingly. Obviously, a number of these anticipated vacancies can be attributed to the TERI program. This group has been tracked since the beginning of that program, and regular reports have been prepared for the staff in the Provost's office to help ensure an adequate plan to address the changes in staffing the program brings.

Given the nature of an institution of higher education, career progression for most faculty and many staff is integrally tied to the university's processes. The career management process for faculty helps to manage and direct a faculty member's career from hiring through post-tenure review, if appropriate, and into retirement. This allows faculty members to grow and develop in ways that are professionally fulfilling, and congruent with the University's mission and goals. Staff members of the university have the opportunity to participate in management training to help expand and develop the skills they may need to be successful and progress in the organization.

6. All faculty hiring is strategically tied to the curriculum as we hire to meet the needs of the curriculum. As such, faculty training and education closely match our key organizational needs. Staff are also hired because of what they know and what they can bring to our organization. We have a robust list of professional development programs to help faculty and staff continue to learn and grow once they are a part of the Carolina community. The entire program series is reviewed each summer, and, typically, two to five new programs are added, and those that are no longer viable or necessary are deleted. The Tuition Assistance program also supports the continued learning and development of faculty and staff.

The effectiveness of faculty and staff's education and training is evaluated in a number of ways. Courses are evaluated by students every semester, and, as such, information about how effectively faculty are using their education and skills is collected and reviewed regularly. Faculty are also routinely peer-reviewed. Both of these evaluations factor into the tenure and promotion process which is designed to assess faculty effectiveness on a broader scale. The evaluation of staff members' education and training is addressed through both the State hiring processes and the EPMS. Through the EPMS, the goals of the unit drive the creation of job duties and success criteria for each employee during the planning stage. The review stage allows the supervisor and the employee to reflect on the employee's performance and determine strengths and areas that need improvement to help the unit meet its goals.

The tenure and promotion process is designed to encourage faculty members to stay current with new research and developments in their fields and to use new knowledge in the classroom. Staff, in some areas, have the opportunity to earn salary increases for completing certain types of additional training. For example, the USC Police department encourages members to participate in additional, voluntary training opportunities. Examples of these training opportunities include "Interviewing and Statements," "Basic Bike certification," "Writing at Work," and "Advanced Interviewing and Interrogation." If an officer successfully completes one of these training options, a pay increase or either 2.5% or 5%, depending upon rank, may be authorized. All participants in programs in the Professional Development Series (PDS) are asked what additional training they feel

they might need to be more successful. Results are used to guide the development of PDS courses for the following year.

7. As listed in Section 4 (beginning on page 20), there are many awards that recognize faculty excellence in teaching, research, and other areas. Staff have the opportunity to earn Pay for Performance increases and bonuses for exceptional work.

8. The University has a variety of mechanisms in place to monitor faculty and staff well-being and satisfaction. The Faculty Advisory Committee meets regularly with the Provost to bring to him all matters that have been developed by the Faculty Grievance Committee and the Faculty Welfare Committee. In each faculty member's annual review process, the faculty member is asked about issues or concerns he or she may have with the department, the college, the University, etc. These comments are forwarded to the appropriate office for review and action, if necessary. Information about faculty, staff and student concerns is also relayed and addressed through an Ombudsperson system. The University Ombudsperson's role is to intermediate in disputes and advise faculty and the Provost. The Division of Student Affairs has a similar position that deals directly with student concerns. A staff member in the Division of Human Resources works exclusively on employee relation issues.

As research indicates that there is a link between health status, work productivity, and retention of employees, during the 2006-2007 year, a survey was developed by USC faculty and staff members and administered to University employees to assess their well-being. It was primarily administered via email, but University Facilities staff, many of whom do not have email access, were given the opportunity to complete the survey in pencil-and-paper format. Questions included "I feel my employer is concerned about my health and safety," and "I am satisfied with my current job at the University of South Carolina." Overall, the final response rate for this health and wellness survey was 32%. These examples are only a few of the many methods and measures the University uses to assess its faculty and staff.

9. Information collected is used to continuously refine our processes to help achieve our goals and objectives. Information is shared with senior-level administrators and other policy makers through the University's committee and advisory board structures. For example, through the faculty senate, faculty brought a concern about the policy for appointing department chairs to the attention of the Provost. As a direct result of this, staff in the Provost's office will review the policy in question and make changes as needed. The number of formal grievances filed by faculty is usually limited and most often relate to tenure and promotion decisions or concerns about salaries. Several years ago, concerns arose about how consistent faculty salaries at USC were with peer institutions. This became an institutional priority, and the Provost appointed a Faculty Salary Equity Committee charged with developing a systematic approach to explore and address these concerns. The committee examines salary data and makes recommendations as necessary.

10. The health and safety of our staff, students, faculty, and visitors is of primary concern to the University. The University's newly revised emergency plan is found at: <http://www.sc.edu/emergency/EmergencyManagement.pdf>. In May 2007, five University administrators gathered with faculty and staff to review the campus' emergency procedures in the event of an incident like the shootings at Virginia Tech or some other disaster. For the beginning of the 2007-2008 academic year, the University has installed a new Emergency Notification System to reach students, faculty and staff during an emergency on the Columbia campus. The system will send

text and voice messages to the cell phone numbers provided by students, faculty and staff through the university's Visual Information Processing (VIP). E-mail addresses and land-line numbers also will be utilized for alerts.

The Office of Environmental Health and Safety provides the University community with the services and training needed to ensure safety and environmental responsibility. They offer training related to fire safety, hazardous waste management, radiation safety, and laboratory safety. The Emergency Management Plan for this area can be found at: <http://ehs.sc.edu/Emergency.htm>. USC's Division of Law Enforcement and Safety is accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA). When initially accredited in 1996, the department was only the 12th university law enforcement agency to earn such recognition. In the recent reaccreditation process, they were acknowledged as a Flagship Department and were only the second in the country to receive this honor from CALEA.

The University is currently in the process of updating its Disaster Recovery Plan. Staff from University Technology Services meet regularly to establish procedures and policies to ensure rapid restoration of voice, video, and data systems and resumption of University operations in the event of a systems disruption. Additionally, an imaging process helps ensure that vital files are backed-up on secure computers and not only available in a paper format that could be lost in case of fire, flood, or other disaster.

Human Resource staff meet quarterly with the Worker's Compensation Committee to develop plans to reduce the number of strains and sprains of the back reported by members of the Housing and Facilities departments. These two departments represent the largest users of the Worker's Compensation program, and safety and awareness training in these areas can significantly decrease the number of these types of injuries.

The University of South Carolina has also shown its commitment to supporting and encouraging a healthy environment on campus by implementing a new initiative called Healthy Carolina. Designed to increase health awareness and provide resources to the campus community, this office, under the guidance of President Sorensen, launched the Tobacco Free USC program that supports the new tobacco policy on campus. More information about the resources available to faculty and staff, as well as students, is available at: <http://www.sc.edu/healthycarolina/index.html>

Category 6: Process Management

1. The University has a well-developed program approval process that helps to ensure educational programs and services are well-thought-out and needed. Additions to the curriculum must be consistent with our mission, vision, goals and objectives. Program proposals are reviewed by the Provost and by the faculty senate. They are also reviewed by staff at the CHE, Commissioners who serve on the Academic Program Review committee, and voted on by the entire CHE membership. SACS must also formally accept all new programs before students can enroll.

2. The planning and development process incorporates input from everyone involved in the campus community. As noted previously, students in every course, every semester, are encouraged to provide feedback about the content, delivery, and other aspects of a course. This information is compiled on a departmental level and shared institutionally as appropriate. Almost every college has

an advisory board that includes, among others, both alumni and employers who hire that college's graduates.

3. Although the general goal of educating students has always guided processes, changes and developments in technology have allowed universities to explore new ways of effectively and efficiently reaching this goal. Faculty now use white boards, PowerPoint presentations, and internet resources to present information in more varied ways. Enhanced classrooms (SMART) are equipped with a variety of equipment, ranging from overhead projectors, to computers and DVD players. Courseware management systems, such as Blackboard, not only augment traditional classroom delivery, but they also allow students who do not meet in a traditional classroom setting to communicate and share ideas with instructor and classmates. University Instructional Services provides the necessary technology and student support for the University's academic departments and colleges to successfully deliver courses and programs to students at a distance. Using live broadcast, VHS/DVD, web, or video stream allows the University's offerings to reach students who may not be able to attend the physical campus.

4. Our processes are evaluated regularly, both internally and externally. Programs are subjected to an external review process where experts in the field from other colleges and universities visit the campus to meet with faculty, staff, and students and to closely examine and review each program. A formalized report is prepared that highlights a program's strengths and areas for improvement. Many of our programs are eligible for and are awarded accreditation by external governing bodies. Earning initial accreditation and being reaffirmed are intensive processes that examine virtually every facet of a program or college. For instance, the Professional Education Unit at USC (comprised of 6 colleges and schools across the campus and an internationally-known Professional Development School Network) underwent its most successful continuing accreditation visit in USC history in fall 2003. The National Council for the Accreditation of Teacher Education (NCATE), the CHE, and the South Carolina State Department of Education (SDE) conducted a joint visit and deemed the Unit, anchored by the College of Education, as surpassing all six major NCATE standards, resulting in a full visit with no formal weaknesses cited. This continuing accreditation applies to over 60 education-related undergraduate, graduate, and certificate programs that serve over 1,000 students.

5. As an institution of higher education, our support processes are vital to helping achieve our educational mission. Admissions, Human Resources, the Budget and Finance office, Facilities, Student Affairs, and University Technology Services all contribute to the overall success of the institution. These offices, as with those more directly related to educational processes, are evaluated regularly. All administrative support units participate in the Blueprint for Service Excellence strategic planning process. As such, each area is expected to demonstrate how its mission ties to the academic goals of the University.

Ensuring that financial resources are available to enable us to meet our goals is an on-going challenge to which we must continue to find answers. Tuition increases are carefully balanced with financial resources provided by the General Assembly. Additionally, budgets are carefully considered, and deans and vice presidents are instructed to make the decisions necessary when planning to ensure that they stay within their allocated budget amounts.

The financial resources needed to meet budgetary obligations come from State appropriations, tuition and fees, research grants, contract services and philanthropy. The University Budget Office maintains a long-range financial plan and regularly updates projections of key parameters. The decentralized budget model, in use for the last four years, emphasizes to deans their important role in

identifying funding sources for various initiatives; e.g., new academic programs, new modes of delivery of instruction, and research programs. Deans work closely with University Advancement to identify needs and sources of private support.

Category 7: Organizational Performance Results

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

Information about student learning is collected in a variety of ways. Student performance on professional exams is one indicator of how much students have learned. The University of South Carolina reports the following information annually on the Institutional Effectiveness report mandated by Act 629.

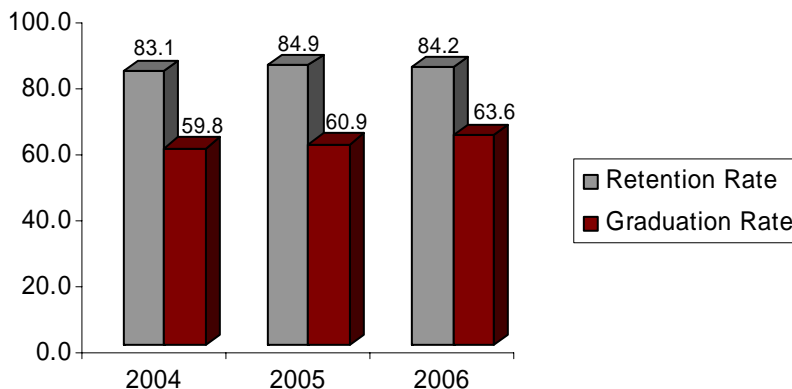
Name of Exam	2005-06 Results			2006-07 Results		
	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
MULTI-STATE PHARMACY JURISPRUDENCE EXAM (MPJE)	105	95	90.5%	127	119	93.7%
NATIONAL COUNCIL LICENSURE EXAM. - REGISTERED NURSE	95	91	95.8%	122	111	91.0%
NORTH AMERICAN PHARMACIST LICENSURE EXAM. (NAPLEX)	116	110	94.8%	73	69	94.5%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	51	45	88.2%	258	239	92.6%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	6	3	50.0%	25	22	88.0%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	33	31	93.9%	97	88	90.7%
PRAXIS SERIES II: SPECIALTY AREA TESTS	442	411	93.0%	615	585	95.1%
SOUTH CAROLINA BD. OF LAW EXAMINATION	136 361	103 307	75.7% 85.0%	503	403	80.1%
US MEDICAL LICENSING EXAM. - STEP I	78	74	94.9%	75	73	97.3%
US MEDICAL LICENSING EXAM. - STEP II	80	80	100%	76	72	94.7%

Table 7.1-1. Professional Exam Pass Rates

Professional exam pass rates are available for all public schools in the State in *A Closer Look*, a report prepared each year by the CHE for the State legislators.

Information about student learning is often collected with indirect measures. Two commonly used indirect measures of student learning are retention and graduation rates because, clearly, an institution is most able to affect student learning when students are present and engaged in the educational process. As Chart 7.1-1 shows, the retention of students at USC between the first and second years has been relatively stable over the past three years, while the percentage of students who earn a degree within six years of starting shows a slight increase.

Chart 7.1-1 Retention and Graduation Rates for USC



Retention rate percentage represents the percent of first year students who returned the following fall semester. Graduation rates represent the percent of an entering cohort who earn degrees within six years.

Chart 7.1-2. Retention and Graduation Rates for SEC Public Institutions

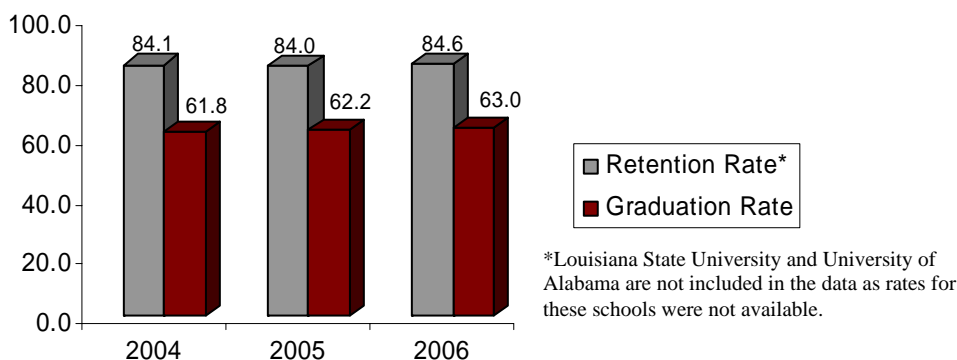


Chart 7.1-2 shows the average retention and graduation rates for public schools in the Southeastern Conference (SEC). (These schools are the University of Alabama, Auburn University, the University of Arkansas, the University of Florida, the University of Georgia, the University of Kentucky, Louisiana State University, the University of Mississippi, Mississippi State University, and the University of Tennessee.)

A student’s academic experience is enriched by the variety and quality of out-of-classroom experiences offered by an institution. As such, USC is committed to providing opportunities for students’ to heighten their learning through these extra-curricular experiences. Service learning, an out-of-the-classroom instructional approach in which students perform community service as part of their work in an academic course, not only enhances students’ academic learning, but also benefits the community in both direct and indirect ways. A Provost’s Task Force on Service Learning met throughout the 2006-2007 academic year and submitted its report in June 2007. Their research led to three major conclusions:

- Service learning activities at USC have not been well documented.
- Although a significant number of faculty are interested in integrating service-learning into their teaching or are already doing so, many express the need for additional assistance with planning, coordination, and resources.
- There is tremendous, but currently underdeveloped, potential for research and scholarship related to service learning on our campus.

Many opportunities for students to engage in community service or service learning activities are coordinated through the Office of Community Service Programs (CSP). During the 2006-2007 academic year, 3,419 students were involved in projects coordinated through CSP for a total of 10,400 hours of service. Campus-wide, over 10,750 students were involved in service projects which generated over 62,000 service hours. University 101 students participate in service activities as a class and then complete either a written or oral analyses of their experiences to further their understanding.

	Volunteers	Hours
Athletics	952	3,115
Greek Life	2,370	8,339
University 101	3,200	32,000
Other	4,228	15,516
Total	10,750	62,848

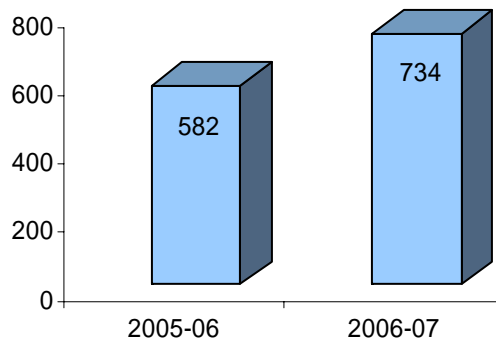
Table 7.1-2. Community Service Involvement

Created in the Fall of 2006, the Office of Undergraduate Research seeks to enrich the academic experience of all USC undergraduates by providing research and scholarly experiences in their chosen fields. The office promotes inquiry, discovery, and creativity in all disciplines through faculty-student mentoring relationships and the integration of instruction with research, scholarship, and creative activities. USC encourages students to explore research opportunities in the traditional areas of science, technology, and medicine but also music, theater, and art – any arena that will provide an environment for students to creatively explore their interests at a level more in-depth than can be attained in the classroom.

Approximately 115 USC faculty members, from a variety of disciplines, have supervised students who have won Magellan Scholar Grants. Other faculty have encouraged students to participate in the National Science Foundation’s Research Experience for Undergraduates (REU) program along with other summer and semester-long research opportunities. Since the Spring of 2006, a total of 152 students have been awarded Magellan Scholars Grants in the amount of \$435,491.

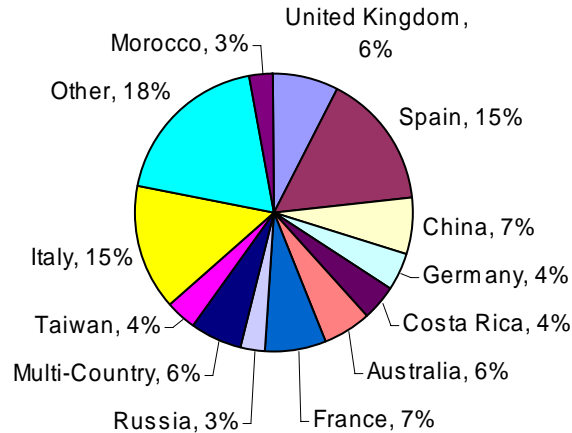
Opportunities to study abroad have increased for students, and students are taking advantage of these opportunities in larger numbers. The number of undergraduate study abroad participants increased by 25.7% overall from 2005-2006 to 2006-2007.

Chart 7.1-3. Number of Study Abroad Participants



Of the most recent Study Abroad participants, 55.4% (407) were South Carolina residents. As shown in the following chart, students have the opportunity to study in a wide variety of places, from China to Ecuador.

Chart 7.1-4. Where Undergraduate Students Studied 2006/2007 Academic Year



* The “Other” category includes destinations such as: Bulgaria, Ecuador, Egypt, Fiji, Macao, Norway, Peru, Tunisia, and United Arab Emirates.

There are a number of academic support services on campus designed to help students improve and succeed. The Supplemental Instruction (SI) program, which was established during the 2005-2006 year, is a learning enhancement program which consists of a series of weekly review sessions for students enrolled in historically difficult courses. The sessions are led by SI leaders, who are students who have earned As in these courses and have been identified by faculty as having a mastery of the subject matter. Courses for which SI was available during the past year included:

Financial Accounting, Biological Principles, General Chemistry, Principles of Microeconomics, U.S. History, Precalculus, Introduction to Logic, and Psychological Statistics.

Results indicate that students who participate in the Supplemental Instruction sessions earn higher grades than those who do not.

Chart 7.1-5. GPA for Fall 2006

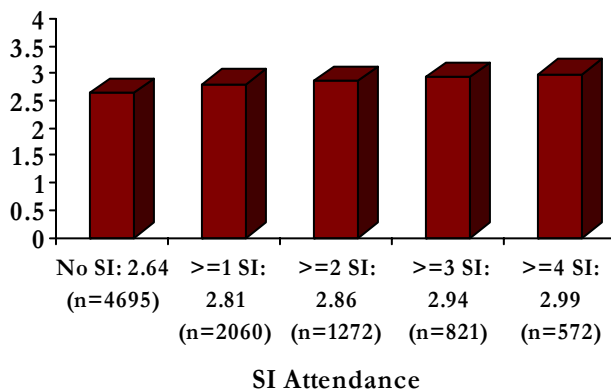
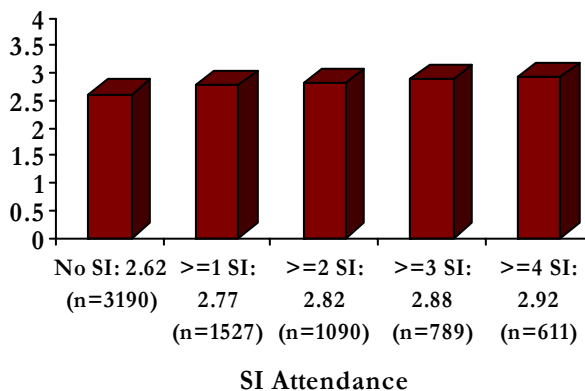
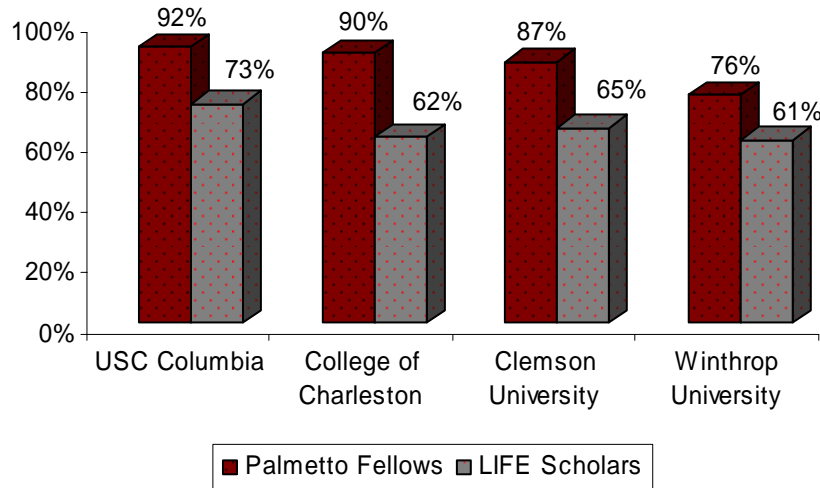


Chart 7.1-6. GPA for Spring 2007



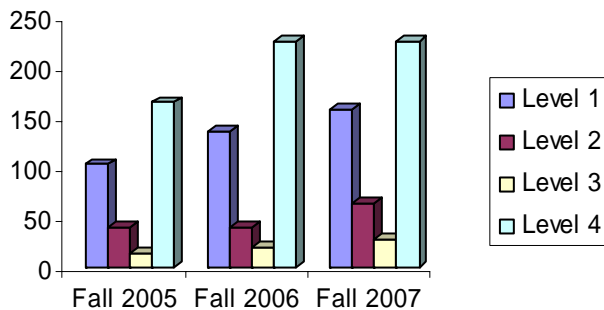
To further support the quality of the student academic experience, the University has developed two collaborative agreements with Midlands Technical College and Greenville Technical College to help students from South Carolina be fully academically prepared for success. These programs, as they develop, should help to increase students' success at USC, even if they begin their academic careers elsewhere. It will also allow us, along with other academic support programs, to continue to encourage and support students' retention of scholarship money awarded by the state with grade point average requirements. As the chart below shows, USC's academic support programs for students are already helping with this.

Chart 7.1-7. Overall State Scholarship Retention Rate 2005-2006



The University also invests in technological advances to assist in meeting the educational and research missions of the institution and the needs of faculty and students. The President has stated that, in order to continue to provide the best research and teaching facilities, USC must provide technological enhancements and upgrades for five additional classrooms each year.

Chart 7.1-8.



Level 1 (Fully-enhanced) - projector, custom lectern, DVD, VCR, computer, laptop interface, document camera, sound reinforcement system, and a custom control system
Level 2 (Mid-enhanced) – projector, DVD, VCR, laptop interface, sound system
Level 3 (Minimal-enhanced) – projector, wall-mounted laptop interface
Level 4 (Basic) – TV on cart with VCR/DVD combo

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

The University of South Carolina Columbia conducts numerous surveys, focus groups, and exit interviews to assess the satisfaction of our various constituents. Results are analyzed, shared with decision-makers as necessary, and used to continually refine and improve our services.

Student responses on many of these surveys and interviews indicate satisfaction with their experiences at USC. One initiative, called the First Year Call Center, has sophomore students telephone all first-year and new transfer students to ask them how they are adjusting to academic demands and other aspects of life at Carolina. Almost 60% of students contacted through these calls in early Spring 2007 reported being “satisfied” or “very satisfied” with academics at USC. Over 61% reported being “satisfied” or “very satisfied” with academic advising on campus. If issues or concerns are identified, the appropriate faculty or staff member is notified so that the issue can be addressed. University Housing staff also assessed student satisfaction and found that 94% of students living in a residential learning community would recommend their learning community to another student. This information has allowed staff to feel confident using similar learning community models when developing new opportunities for student involvement.

USC participates in a number of national surveys designed to collect a variety of information about students’ experiences on our campus. The National Survey of Student Engagement (NSSE) is administered to a representative sample of first-year and senior students at colleges and universities around the country. The following tables show responses to selected questions asked of USC students and students from all Doctoral-Extensive institutions who participated in NSSE in the last two years in which USC participated in the survey.

Table 7.2-1. Results as percentages for the NSSE question: How much has experience at this institution contributed to your knowledge, skills, and personal development in acquiring a broad general education:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
Very little	2	2	2	1	2	3	3	2	2	2	3	3
Some Quite a bit	8	16	15	20	6	12	16	17	17	18	15	16
Very much	36	43	43	43	37	44	42	42	45	46	39	40
	54	40	40	35	55	42	39	39	35	35	43	41

Note. N₂₀₀₅ = 158 (USC); 12043 (Nat'l); N₂₀₀₇ = 624 (USC); 38663 (Nat'l).

Table 7.2-2. Results as percentages for the NSSE question: How much has experience at this institution contributed to your knowledge, skills, and personal development in acquiring job or work-related knowledge and skills:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
Very little	7	8	10	8	6	7	10	9	12	10	8	8
Some Quite a bit	25	29	32	33	23	25	28	27	32	31	24	24
Very much	32	34	34	33	30	34	34	34	34	36	35	32
	35	29	24	25	41	33	28	30	21	24	34	36

Note. N₂₀₀₅ = 159 (USC); 12037 (Nat'l); N₂₀₀₇ = 624 (USC); 38649 (Nat'l).

Table 7.2-3. Results as percentages for the NSSE question: Describe the quality of your relationships with faculty members:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
1 Unavailable, unhelpful, unsympathetic	0	1	2	1	0	1	1	1	1	1	1	1
2	2	2	0	2	2	1	4	3	3	3	3	3
3	3	6	2	7	3	6	8	8	9	9	7	7
4	13	20	17	21	12	18	18	19	21	22	16	16
5	38	27	37	29	34	24	28	29	30	30	26	27
6	39	27	29	26	28	28	28	26	26	24	30	28
7 Available, helpful, sympathetic	17	17	14	14	21	22	14	14	11	11	17	17

Note. N₂₀₀₅ = 162 (USC); 12326 (Nat'l); N₂₀₀₇ = 646 (USC); 39655 (Nat'l).

Table 7.2-4. Results as percentages for the NSSE question: Describe the quality of your relationships with faculty members:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
1 Unavailable, unhelpful, unsympathetic	2	4	3	4	2	4	5	4	4	3	7	6
2	7	9	5	7	8	12	9	8	8	7	10	9
3	10	13	11	12	8	12	14	13	13	13	14	14
4	21	25	23	25	24	23	25	25	27	26	22	22
5	28	25	29	26	26	24	21	23	22	24	20	22
6	21	15	20	15	19	14	17	17	17	17	17	17
7 Available, helpful, sympathetic	10	11	9	11	13	11	10	10	9	9	11	11

Note. N₂₀₀₅ = 162 (USC); 12326 (Nat'l); N₂₀₀₇ = 646 (USC); 39655 (Nat'l).

Table 7.2-5. Results as percentages for the NSSE question: How much has experience at this institution contributed to your knowledge, skills, and personal development in acquiring job or work-related knowledge and skills:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
Very little	14	11	13	9	13	14	18	17	17	17	18	19
Some	26	32	29	33	28	30	30	32	31	32	29	30
Quite a bit	30	34	30	33	29	33	29	30	30	31	29	29
Very much	30	24	29	25	30	23	23	21	22	20	24	22

Note. N₂₀₀₅ = 160 (USC); 11980 (Nat'l); N₂₀₀₇ = 612 (USC); 38317 (Nat'l).

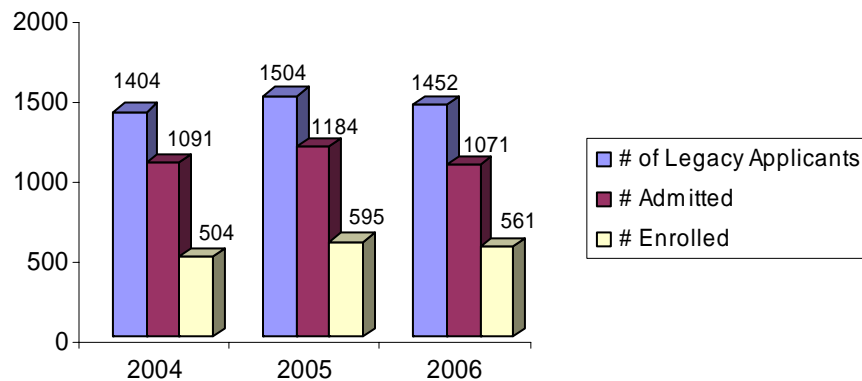
Table 7.2-6. Results as percentages for the NSSE question: If you could start over again, would you go to the same institution you are now attending:

	USC Total		USC Class				Nat'l Total		Nat'l Class			
	2005	2007	1st year		Senior		2005	2007	1st year		Senior	
			2005	2007	2005	2007			2005	2007	2005	2007
Definitely no	5	3	5	4	5	4	4	4	4	3	5	5
Probably no	11	13	6	12	13	13	13	11	12	10	13	11
Probably yes	34	34	38	35	36	32	39	37	39	38	39	36
Definitely yes	49	50	51	49	45	52	44	48	45	49	42	48

Note. N₂₀₀₅ = 160 (USC); 12019 (Nat'l); N₂₀₀₇ = 613 (USC); 38399 (Nat'l).

Another indirect measure of student and alumni satisfaction is the number of students who apply and enroll at USC who are legacies of the institution. For the following data, legacy is defined as an applicant whose mother and/or father is a graduate of USC. The rationale for this measure of satisfaction is that parents who had a positive experience at USC are more likely to encourage their children to apply here.

Chart 7.2-1. Number of Legacy Applicants



US News and World Report publishes rankings of college and university programs each year. These are based upon a variety of criteria that some consider important aspects of quality programs. These rankings can be used to assess student satisfaction as higher quality programs should lead to higher student satisfaction. USC's undergraduate international business program has been ranked number one by *US News* since 1995. The Moore School's program leads New York University, the Wharton School at the University of Pennsylvania and the University of California-Berkeley. Overall, *US News and World Report's* 2007 report ranked the University of South Carolina Columbia 102nd and in the top tier of the Best National Universities – Doctoral. Within the Best Public National Universities – Doctoral list, USC was ranked 54th.

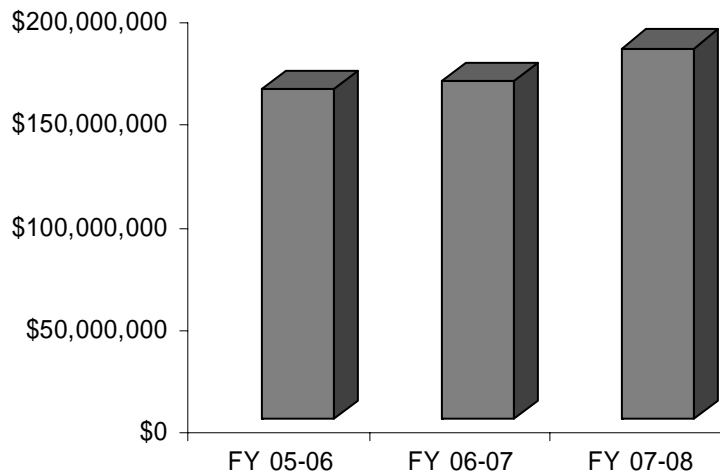
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

As a state-assisted institution, the University relies on funding from the State to help fulfill its mission and goals. The following chart shows the dollar amounts of state funds allocated to the

university for the past three fiscal years. The modest increase in state support is due largely to partial funding of state-mandated salary increases, thus the state component of the funding mix has been essentially flat during the recent period. In 2001 tuition revenue surpassed state funding as the chief source of funds. The funding environment presents persistent challenges to USC, but steps are being undertaken to deal effectively with those challenges.

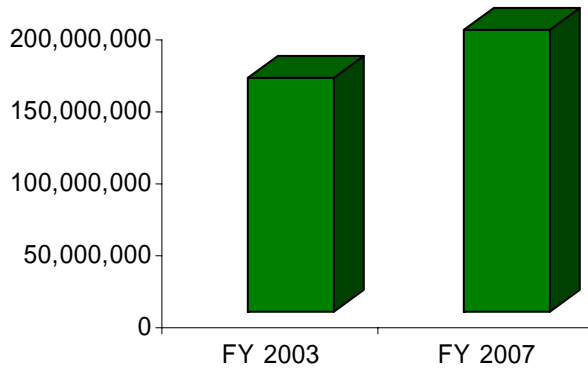
Tuition revenue is a natural source to which to appeal, but USC has a goal of relying on this source to a minimum degree. Consequently, the overall tuition rate increased in FY 2007-08 by only 6.9% relative to that in FY 2006-07, well below limits discussed in the General Assembly.

Chart 7.3-1. State Funds ("A" funds)



Toward this end, the University of South Carolina is working to increase the revenue amounts generated from grants, contracts, and gifts. This can add to the University's prestige and helps to generate more revenue for the local community and continue to attract prestigious faculty and national caliber students. Since FY 2003, this amount has increased by over 20%.

Chart 7.3-2. Grants, Contracts, & Gifts



The research money faculty members bring to USC directly affects the reputation of the State as well as the University, increases revenues spent in South Carolina, and enhances the educational experience of our students. As can be seen from the following data from the Delaware Study, USC is well ahead of the national average for research institutions on research expenditures per faculty member. This figure substantiates the Carnegie Foundation designation of USC as a Very High Research Activity institution. USC is the only South Carolina institution to be included in this highest research category.

Research Expenditures per Faculty Member	2004	2005	2006
Average of the Research I schools who participated	\$65,122	\$70,023	\$58,395
University of South Carolina	\$84,417	\$83,725	\$77,209
Percent of Participating Schools' Average	130%	120%	132%

Table 7.3-1

Reducing deferred maintenance is also a goal for the institution in order to protect state resources and enhance the learning and working environment. As buildings are brought to an acceptable condition, money is permanently allocated for maintenance. The following table reveals annual reductions in deferred maintenance during FY 2005 through FY 2007. Given the extreme age and historical significance of many of the buildings on the Columbia campus, maintenance is an ongoing challenge. The challenges of maintenance requirements are amplified by the persistent challenge of space availability and space adequacy, including classrooms, offices and laboratories. Plans to address these needs are ongoing.

Total Reduction in E&G Deferred Maintenance	FY 05	FY 06 (1)	FY 07
	\$14,973,891	\$42,345,048	\$8,144,812

Table 7.3-2. Note (1): The FY 06 amount includes \$33,426,033 in deferred maintenance avoidance as a result of the demolition of Carolina Plaza.

While student and faculty populations have increased, the University has also made a significant financial investment in offices, classrooms, and laboratory space to ensure that facilities support the learning environment.

Renovations and Improvements	FY 04-05	FY 05-06	FY 06-07
	Total dollars spent each fiscal year		
	\$9,188,185	\$22,592,961	\$10,687,126

Table 7.3-3

Obviously, continued emphasis on research activities on campus demands that current research facilities are renovated and upfitted while new research facilities are designed and built in the Innovista. Of the amount spent on renovations and improvements, over \$1.9 million was related to research facilities. The Public Health Research Center, which opened during the 2006-07 year, is one example of new space being utilized in ways that directly help the University reach its goals.

President Sorensen and other senior level administrators meet each August with the members of the CHE to present the University’s goals, accomplishments and budget requests. The following table (7.3-4) illustrates the University’s priorities reflected in the funding requests for FY2009:

Request	Amount
Faculty Excellence Initiative	\$4,800,000 - recurring
Strategic Faculty Development	\$5,000,000 – recurring
OneCarolina	\$1,500,000 – recurring
Campus Health, Security & Life Safety	\$2,500,000 – recurring
South Carolina Health Advancement	\$1,000,000 – recurring
USC Global Competitiveness Initiative	\$2,200,000 – recurring
Magellan Scholars Program	\$1,500,000 – recurring
SC LightRail (SCLR)	\$1,500,000 - recurring

Table 7.3-4

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

The University of South Carolina collects a variety of information about faculty and staff learning and development, as well as their satisfaction. Surveys, focus groups, feedback forms, and external measures of quality and compliance all provide information about how well faculty and staff are performing, and their satisfaction.

Faculty and staff at the University of South Carolina are committed to continued training and development. As discussed in Category 5, the University offers a wide range of professional development classes for faculty and staff. As Table 7.4-1 shows, the Professional Development series has grown both in number and variety of courses offered, as well as in the number of faculty and staff participating.

Category	7/01/04 to 6/30/05		7/01/05 to 6/30/06		7/01/06 to 6/30/07	
	Workshops	Attended	Workshops	Attended	Workshops	Attended
Conferences			1	65	1	63
EEO Programs	5	145	4	170	6	152
GRANT classes	21	356	62	962	59	947
Online Training		20		6		27
Regular Classes	66	882	77	1165	81	1189
Total	92	1403	144	2368	147	2384
Visitors		21		16		46
USC + Visitor Total		1424		2384		2384

Table 7.4-1. Human Resources Professional Development Year-End Report Totals

Information about faculty members' top five concerns was collected by the Faculty Welfare Committee on a survey administered to all 1,154 full-time faculty on the Columbia campus. Over 500 faculty responded for a response rate of 41.9%. As a result of this information, university administrators conducted additional surveys and focus groups around the idea of developing a more family friendly environment and policies at USC. The new Family-Friendly Policies for USC Columbia faculty went into effect August 16, 2007.

Rank	Issue
1	Salary (including compression issues, & tenure & promotion processes)
2	Human Resources/Benefits
3	Work environment (space, facilities issues, etc.)
4	Communication gaps
5	Additional funding concerns (GA stipends, research support, etc.)

Table 7.4-2.

In the Spring of 2007, Healthy Carolina and Faculty/Staff Wellness Promotions, with assistance from the Arnold School of Public Health and the College of Nursing faculty, developed a faculty/staff health assessment to better identify and address the specific health concerns of USC faculty and staff. The goal of the survey was to gather data to use to develop health and wellness programs and services for this group. The following tables present results from two general questions:

I feel my employer is concerned about my health and safety.	Frequency	Percent
Strongly disagree	224	12.2
Disagree	263	14.3
Neutral	717	39.1
Agree	515	28.1
Strongly agree	115	6.3
TOTAL	1834	100

Table 7.4-3.

I am satisfied with my current job at the University of South Carolina.	Frequency	Percent
Strongly disagree	224	12.2
Disagree	263	14.3
Neutral	717	39.1
Agree	515	28.1
Strongly agree	115	6.3
TOTAL	1834	100

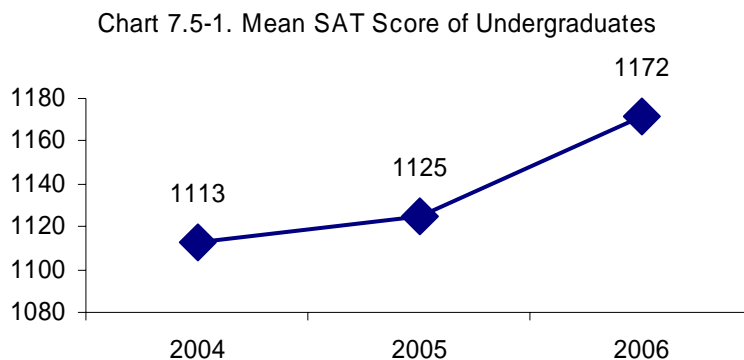
Table 7.4-4.

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

There are a variety of measures that can be used to illustrate organizational effectiveness. The following examples represent some of the important measures that the institution continues to track as we work toward our strategic goals.

The University can influence the educational climate on campus by increasing the quality of the students and faculty working on campus. The Faculty Excellence Initiative (FEI) delineates a plan to bring to campus 150 high-visibility tenured and tenure-track faculty over the next five to six years. To date, 50 new faculty members have been hired under FEI.

The academic quality of undergraduate students is also a measure of effectiveness, as well as of the educational climate. One of our initiatives is to improve the quality of the undergraduate student body. One measure of this is the mean SAT score of our undergraduate student population. This trend, already making an impact in the classroom, will continue as we enroll even more highly qualified students.



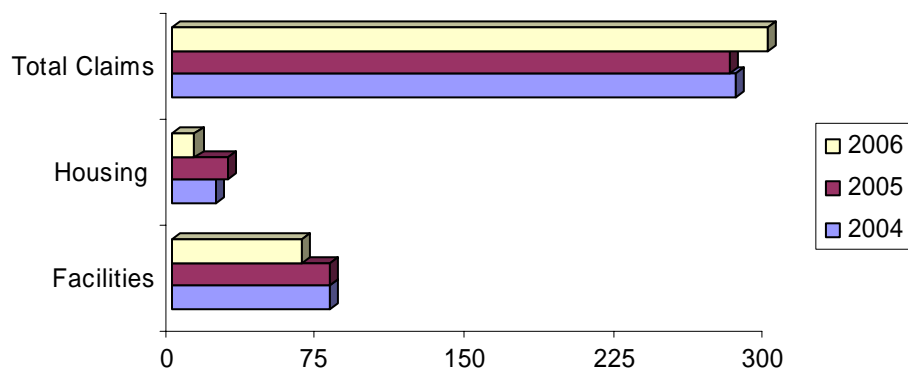
Public institutions in the State have, through the Performance Funding process mandated in 1996 by Act 359, reported annually on the credentials of their faculty. The measure is expected to serve as an indication of faculty members' ability to teach the curricula offered by the institution and influence the educational climate. The following table shows the percentage of all full-time faculty, excluding the rank of instructor, with terminal degrees as defined by our accrediting agency in their primary teaching areas. The slight drop in 2005-06 is due to changes in the operational definitions used by the Integrated Postsecondary Education Data System (IPEDS) to classify faculty. The drop in 2006-07 reflects the difficulty the university has had replacing retiring faculty with qualified new members of our community.

	2003-04	2004-05	2005-06	2006-07
USC Columbia	95.4%	95.7%	90.6%	79.5%

Table 7.5-1. Percent of Faculty with Terminal Degrees

Another measure of improvement in our work systems is the number of worker's compensation claims. The newly-developed project aimed at increasing awareness with staff in the two areas responsible for the highest number of claims should, over time, help to decrease these numbers. This would indicate, not only a more efficient administrative process, but possibly lead to an increase in staff satisfaction and financial savings for the University.

Chart 7.5-2. Comparison of Worker Compensation Claims



	2004	2005	2006
Housing	8%	10%	4%
Facilities	28%	29%	22%

Table 7.5-2. Percentage of Total Claims

Many University programs earn accreditations from external agencies. Accreditation status can serve as a measure of organizational effectiveness, efficiency, and learning and support process performance as the processes programs go through are rigorous and thorough. The following table, reported each year in the Institutional Effectiveness report mandated by Act 629, shows the accreditations university programs are eligible for and whether or not they have earned fully-accredited status. All 27 programs eligible for external accreditation at the University of South Carolina are fully accredited.

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program
American Assembly of Collegiate Schools of Business - International Association for Management Education		
Business (BUS) -Baccalaureate, Masters', and Doctoral degree programs in business administration and management	X	X
Business (BUSA) -Baccalaureate, Masters', and Doctoral degree programs in accounting	X	X
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.		
Engineering (ENG) -Baccalaureate and master's level programs in engineering	X	X
Engineering-related (ENGR) – Engineering related programs at the baccalaureate level	X	X
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS		
Journalism and Mass Communication (JOUR) - Units within institutions offering professional undergraduate and graduate(master's) degree programs	X	X
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS		
Nurse Anesthetists (ANEST) - Generic nurse anesthesia education programs/schools	X	X
AMERICAN BAR ASSOCIATION		
Law (LAW) - Professional schools	X	X
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION		
Pharmacy (PHAR) - Professional degree programs	X	X
AMERICAN LIBRARY ASSOCIATION		
Librarianship (LIB) - master's program leading to the first professional degree	X	X
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICAL EDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION		
Medicine (MED) - Programs leading to the M.D.M.D. degree	X	X
AMERICAN PSYCHOLOGICAL ASSOCIATION		
Clinical Psychology (CLPSY) - Doctoral programs	X	X
School Psychology (SCPSY)B - Doctoral programs	X	X
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION		
Speech-Language Pathology (SP) - Graduate degree programs	X	X
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS		
Joint Review Committee - Athletic Training (JRC-AT)	X	X
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)		

Nursing - Baccalaureate-degree nursing education programs	X	X
Nursing - Graduate-degree nursing education programs	X	X
COMPUTING SCIENCE ACCREDITATION BOARD, INC.		
Computer Science (COMP) - Baccalaureate programs in computer science	X	X
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)		
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor education and supervision.	X	X
COUNCIL ON EDUCATION FOR PUBLIC HEALTH		
Public Health (PH) - Graduate schools of public health	X	X
COUNCIL ON REHABILITATION EDUCATION (CORE)		
Rehabilitation Counseling	X	X
COUNCIL ON SOCIAL WORK EDUCATION		
Social Work (SW) - Baccalaureate and master's degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN		
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC		
Music (MUS) - Baccalaureate and graduate degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION		
Masters of Public Administration (MPA)	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER		
Theater (THEA) - Institutions and units within institutions offering degree-granting and/or nondegree-granting programs	X	X
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION		
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X

Table 7.5-3

The University and the State also support student performance by supplementing students' financial resources. The following table indicates both the number of students receiving aid and the average amount of aid from the State or local sources, and from the University.

University of South Carolina	AY 03-04	AY 04-05	AY 05-06
Number receiving state/local grant aid	2,470	2,299	2,395
Avg. amount of state/local grant aid	\$5,023	\$5,072	\$5,130
Number receiving institutional grant aid	1,273	1,477	1,736
Avg. amount of institutional grant aid	\$3,023	\$2,888	\$2,980

Table 7.5-4

SEC Public Institutions	AY 03-04	AY 04-05	AY 05-06
Avg. number receiving state/local grant aid	2,071	2,604	2,306
Avg. amount of state/local grant aid	\$2,178	\$2,880	\$3,196
Avg. number receiving institutional grant aid	1,274	1,333	1,413
Avg. amount of institutional grant aid	\$4,040	\$4,839	\$4,753

Table 7.5-5

USC is also seeking to better understand how those outside our institution perceive us. Such understanding would help us influence those perceptions and the campus climate. As such, we have recently participated in two studies designed to help us see how others see us. We took part in a survey of National Public Radio audience members and another developed by Market Watch in which a small sample of Presidents, Provosts, and Vice Presidents were asked what they think they know about the University of South Carolina. Our efforts to understand how we are perceived by others are still being developed. As we gather more information, our findings will be reflected, as appropriate, in our marketing materials and publications.

7.6 What are your performance levels for your key measures related to leadership and social responsibility:

a) accomplishment of your organizational strategy and action plans

The University has continued to refine its strategic planning processes. The Blueprints contain a broad vision statement and a mission statement. Long-term goals then follow from the mission, and are implemented through shorter-term initiatives. These initiatives translate into specific action plans with observable outcomes that are assessed by indicators. The plans are presented during the budget development cycle to help ensure they serve as a basis for resource allocation decisions. The previous sections present many of the results that are directly related to measures of attainment of the strategic goals set by President Sorensen for the university.

Goal	Initiative	Results
Goal 1 Establish the quality of the student academic experience at a level commensurate with or higher than that of peer-aspirant institutions	Increase the freshman-sophomore retention rate	Chart 7.1-1, Chart 7.1-2
	Improve the six-year graduation rate	Chart 7.1-1, Chart 7.1-2
	Make USC Columbia more easily accessible to transfer students	See page 33
	Develop and launch experiences beyond the classroom such as Service Learning	Table 7.1-2
	Engage students in scholarly research	See page 31
	Enhance study abroad offerings and support	Chart 7.1-3, Chart 7.1-4
	Improve student preparation and motivation through services of the Student Success Center	Chart 7.1-5, Chart 7.1-6

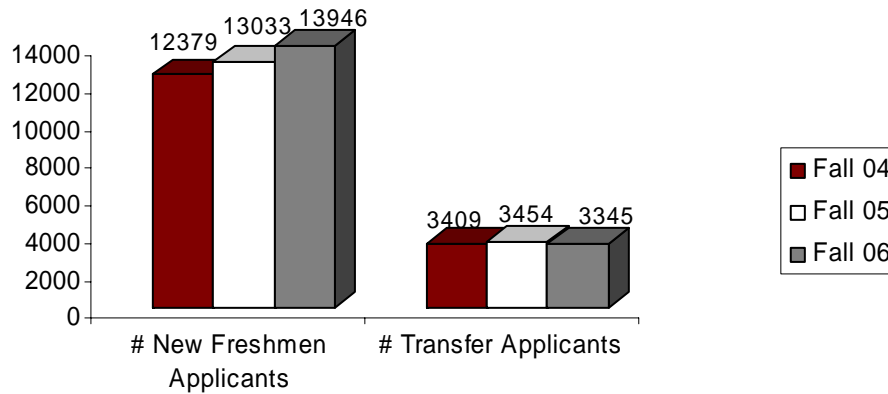
Goal 2 Improve program quality and academic reputation to levels equivalent to those of peer-aspirant institutions	Recruit aggressively to attract the highest achieving student body	Chart 7.5-1, Chart 7.1-7, Chart 7.2-1, Chart 7.6-1
	Recruit high-caliber faculty	Chart 7.3-2, Table 7.3-1, Table 7.3-4, Table 7.4-2, Table 7.6-3
	Continue to develop marketing & branding programs	See page 46
Goal 3 Advance research & scholarly productivity	Recruit high-caliber faculty	Chart 7.3-2, Table 7.3-1, Table 7.3-4, Table 7.4-2, Table 7.6-3
	Improve research infrastructure by renovating & upfitting existing research facilities & completing new ones	Table 7.3-3
	Improve support for ongoing research activities	Table 7.3-4, Table 7.3-1
	Advance Health Sciences Carolina	Table 7.3-4
Goal 4 Improve the financial health of the University	Secure budgetary relief from the State	Table 7.3-4
	Seek budget support for start-up costs associated with new faculty hiring	Table 7.3-4
	Seek budget support for enhancing faculty salaries	Table 7.3-4
Goal 5 Improve and expand physical facilities to support growth	Secure State support for reducing deferred maintenance	Table 7.3-4
	Secure State resources toward construction of new Law School facility	Table 7.3-4
	Secure State resources toward renovation of Gibbes Green complex	Table 7.3-4
	Secure resources to construct new Moore School of Business facility	Table 7.3-4
	Achieve funding for Campus Health, Security & Life Safety initiative	Table 7.3-4
Goal 6 Upgrade University's information technology infrastructure	Continue development of OneCarolina ERP initiative	Table 7.3-4
	Advance SC LightRail initiative	Table 7.3-4
Goal 7 Improve quality of athletic programs	Construct new baseball field in the Innovista district	
	Identify & secure resources to expand Williams-Brice stadium	
	Improve academic support for student athletes	

Table 7.6-1.

b) stakeholder trust in your senior leaders and the governance of your organization

Evidence of stakeholder trust in the institution and its leaders is seen in a variety of ways. The number of applications to the University from new freshmen and transfer students has generally increased over the years, and this can be taken as evidence of public support for the direction and vision provided by leaders of the institution

Chart 7.6-1. Number of Applicants



The percentage of alumni who donate to an institution is also an indication of stakeholder satisfaction and trust as well. As Charts 7.6-2 and 7.6-3 show, the percent of USC alumni who donate is slightly higher than the average of all other SEC public institutions.

Chart 7.6-2. Percentage of Alumni who Donate

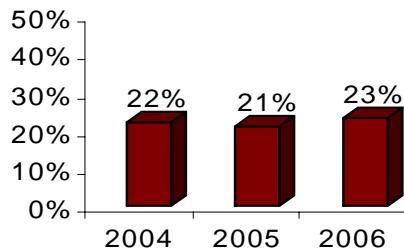
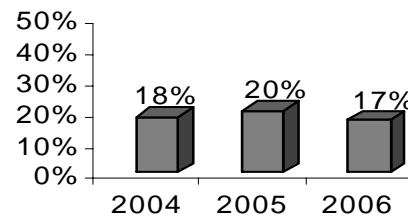


Chart 7.6-3. SEC Public Schools: Percentage of Alumni who Donate



Significant financial gifts to an institution are another indication of stakeholder trust in senior leaders and the direction of the University. During the 2007 fiscal year, the University received commitments for eight gifts of one million dollars or above, for a total amount of \$16,104,977. Private giving and the number of donors making gifts and pledges both increased in 2006-07. Showing a 28% increase from last year's \$52.3 million, gifts and pledges this year totaled \$66.9 million. More than 38,000 alumni and friends contributed to the University of South Carolina during the year.

c) fiscal accountability; and regulatory, safety, accreditation, and legal compliance

The University of South Carolina is dedicated to maintaining compliant status with the variety of legal, regulatory, and accrediting agencies that contribute to the standards of excellence maintained by the University. Staff in the Office of Institutional Assessment and Compliance (IAC) work with SACS and the CHE to ensure the University maintains specified levels of compliance.

Additionally, IAC reports official data to the federal IPEDS organization and the State Commission on Higher Education Management Information System (CHEMIS). The quality, timeliness, accuracy of these data are critical to help ensuring compliance with a variety of federal and state policies and initiatives.

The University sends an institutional profile to SACS each year for their review. USC submitted the five-year follow-up report which was approved and accepted by SACS without revision. Last year, an external consultant reviewed policies and procedures to ensure accurate implementation of revised SACS accrediting policies to help prepare the University for the reaccreditation process in 2011. University staff members regularly attend the monthly CHE meetings and annual SACS meetings to keep abreast of changes and expectations. As mentioned previously, all 27 programs at the University that are eligible for external accreditation are fully-accredited by the respective regulatory bodies.

As required by the U.S. Department of Education, the University of South Carolina annually has an independent auditor perform an audit of the school's compliance with the laws and regulations that are applicable to the Federal Student Aid programs in which the school participates, as well as an audit of the school's financial statements.

The University of South Carolina also complies with regulations to share information about crime on campus. The following table represents some of the information available on the University Police department's website.

CRIMINAL OFFENSES – ON CAMPUS			
Criminal Offense	2003	2004	2005
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex Offenses – Forcible*	3	14	4
Sex Offenses – Non-forcible (only incest & statutory)	0	0	0
Robbery	4	5	6
Aggravated assault **	10	19	14
Burglary	27	22	32
Motor vehicle theft	25	16	18
Arson	1	1	3
* Sex Offenses – Forcible; includes 10 incidents reported to the Office of Sexual Health and Violence Prevention (not reported to or investigated by Police).			
** Aggravated assault; includes 14 incidents reported to the Office of Sexual Health and Violence Prevention (not reported to or investigated by Police).			

Table 7.6-2.

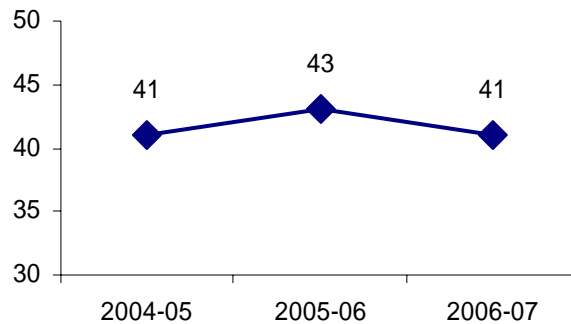
The amount of money expended on public service per faculty member is another measure of how the University is responsible to the State and the community. Most public money comes from external sources that use the vast resources of the University to carry out projects and services aimed at enriching the lives of all citizens of South Carolina. As can be discerned from the table, USC expends more in public service per faculty member than the research universities nationally who participated in the Delaware Study from which the data are drawn.

Public Service Expenditures per Faculty Member	2004	2005	2006
Average of the Research I schools who participated	\$8,248	\$7,986	\$5,443
University of South Carolina	\$20,597	\$21,614	\$19,709
Percent of Participating Schools' Average	250%	271%	362%

Table 7.6-3

The Family Fund is a USC-specific annual giving campaign for faculty, staff and retirees. By making a gift to the Family Fund, members of the University community have a direct impact on the University, our students and the state. These gifts strengthen the future by funding scholarships, making capital improvements possible, and supporting the three-fold mission of the University: teaching, research, and service.

Chart 7.6-4. Percentage of Faculty, Staff, & Retirees that Donated



Amount Donated	04-05	05-06
	2,020,903	2,020,903

Table 7.6-4 Dollar Amount Donated to the Family Fund