

Accountability Report Transmittal Form

Organization Name	University of South Carolina Beaufort
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U N I V E R S I T Y O F
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B E A U F O R T

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Section I - Executive Summary

1. Organization's stated purpose, mission, goals, and values;

The University of South Carolina Beaufort, (hereafter known as USCB), a small (1,000 to 3,000 students/fall headcount enrollment) senior campus of the state's largest public university, brings the University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe. The campus also supports the USC Extended Graduate Campus, which provides local access to graduate courses and programs.

USCB offers programs in mathematics and the natural sciences, humanities, and professional and social sciences. Its curriculum is designed to promote acquisition of knowledge and, through it, the intellectual dispositions and skills that encourage depth of understanding, tolerance of others and individual accountability. Attracting a racially and culturally diverse student body of varying ages and experiences, the University of South Carolina Beaufort draws its students primarily from the South Carolina Lowcountry, with representation from other parts of the state, other states, and foreign countries. The USCB encourages students to think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual.

The major intellectual and cultural center for the region, the USCB enriches the quality of life for area residents of all ages through presentations of the performing and fine arts, community service, symposia, research initiatives, and partnerships with area schools, businesses, and organizations.

Goals to Achieve the USCB Mission:

1. Offer undergraduate degrees to meet the needs of the student population.
2. Provide education in the major area which prepares the student for more advanced study and/or for employment in the field.
3. Provide a learning environment that promotes the acquisition of knowledge and the development of skills that demonstrate depth of understanding, tolerance, accountability, and a commitment to diversity.
4. Place value on quality of undergraduate education and an atmosphere of collegial support through the appropriate allocation of resources.
5. Emphasize quality teaching and provide appropriate faculty-development resources to support teaching excellence.
6. Emphasize research as an integral part of teaching in all academic areas of USCB.
7. Provide student development services and programs that assist students in achieving educational, career, and personal goals.
8. Emphasize quality service and programs and provide appropriate staff development resources.
9. Provide the appropriate resources and library and information technology services in support of teaching, research, scholarship, and public service.
10. Provide individuals with opportunities for lifelong learning and cultural enrichment.
11. Develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.
12. Demonstrate the accomplishment of the mission of USCB and continuous improvement in its educational programs and services.

USCB Core Service values:

- Integrity ● Collaboration ● Innovation ● Responsiveness ● Accountability ● Excellence

2. Major achievements from the 2008-2009 year.

Achievements in Academic Affairs Unit

Accreditation

- Southern Association of Colleges & Schools (SACS) Reaffirmation of Accreditation awarded in June 2009.
 - *Focused Report* submitted to SACS on August 25, 2008.
 - The QEP Steering Committee submitted the *QEP* to SACS on August 25, 2008.
 - SACS Reaffirmation of Accreditation Review October 6-10, 2008.
 - *Response Report to the Visiting Committee* submitted on April 6, 2009.
- Nursing Department CCNE Accreditation Review November 10-12, 2008.
- The Human Services program applied for accreditation with the Council for Standards in Human Services Education in fall 2008.

New Programs

- Implemented BSN in January 2009 with 33 students admitted.
- BA in Studio Art approved by CHE on May 7, 2009.
- BS in Computational Science approved by Faculty Senate on April 24, 2009.
- BA in Sociology approved by Faculty Senate on April 24, 2009.
- Established pre-dental, pre medical, pre-pharmacy and pre-veterinary advising tracks.
- Created Return to College Programs for working professionals in Business, Education and Nursing.
- Offered four Business certificates in Fall 2008 in Management Foundations, Accounting Foundations, Human Resource Management and Small Business Management.
- Offered two Business concentrations in Fall 2008 in Human Resource Management and Marketing.
- Offered three new Hospitality certificates in Fall 2008 in Food & Beverage Management, Hotel Management and Private Club Management.
- New minors added in Sociology, French Language and Culture, Studio Art, Art History and Chemistry.

Faculty

- Hired nine highly qualified full time faculty and one reference librarian.
- One faculty member promoted to full professor and one promoted to associate professor.
- Three faculty members received tenure.

Registrar

- All programs (including all majors, minors and advising tracks) encoded in DARS.
- DarsWeb for Advisors made available online.
- Addition of number pads for SSN entry at front desks in the Registrar's offices to maintain student confidentiality.
- Implementation of the new citizenship law included verifying over 1200 citizenship documents and almost 40 noncitizen against the SAVE database.
- Established change of campus policy to ensure academic standards for incoming change of campus students.

- Reorganized the format and layout of the Bulletin to make it easier to navigate and to improve consistency of language and policies throughout the document.
- Built and scheduled over 800 course sections.
- Improved accessibility of professional advisors to increase enrollment despite limited staffing and resources.
- Provided academic advising for 629 students, including athletes who required evening study halls, “on the road” advising, and test proctoring.

Grants

Continuing awards:

- SCCHE. CECL. \$75,000 (est.) for 08-09.
- US Department of Education. Opportunity Scholars. \$279,661 for 08-09.
- US Marine Corp/DOD. US Marine Corp/DOD. Sediment Characteristics and Metals Assessment at Two Marine Corps Rifle and Bombing Ranges: Marine Corps Base Camp Lejeune and Marine Corps Air Station Cherry Point. Unfunded extension from 2007-08.
- Blank Family Foundation. Pathways to Success/Family University. Unfunded extension from 2007-2008.

New awards funded this year:

- Hilton Head Area Hospitality Association. Customer service training. \$2,000.
- Town of Bluffton. Water quality testing. \$125,000 for 08-09, total costs \$525,000 (for five years).
- Heritage Classic Foundation. Art studio renovations. \$35,000.
- Together for Beaufort Adequacy of Prenatal Care Coalition/March of Dimes. Las Promotoras for the Lowcountry. \$37,663.
- DHEC. Statistical analysis of body mass index (BMI) data on 3rd- 5th and 8th graders in the Beaufort and Jasper County school districts. \$5,000.
- Beaufort County. USCB port study. \$10,000.
- US Marine Corp/DOD. Sediment Characteristics and Metals Assessment at Two Marine Corps Rifle and Bombing Ranges: Marine Corps Base Camp Lejeune and Marine Corps Air Station Cherry Point. Total costs \$363,803.

Awarded in 2008-2009 with funding start dates in 2010-11:

- EPS/OR/NSF. Computational Science at USCB. Total costs \$573,245.
- NETS:Small:RUI: Dynamic Indoor Location Computing and Benchmarking Total costs \$184,495.
- USC. ROP: The misinformation effect in eyewitness identifications: An examination of source, plausibility, and warning. \$10,000.

Institutional Effectiveness & Research Office

- Supported assessment activities of USCB’s Quality Enhancement Plan.
- Coordinated the SACS On-Site Review team visit.
- Completed Focused Report and Response to Visiting Committee Reports for SACS.
- Conducted graduating student and advisement surveys, and facilitated USCB participation in the Noel-Levitz Student Satisfaction Inventory.
- Coordinated the Major Field Testing for program assessment.
- Administered the ACT CAAP “Rising Juniors Assessment Testing” in order to assess and evaluate the strength of the general education curriculum.
- Produced weekly enrollment data for Enrollment Management Team and the Administrative Council.

- Substantially decreased the amount of time to complete the course evaluation process.
- Provided ongoing training for SACS and Institutional Effectiveness to faculty, staff and campus administration.

Achievements in the Advancement Unit

- Plan and managed the USCB Commencement process including rehearsal, rehearsal dinner, pre-commencement party, post commencement dinner and commencement committee review breakfast.
- Hosted various donor events including a scholarship lunch, Nursing Opening Reception, Wadsworth Receptions-spring and fall, Christmas Party and Athletics Golf Tournament.
- Coordinated Faculty/Staff Welcome Back events, Faculty/Staff Picnic and Faculty Christmas Party.
- Developed three Sand Shark branding extensions: Shark's Cove Bookstore, Sand Shark Club and Baseball Script.
- Wrote Graphic Identity standards manual to protect USCB logo system investment and to provide an educational tool for faculty and staff.
- Strengthened employee communications through the University Weekly Update.
- Demonstrated increase in premium feature coverage among all local media partners and special publications.
- Increased Family Fund donations by \$2000 in challenging economic year.
- Upgraded and expanded recruiting print products and made current website navigation functional for prospective students.

Achievements in Athletics and Recreation Unit

Sports Teams:

- Men's Golf: qualified for the NAIA National Championship, winning 3 regular season tournaments.
- Women's Golf: placed third in the Sun Conference and had an All-Conference qualifier
- Men's and Women's Cross Country/Track: Had four national qualifiers; hosted the conference championships with the men finishing 2nd; men also won two invitational events and finished second in four others; women "iron five" placed fifth at the conference cross country meet.
- Baseball: 33-20 (14-10 Conference) 4th seeded in the conference championship.

Academics:

- All Student Athletes' average GPA for 2008-09: 2.762
- Men's Golf: 3.115
- Women's Golf: 3.020
- Baseball: 2.805
- Women's Track: 2.796
- Men's Track: 2.406

Champions of Character Student athlete activities:

- Participation in University Bone Marrow Drive: testing for bone marrow matches.
- Student athletes interacted with youngsters at the Child Center in Bluffton.
- Participated in youth baseball night sponsored by Chick-fil-A in Beaufort.
- Participated in many campus and university activities that included:
 - Move-in day
 - Hosting Sun Conference Championship in Cross Country
 - Negotiating Legacy Gym agreement for the University and Student-athletes
 - Volunteering in University Welcome Week activities

- Admissions Director Committee and VC of Business/Finance Committee Searches
- All freshman orientations and Fall Campus Day
- USCB Intercollegiate Golf Invitational and Sand Shark Athletics Fundraiser Golf Tournament
- Conducting two times per week study hall and coordinated the Athletics Awards Banquet
- Coordinating 27 home baseball games
- Institutional Effectiveness Council (IEC) and Administrative Council
- Shark Park Committee
- Chamber of Commerce Business Expo
- PGA/Verizon Heritage Tournament Expo Village (5 days).

Achievements in Community Outreach Unit

- Continued to offer CME (Continuing Medical Education) conferences to physicians in various medical fields. Physicians from as far as Alaska and as close as Beaufort were in attendance.
- Added four classes to the computer training curriculum: “Click, Drag & Scroll: Basic Computer”, “Internet & Email,” “Digital Photography,” and “Excel I -- Level III”.
- Assumed the marketing, subscription and ticket sales for the USCB Festival Series.
- Osher Lifelong Learning Institute (OLLI) membership in the 2008/09 program year increased by more than 4% and enrollment in classes increased by more than 35%.
- Received a \$1,000,000 endowment from the Osher Foundation.
- Conversational Spanish - 79% of participants obtained certificates.
- English as a Second Language – Percentages qualifying for certificates went from 80% (fall) to 89% (spring) to 90% (summer) with an average of 86% overall.

Achievements in Finance and Operations Unit

- Contracted with the Beaufort Jasper Higher Education Commission to build USCB’s Student Center which will house dining services, bookstore, student lounge, student life offices and a fitness center.
- Established in-house management of student housing to allow for more efficient and high quality service to students.
- Initiated refinancing of current public held bonds by converting to bank held bonds with Regions Bank, which should result in overall interest rate reduction.
- Trained Human Resources staff to use E-Verify, the federal employment eligibility verification process.
- Transferred water supply for the chiller from Beaufort Jasper Water & Sewage Authority to wells on campus, saving thousands of dollars.
- Established lawn care contract with more affordable contractor, reducing overall cost and increasing the level of service.
- Established a plan to increase the Department of Public Safety patrol.
- Forged relationship with Beaufort County Emergency Department to expand E911 on campus.

Achievements in Information Technology Unit

- The Helpdesk system recorded and responded to 1,306 written requests for IT support and 130 special event requests.
- Hilton Head Gateway Campus computer classroom moved to a larger facility and converted to laptops.
- Historic Beaufort Campus computer classroom upgraded with all new computers.

- Historic Beaufort Campus library student access computers replaced with new systems.
- Added 27% more capacity for student access to computers at the Hilton Head Gateway campus library.
- Added SysPrep to improve distribution of software images to student access, faculty and staff computers.
- Updated student access, faculty and staff computers to remove legacy system access to Novell file servers as a cost saving measure across the University.
- Redesigned and created 1,100 Sand Shark ID cards to tie in with our Sand Shark branding and to ensure a more secure ID card system.
- Participated in the design phase of the 2nd floor of the Science & Technology Building.
- Installed full multimedia capabilities in six classrooms in the Science & Technology Building and the Nursing Conference Room.
- Designed and installed AV and specialized computer equipment for the Psychology Lab.
- Toured existing Simulation Labs at area medical institutions (MUSC and Medical College of Georgia) in order to design a system for capturing nursing students' work in our Simulation Lab for evaluation and learning purposes.
- Upgraded Wireless Network and expanded coverage.
- Upgraded Library Server to support increasing demands.
- Continued conversion to Voice Over IP (VOIP) telephony.
- Received the Innovator's Award at the 2008 Tegrity Users Conference.
- Finalist in the Creative Coast Technology Awards.

Achievements in the Student Development Unit

- Hired Vice Chancellor for Student Development and a Director of Admissions.
- Cancelled contract with Capstone Management for housing, saving management fee and bringing housing closer to the core mission of the university.
- House Calls Program hosted by Palmetto Village and Student Development Staff visited over 200 residents.
- Because housing reached full capacity for Fall 2009 by mid-June 2009, additional upper-class housing was contracted for with nearby apartment provider.
- In conjunction with Finance and Operations staff, new Campus Center planned and under construction with a completion deadline of August 16, 2009.
- Food service program for the campus community to be implemented Fall 2009.
- Planned and developed two Campus Visit Days (Spring was a first for USCB) hosting a total of 540 visitors- 214 students and 336 parents and guests.
- Disability Services served 54 students and proctored 103 tests.
- Career Services hosted two career and graduate school fairs for 150 students.
- Recruited a larger pool of prospective students and admitted a larger number than ever before in the history of the university.
- Developed a coordinated strategy for communication with new students involving Admissions, Housing, and Orientation.
- Continued and evaluated new student orientation program.

3. Key strategic goals for the present and future years (this supports the organization's budget request).

- Strengthen and expand academic offerings.

- Expand and strengthen academic and student support services.
- Expand and diversify the student population.
- Support scholarship and the pedagogy of the faculty.
- Provide an environment conducive to teaching and learning.
- Broaden community awareness and support.
- Develop appropriate partnerships that support the USCB mission.
- Evaluate annually progress toward attaining its goals, objectives, strategies, and tactics.
- Strengthen planning, budget and assessment.
- Attain appropriate accreditations.
- Expand and strengthen recreation and varsity athletics.
- Development of new Strategic Plan for 2009-2013 is in process but has been hampered by unprecedented budget cuts.

4. Your key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges);

- Development of new Strategic Plan for 2009-2013 is in process but has been hampered by unprecedented budget cuts.
- Receive adequate state financial support.
- Hire new faculty to support, strengthen and expand academic offerings.
- Expand and strengthen student support services and athletics.
- Provide an environment conducive to teaching and learning.
- Increase awareness and build reputation of USCB in SC, GA, Mid-West and East Coast to increase student population and percentage of out of state students.
- Increase continuity in policies and procedures.
- Expand facilities at both campuses.
- Continue to pursue appropriate accreditation for academic programs.
- Identify and obtain new grants.
- Improve technological infrastructure.
- Improve communication between campuses.
- Establish new degree programs and expand recruitment efforts.
- Secure funding for athletics fields and equipment.

5. How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self assessment process).

The Accountability Report serves as a self-assessment and internal review that USCB uses to document its effectiveness in achieving its mission and its compliance with the SC Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and other external accreditation agencies. The Accountability Report is aligned with the annual strategic planning process and institutional effectiveness framework and is used to document continuous improvement in teaching, student learning and student satisfaction. Annual assessment is a valuable tool in measuring progress, charting growth and identifying strengths and weaknesses that will result in the overall improvement of programs and services.

Section II - Organizational Profile

Description of the organization.

USCB is the state's newest four-year University offering degree programs at two campuses in the region. USCB is comprised of two full-service campuses: the Historic Beaufort (HB) campus and the Hilton Head Gateway (HHG) campus. The HHG campus has on-site student housing. Both campuses offer undergraduate programs of study to some 1500 students. In addition, the college offers AA/AS degrees only to military personnel and dependents at the Marine Corps Air Station Beaufort and Parris Island Marine Recruit Depot.

1. The organization's main educational programs, offerings and services and the primary methods by which these are delivered.

Educational programs, offerings, and services are offered through the seven academic and support units that make up USCB: Academic Affairs, Advancement, Athletics Department, Community Outreach, Finance & Operations, Information Technology, and Student Development. USCB offers 11 baccalaureate degrees in: Biology, Business, Early Childhood Education, English, History, Hospitality, Human Services, Liberal Studies, Nursing, Psychology, and Spanish. Associate of Arts and Associate of Science degrees are offered to active-duty military personnel and their family members. The programs are delivered via traditional in-class instruction, on-line, and through interactive video-conferencing. There are numerous opportunities open to students who wish to study in other countries. Correspondence courses are administered through University Instructional Services.

USCB offers a wide variety of educational and support services through the following offices:

- Academic Affairs
- Admissions
- Advisement
- Athletics (intramural and intercollegiate) and Recreation
- Bookstore
- Bursar
- Campus Information Desk
- Career Services/Disability Services, Testing Services, Counseling
- Center for Excellence in Collaborative Learning (CECL)
- Information Technology Services and Support
- Financial Aid & Veteran's Affairs
- Human Resources
- Institutional Effectiveness & Research
- Libraries
- Maintenance & Facilities
- Military Programs
- Opportunities Scholars Program
- Palmetto Village Student Housing Community
- Public Safety
- Registrar
- Student Clubs and Organizations
- Student Government Association

- Student Judicial/ Housing
- Student Life and Orientation
- Visual Information Processing System (VIP)

A variety of services and educational opportunities are offered to the community through the following initiatives and partnerships:

- Beaufort Regional Technology Center
- Center for Excellence in Collaborative Learning (CECL)
- Continuing Education
- Fall and Spring Campus Days
- Osher Lifelong Learning Institute
- Pathways to Success program
- Return to College Programs for working professionals
- Sea Pines – Continuing Medical Education (CME)
- USCB Festival Series
- USCB College Awareness Program
- Verizon Heritage

2. Key students segments, stakeholder groups, market segments, as appropriate, and their key requirements/expectations.

Students and stakeholders expect quality academic programs and continuous improvement in the delivery of programs and support services.

Key Student Segments:

- On-campus students, including residents and commuter students
- Non-traditional students
- Area high schools in the South Carolina/Georgia service area
- Students in Bryan, Chatham and Effingham counties in Georgia who are eligible for in-state tuition
- Military Corp Recruit Depot at Parris Island and the Marine Corp Air Station
- Transfer students from the USC System, technical colleges, and other four-year institutions
- Student Athletes
- Continuing Education students from the service area

Stakeholder Groups:

- Community residents, partners, businesses and agencies
- Legislators
- Donors
- Taxpayers
- Students
- Local school districts
- Employers
- Alumni
- Chambers of Commerce
- Local Economic Development Boards

Market Segments:

- Beaufort, Hampton, Colleton and Jasper Counties in South Carolina
- Bryan, Chatham and Effingham Counties in Georgia
- Market segments have expanded out-of-state and out-of-country with the addition of student housing

3. Your operating locations

- Historic Beaufort Campus
- Hilton Head Gateway Campus
- Marine Corps Air Station
- Marine Corps Recruit Depot at Parris Island

4. The number of employees you have segmented by faculty and staff or other appropriate categories

Note: “Faculty and staff” refers to your organization’s permanent, temporary and part-time personnel, as well as any contract employees supervised by your organization. Contract staff supervised by a contractor should be addressed in Category 6.

Full-Time Employees		Part-Time Employees	
Faculty	Staff	Faculty	Staff
53	84	63	85

Total employees for the 2008-2009 year = 285

5. The regulatory environment under which your organization operates

- USC Board of Trustees
- South Carolina Commission on Higher Education (SCCHE)
- Commission on Colleges at the Southern Association of Colleges and Schools (SACS)
- Outside accrediting agencies including:
 - a) National Council for Accreditation of Teacher Education (NCATE)
 - b) Council on Standards in Human Services Education (CSHSE)
 - c) SC Board of Nursing
 - d) Collegiate Commission on Nursing Education (CCNE) which is the accrediting arm of the American Association of the Colleges of Nursing (AACN)

6. Your governance system

Governing Board

The Board of Trustees of the University of South Carolina governs the University of South Carolina Beaufort. The Chancellor is the Chief Administrative Office and reports directly to the President of USC. The President reports directly to the Board of Trustees. Senior administrative leadership at USCB reports directly to the Chancellor of USCB.

Procedure for Development and Approval of Academic Policy and Practice at USCB

The USCB Faculty Manual was approved by the USCB Faculty Senate on April 13, 2007, USC President on July 27, 2007, and the USC Board of Trustees on August 10, 2007. The policies and practices therein were implemented in the 2007-2008 academic year. As outlined under the

Preamble/Faculty Powers, the faculty, subject to review by the Chancellor, President, and Board of Trustees, has decision-making powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of USCB, and all other matters pertaining to conduct of faculty affairs, including discipline of their own members. Initiatives are introduced at the committee level and/to the Faculty Senate and once approved, forwarded to the Chancellor for consideration.

7. Your key suppliers and partners

Key suppliers:

- High schools in the four surrounding SC counties: Beaufort, Hampton, Colleton and Jasper
- High schools in Bryan, Chatham and Effingham counties in Georgia where students are eligible for in-state tuition
- Other high schools in SC, GA, Midwest and East Coast
- Local middle schools
- Community residents from the service area
- Community residents from Bryan, Chatham and Effingham counties in Georgia
- Active duty military and their family members
- Technical College System in SC and GA
- USC System
- Other four-year colleges
- Parents and family members
- Graduate programs at other universities
- Regional Small Business Development Center housed at USCB

USCB seeks to develop partnerships where its resources can assist and support external groups in achieving their goals and where the educational and community mission of USCB can be enhanced by serving the public, making USCB's resources available to the community at large. In addition to addressing the general education needs of the community, the office of Community Outreach focuses on the unique issues of the Lowcountry region including economic enhancement, development activities, a growing retirement population, and preservation of the history and ecology of the area. Currently USCB has a number of partnerships including Beaufort County, Beaufort City, the Center of Excellence for Collaborative Learning (CECL) and a number of other groups working to establish a Reconstruction Historical National Area; ACE Basin and Baruch Institute to explore funding and mutual projects for coastal ecology; Sea Pines Company to develop a Sea Pines Academy to offer a variety of educational programs at their property; and a number of government, business, and civic organizations. USCB frequently sponsors lectures, concerts, and theatre performances that are open to the public. This past year the special lecture series was offered in partnership with the Osher Lifelong Learning Institute at USCB.

Other USCB Partners and Affiliations include:

- Local social service agencies
- Local area school districts
- Local organizations and agencies
- Business and industry partners from the private and public sector

- Hospitals
- Local employers
- Non-profit agencies and organizations
- College Awareness Program
- Community Technology Centers
- Center of Excellence in Collaborative Learning
- Pathways to Success Program
- Osher Lifelong Learning Institute at USCB

8. Key competitors that directly compete for the same type of studies, research, and grants

- Other colleges and universities in the service area and the state

9. Principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation

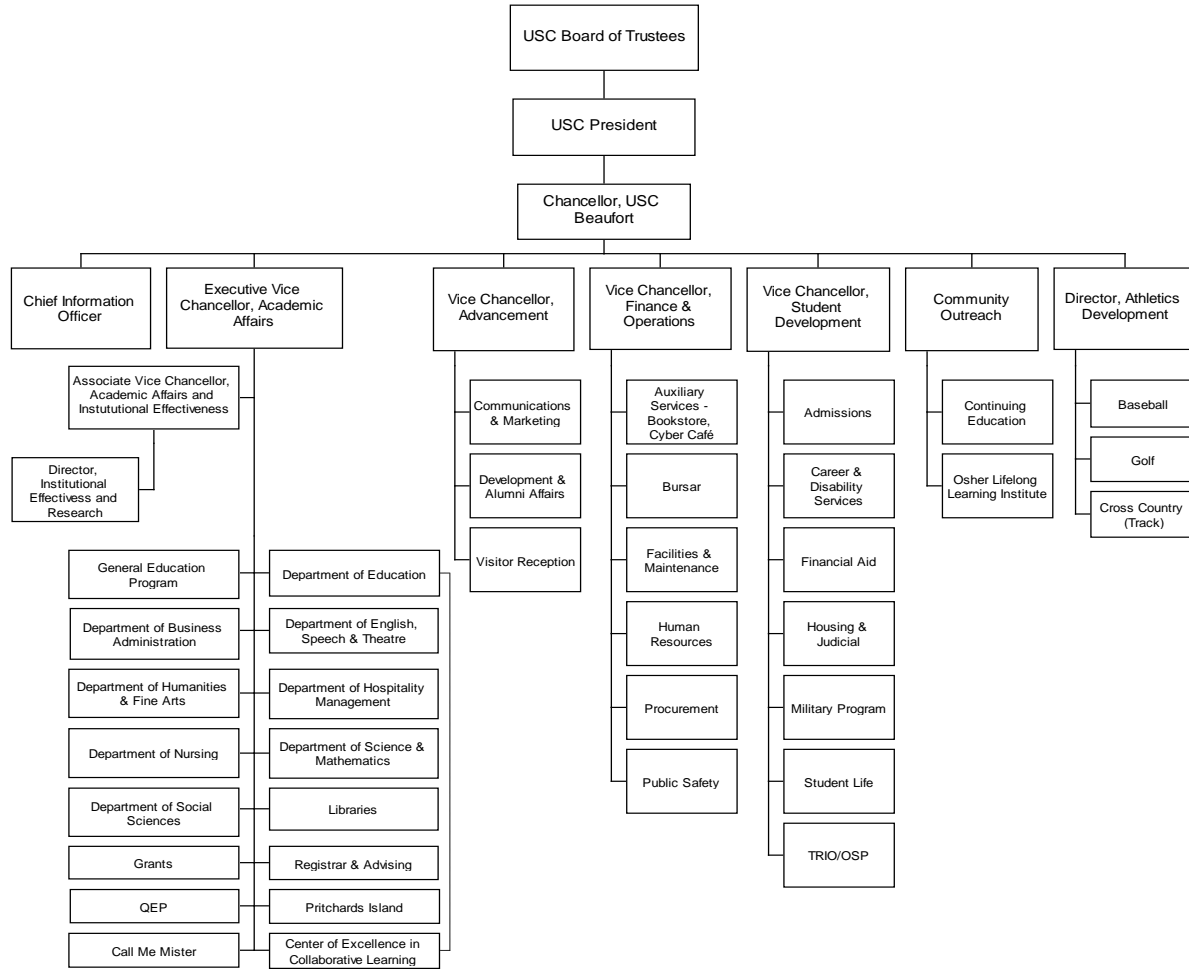
Until five years ago, Lowcountry residents had to travel more than 70 miles to attend a four-year baccalaureate degree-granting institution in the state of South Carolina. In 2004, USCB became the only baccalaureate degree-granting institution in the southeastern tier of South Carolina. The eleven baccalaureate degree programs already established gave greater opportunity for Lowcountry residents to live and go to school in the USCB service area rather than moving away to attend a four-year institution, thereby increasing an educated workforce in the Lowcountry. USCB is technologically driven to be competitive with other institutions by offering courses via distance education delivery. USCB maintains the lowest tuition among public, four-year institutions in SC.

10. Your performance improvement systems

- Employee Performance Management System (EPMS)
- Faculty Evaluations
- Course Evaluations
- Institutional Effectiveness and Outcomes Assessment Annual Reports
- Institutional Effectiveness and Strategic Planning Framework/Process
- Internal Academic and Support Services Program Reviews
- Institutional Effectiveness Annual Report to the SCCHE
- Academic Program Curriculum Evaluation by the USCB Curriculum Committee
- SC State Budget and Control Board Annual Accountability Report
- USCB Core Service Values Training for faculty, staff and student workers

11. Your Organizational Structure

University of South Carolina Beaufort Areas of Administrative and Operating Responsibilities



12. Your Expenditures/Appropriations Chart

**USCB Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations
Other Expenditures**

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 9,244,877	\$ 1,793,626	\$ 9,506,911	\$ 1,675,000	\$ 10,408,099	\$ 1,675,000
Other Operating	\$ 7,528,215	\$ 500,000	\$ 8,228,006	\$ -	\$ 8,459,026	\$ -
Special Items	\$ 180,240	\$ 180,240	\$ -	\$ -	\$ -	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 2,262,154	\$ 401,462	\$ 2,405,304	\$ 337,013	\$ 2,533,343	\$ 337,013
Non-recurring	\$ -	\$ -	\$ -	\$ -	\$ 481,777	\$ -
Total	\$ 19,215,486	\$ 2,875,328	\$ 20,140,221	\$ 2,012,013	\$ 21,882,245	\$ 2,012,013

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

13. Your Major Program Areas Chart

As set by the National Association of College and University Business Officers (NACUBO) standards, instruction, and academic support make up 81.6% of the current year funding.

Beaufort Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross References for Financial Results*
510	Instruction-Undergraduate and graduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	State: 2,695,088 Federal: 4,362 Other: 3,996,780 Total: 6,696,230 % of Total Budget: 34.85%	State: 2,012,013 Federal: 2,170 Other: 4,743,020 Total: 6,757,203 % of Total Budget: 33.55%	
511	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 427,485 Other: 159,124 Total: 586,609 % of Total Budget: 3.05%	State: 0 Federal: 289,827 Other: 120,971 Total: 410,798 % of Total Budget: 2.04%	
512	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 8,115 Other: 322,386 Total: 330,501 % of Total Budget: 1.72%	State: 0 Federal: 0 Other: 342,126 Total: 342,126 % of Total Budget: 1.70%	
513	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 0 Federal: 0 Other: 2,343,048 Total: 2,343,048	State: 0 Federal: 0 Other: 2,388,057 Total: 2,388,057	

		% of Total Budget: 12.19%	% of Total Budget: 11.86%
514	Student Services-Student focused activities to include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	State: 0 Federal: 277,568 Other: 2,093,637 Total: 2,371,205 % of Total Budget: 12.34%	State: 0 Federal: 316,877 Other: 2,328,158 Total: 2,645,035 % of Total Budget: 13.13%
515	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 0 Federal: 0 Other: 2,048,064 Total: 2,048,064 % of Total Budget: 10.66%	State: 0 Federal: 0 Other: 2,117,922 Total: 2,117,922 % of Total Budget: 10.52%
516	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: 1,070,679 Other: 1,282,263 Total: 2,352,942 % of Total Budget: 12.25%	State: 0 Federal: 1,235,345 Other: 1,713,040 Total: 2,948,385 % of Total Budget: 14.64%
517	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State: 0 Federal: 0 Other: 842,670 Total: 842,670	State: 0 Federal: 0 Other: 1,136,745 Total: 1,136,745

		% of Total Budget: 4.39%	% of Total Budget: 5.64%
518	Penn Center -Provide assessment and coordinate services to rural at-risk families on St. Helena Island.	State: 180,240 Federal: 0 Other: 0 Total: 180,240 % of Total Budget: 0.94%	State: 0 Federal: 0 Other: 0 Total: 0 % of Total Budget: 0.00%
519	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 0 Federal: 0 Other: 1,463,977 Total: 1,463,977 % of Total Budget: 7.62%	State: 0 Federal: 0 Other: 1,393,950 Total: 1,393,950 % of Total Budget: 6.92%
	Grand Total	State: 2,875,328	State: 2,012,013
	Grand Total	Federal: 1,788,209	Federal: 1,844,219
	Grand Total	Other: 14,551,949	Other: 16,283,989
	Grand Total	Total: 19,215,486	Total: 20,140,221

Section III – Elements of Baldrige Award Criteria

Category 1 - Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Strong leadership is vital as USCB strives for continuous improvement in academic programs, student support services, and improved customer satisfaction. The leadership at USCB has established the Core Service Values of Integrity, Collaboration, Innovation, Responsiveness, Accountability and Excellence that the Faculty Senate approved and the USCB family embraced. The Chancellor and Administrative Council (Senior Leadership) model these Core Service Values to faculty and staff daily in their personal and professional actions, and in turn articulate them to their units as standards by which all academic and support services staff will function as they uphold and carry out the goals and mission of USCB. Under the leadership of the Chancellor and the Administrative Council, USCB's policy, procedures, direction, and other issues are developed and reviewed on a weekly basis. Information from the Chancellor and Administrative Council is delivered to faculty, staff, suppliers, partners and stakeholders in a number of ways:

- Chancellor and Administrative Council meet weekly and transmit the information from these meetings to their units through face to face meetings with staff and through the *University Weekly Update*
- Chancellor's Cabinet is a vital mechanism by which information is communicated from administration to the faculty, staff and student body. The Cabinet meets monthly
- President of the Student Government Association (SGA) is a member of the Chancellor's Cabinet and communicates information from administration to the student body and in turn relays student concerns to the administration
- Chancellor and Administrative Council are actively involved in community organizations and share information with community and stakeholders at a number of venues
- Forums are held regularly with the student body at both campuses
- Forums are held with the USCB's Employees Association of Classified and Non-Classified (BEACON) staff organization
- Chancellor and the Executive Vice Chancellor of Academic Affairs (EVCAA) report to the Faculty Senate at regularly scheduled meetings
- Chancellor reports annually to Beaufort and Jasper County Councils
- Chancellor reports bi-monthly to the Beaufort/Jasper Higher Education Commission
- Chancellor reports quarterly to the USC President
- Annual report published at the end of each fiscal year and mailed to key stakeholders
- The Chancellor reports regularly to community groups, including MainStreet Beaufort, the Lowcountry Regional Education Center, the Lowcountry Economic Network, the Beaufort County Council Economic Development Committee, area Chambers of Commerce, and other constituent groups.

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

USCB engages in ongoing, integrated, and institution-wide, research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuing improvement, and (b) demonstrate that the institution is effectively accomplishing its mission. Senior leaders take an active role in strategic planning and institutional effectiveness initiatives and communicate the institution’s mission, vision, values goals, and objectives to staff, via face-face meetings, discussions with subunit heads and staff, through written guidelines and policies, through faculty and staff annual evaluations, student evaluations of courses and teaching effectiveness, internal and external satisfaction surveys to stakeholders and constituents, and through the development of effective training programs provided by the Human Resources office. Performance measures are set as part of the individual staff members’ EPMS planning stages. Unit heads monitor and evaluate these measures for individual employees through a review process for actual performance and recommendations. Consistent with the USCB mission of striving for continuous improvement in student learning and improving student satisfaction, all academic and support units and subunits draft annual Institutional Effectiveness and Outcomes Assessment (IE-OA) Reports that are used to articulate their purposes, goals, objectives and action plans for the coming academic year. The reports are reviewed by the IEC and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for their review. The rapid growth of the institution over the last several years is evidence of the action focus of USCB.

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

All unit/subunit heads are responsible for monitoring and maintaining legal and regulatory accountability in their respective USCB offices with regard to state and federal regulations and USC System policies and procedures through continuous review of operations, by communicating regularly with the appropriate legal authorities and personnel from regulatory agencies, and by setting high standards for operations and accountability. Fiscal accountability is maintained by adherence to state and federal laws and measured through annual state and federal audits. The SC State Budget Office, State Legislature and Governor’s Office, NACUBO, Southern Association of College and University Business Officers (SACUBO) and USC Budget Office provide oversight as the USCB budget is developed annually. USCB provides data to the state and federal government in a timely manner relating to Performance Funding, IPEDS, CHEMIS, financial aid, and other data for accountability purposes.

Ethical behavior is maintained by adherence to The Carolina Creed. Choosing to join the USC System community obligates each member to a code of civilized and ethical behavior. Students conform to The Carolina Creed, the USCB Academic Code of Conduct, and the Student Code of Conduct. USCB students are expected to be honest and forthright in their academic endeavors. In addition, all USCB faculty and staff are held to the high standards of the USCB Core Service Values which includes the core value of Integrity. A Judicial/Housing Office was established to oversee the Judicial/Housing subunit. All members of the USCB community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others as per USC policies, the USCB Student Handbook and the Faculty Manual.

Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the Student Handbook, Faculty Manual and USC Policies and Procedures.

4. How do senior leaders create an environment for organizational and workforce learning?

Faculty and staff are encouraged to pursue professional development opportunities for personal and professional growth. All full-time employees earn one free course per semester and are encouraged to further their education. The USC Human Resources office offers a plethora of free seminars, workshops, and training programs in a variety of subject areas that are available to all employees. The administration plans faculty/staff development opportunities on campus annually. Faculty are awarded release time to pursue research activities, as budget allows, and funding is provided for professional development activities institution wide. Selection for course release is made by a criteria-based application process to the Faculty Development Committee. In addition, USCB senior leadership developed and conducted the USCB Core Service Values training workshop to further reinforce the high customer/student service standards that are expected of faculty, staff, and administrators.

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

Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth. A faculty mentoring program has been established for new faculty and employees are encouraged to attend conferences in their field for job improvement, professional development, and career expansion. Coaching and mentoring are provided to new employees within their respective units while unit heads and supervisors provide a great deal of informal transfer of knowledge to their colleagues. USCB has clear definitions of roles and responsibilities for each position available so that employees can review the job descriptions and prepare for advancement. Employees are encouraged to take university classes at no charge and earn advanced degrees while employed. Senior leaders serve as role models to all employees by belonging to organizations that help them do their jobs better while transferring newly gained knowledge back to their staff. Professional development is provided for staff and faculty regarding leadership and personal responsibility.

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

The flow of communication begins with senior administration who are the team leaders for their respective units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental meetings and in committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvement in programs and services. In addition, USCB is participating in the all institution survey given by the Chronicle of Higher Education regarding all aspects of the work environment. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering to be a member of USCB committees. An academic awards ceremony, presided over by the Chancellor and EVCAA that recognizes the accomplishments of faculty and students, is held annually. Faculty and staff are

eligible for annual Pay for Performance increases, as budget allows, that are tied directly to annual performance appraisals which include areas that need improvement and specific steps for improvement. USCB strives to publicly acknowledge the achievements of faculty, staff, and students by recognizing them in USCB and community public relations mediums. Furthermore, the establishment of the USCB Magazine in 2007 has improved communication. USCB has an internal monthly recognition program called “Catch us at Our Best.” Faculty and staff are recognized with a letter from the Chancellor.

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

The President of the University of South Carolina System reports to the USC Board of Trustees. USCB is not responsible for evaluating performance of the Board of Trustees. The USC President on an annual basis formally evaluates the Chancellor of USCB. In addition, the Chancellor meets quarterly with the USC President on progress made. As a part of this evaluation process, a signed acknowledgement memo has been developed to demonstrate that the process has been completed. This memo will be placed in the Chancellor’s personnel file.

The Chancellor evaluates senior administrators annually. The Chancellor prepares a letter summarizing the evaluation and a signed acknowledgement memo of the evaluation is placed in the personnel file. In addition to these evaluations, USCB adopted and administered the Administrator 360 Degree Evaluation to the Chancellor and senior administration in the 2007-2008 academic year. The 360 Degree Evaluation is administered once every three years and is used for personal professional development of senior administrators at USCB.

Administrators in classified positions are evaluated annually on the anniversary of their hire by their immediate supervisor using the University of South Carolina’s Employee Performance Management System (EPMS). Evaluations are conducted on the review date for the individual employee. The first page of the EPMS, indicating the name of the employee, the classification, and review date, and the signatory page are provide as documentation that the actual evaluation has taken place. The employee, the supervisor and the reviewing officer, who is the direct supervisor of the employee’s supervisor, signs the EPMS.

The Department Chairs, some faculty, and some non-classified administrators are evaluated by the Executive Vice Chancellor for Academic Affairs (EVCAA) annually, according to criteria set forth in the USCB Faculty Manual.

As a part of each of the aforementioned evaluations, the individual is measured on achievement of goals related to the strategic plan and new goals are jointly set for the next year’s evaluation.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

Senior administrators are evaluated once every three years by way of the USCB 360 Degree Evaluation process. Each senior administrator is evaluated by peers, direct superior and direct subordinates on interpersonal skills, judgment, leadership skills, management capabilities, and

personal integrity. Senior administrators also report annually to the Chancellor on achievements of performance objectives and measures of their respective units and annual assessment plans.

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

USCB strives for continuous improvement in its academic programs and support services and takes a pro-active approach by anticipating problems before they arise. Through assessment, USCB identifies problem areas so that improvements in programs and services can be made in order to offer the best educational experience possible. The office of IER coordinates institutional assessment activities. The Chancellor and senior administration rely on information provided to make data-driven decisions that are mission based and strategic plan driven.

The IEC is responsible for overseeing general education assessment as well as reviewing the academic and support units' assessment reports. Major assessment is done in concert with the USCB's mission and strategic plan. Academic programs and services are reviewed by internal and external constituencies such as the SCCHE and SACS. USCB just completed a comprehensive self-study and received its Reaffirmation of Accreditation in June 2009 from SACS. In addition, the Department of Education received NCATE accreditation and the Department of Nursing received CCNE accreditation during the 2008-2009 academic year. The Human Services Program is seeking external accreditation by the Council on Standards in Human Services Education. Peer review is the basis of all accrediting processes. Using a peer review process insures that decision making is data-driven, mission driven and strategic-plan based.

Student participation in assessment activities is a USCB priority. After the close of each semester and summer, students complete course evaluations and an exit survey upon graduation. Focus groups are held with students to discuss the strengths and weaknesses of programs and services so that action plans for improvement can be developed. The SGA represents the student body and plays an important role in institutional decision-making and addressing student concerns. The President of the SGA is appointed to several USCB committees including the Chancellor's Cabinet and the IEC and brings concerns about programs, services, and operations directly to the administration.

USCB seeks input from community partners and stakeholders in order to gain knowledge on strengths and weaknesses. USCB seeks input from the local schools, businesses, industry, hospitals, social services agencies, private and non-profit sector, and other community partners to ensure program effectiveness. An advisory board, made up of community members and partners, has been established for each academic program. The USCB Partnership Board of Community Leaders gives direction and support for institution's directors. Surveys given to community partners to gauge the effectiveness of programs, operations, and services include internship surveys, employer surveys and alumni surveys.

In addition, the development of a Crisis Management Team began in 2007. This team works closely with USCB administrators to address events that could affect the health and safety of students, faculty, and staff or damage the reputation of USCB.

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

In keeping with the mission of teaching, research, scholarship, and public service, USCB has been responding to local needs by providing programs and services to the community since 1959. Senior administration, faculty, and staff are heavily involved in public service through volunteer efforts that impact the community in a positive way. Community involvement at the local, state, and/or federal level is essential for all faculty and staff, not just senior administration. Faculty members are expected to contribute to the community at large in ways that make use of their professional expertise. The Beacon staff organization collectively determines which volunteer service activities the USCB staff will participate in each year. Over the past year those activities included the American Heart Association Heart Walk, Relay for Life, Red Cross Blood Drive, AIDS Awareness, the United Way, Needy Families Drive during the holidays, Toys for Tots Drive, Thanksgiving Food Drive, Opportunity Scholars, Service Learning/Global Community and a Coat Drive. Students can join a number of organizations on campus, such as Gamma Beta Phi, which seek to disseminate and improve education through appropriate service activities. The Office of Community Partnerships supports USCB's mission of serving the public by making the University's resources available to the community at large through a wide variety of outreach programs. Senior leadership determines areas of emphasis for organizational involvement and support through USCB's ongoing strategic planning and institutional effectiveness initiatives and communicates information to administration, faculty, staff, and students via face-to-face meetings, committees, and weekly electronic updates. Senior leaders are involved in civic and service organizations, economic development initiatives, and local government task forces including:

- Local Rotary
- Lowcountry Economic Network
- Literacy Volunteers of the Lowcountry
- Greater Beaufort Regional Chamber of Commerce
- American Association of University Women
- Governing Board, Hilton Head Island/Bluffton Chamber of Commerce (past Chairperson)
- Governing Board, Hilton Head Regional Medical Center
- Governing Board, Lowcountry Economic Network
- Hilton Head Island Greater Island Council
- Hilton Head Area Hospitality Association
- Hilton Head Island/Bluffton Chamber of Commerce
- Main Street Beaufort, ex officio board member
- Low Country Regional Education Center
- Trustees of the College of Beaufort
- The Creative Coast Initiative
- Lowcountry Economic Alliance
- Beaufort County Arts Council
- Lowcountry Workforce Initiative
- Leadership Hilton Head

Category 2 - Strategic Planning

Category 2 - Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 08-09 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1 - Strengthen and expand academic offerings	1) Develop and implement degree programs to meet baccalaureate-level needs of the region 2) Develop the general education core of course offerings 3) Establish institutes which support study and research in fields specifically appropriate to this region	1) Identify and adapt those baccalaureate degrees for which a strong needs-based case can best be made and USCB can provide the necessary infrastructure 2) Increase number of institutes and integrate at least one into the academic offerings	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.5-3
2 - Expand and strengthen student support services	1) Provide high quality and accessible student support services, with extended office hours 2) Provide a more student-friendly enrollment and registration 3) Increase and strengthen connectedness among students, faculty, and staff	1) Hire more staff 2) Strengthen the interrelationships between admissions, registration, and financial aid to create a unified process for students 3) Offer campus-wide activities involving students, faculty, and staff	7.2-1 7.2-2 7.2-3 7.2-4 7.2-5
3 - Expand and diversify the student population	1) Develop and implement an enrollment management system 2) Build stronger coordination between marketing and student recruiting.	1) Explore non-traditional calendars, course times, and locations 2) Improve access and opportunity for student financial support 3) Increase retention and graduations rates	7.1-3 7.3-1 7.5-1 7.5-2 7.5-4
4 - Support scholarship and the pedagogy of the faculty.	1) Increase scholarship and research opportunities for faculty 2) Create a Faculty Development Center	1) Develop a policy for and encourage sabbaticals and leaves of absence 2) Explore funding sources for research and scholarship 3) Increase student involvement in faculty research projects	7.4-1 7.4-4
5 - Provide an environment conducive to teaching and learning	1) Provide adequate maintenance, custodial services and landscaping on campus 2) Provide adequate and appropriate facilities to support academic and administrative needs 3) Improve the level of multimedia support within the university 4) Construct Student Center building	1) Provide maintenance, custodial service and landscaping for each campus 2) Evaluate current and future physical needs 3) Provide Intranet and Internet access to all facilities on campus	7.2-4 7.2-5 7.4-2 7.4-3 7.5-4
6 - Broaden community awareness and support	1) Increase community awareness of the continuing education programs 2) Increase community support for University programs 3) Improve military access and participation in the programs and activities of the University	1) Develop USCB as the center for life-long learning 2) Develop procedures and guidelines for establishing and coordinating existing and prospective partnerships 3) Develop a schedule and a location for classes that are conducive to military life	7.5-5

7- Develop appropriate partnerships that support the university's mission	1) Establish partnerships in the area of education (including life-long learning) 2) Establish partnerships in the area of artistic and cultural offerings 3) Establish partnerships in the areas of science, technology and health	1) Expand and further develop partnerships with public and private schools, day care facilities, youth programs, ESL programs, Penn Center, and 2) local arts organizations 3) Develop offerings of lectures and courses relative to health care industry	7.5-5
8 - Evaluate annually the university's progress toward attaining its goals, objectives, strategies and tactics	1) Determine status of stated goals, objectives, strategies, and tactics	1) Appoint or designate appropriate individual, office, administrator or committee to evaluate and report to the administration on progress of stated goals, objectives, strategies and tactics	IE-cycle p. 31-32
9 - Strengthen planning, budget and assessment	1) Secure financial resources that will support the University's Strategic Plan and promote institutional improvement 2) Prepare and annually revise a five-year pro-forma budget reflecting institutional priorities for use in department budget planning	1) Complete a grant application to obtain funding for tuition elasticity study 2) Evaluate financial performance and develop budgetary assumptions to build a realistic five year budget plan	7.4-2
10 - Attain appropriate accreditations	1) Comply with the Core Requirements, Comprehensive Standards, and Federal Requirements as found in SACS Principles of Accreditation: Foundations for Quality Enhancement 2) Establish plan for securing academic program accreditations	1) Provide resources to support accreditation process and attend annual SACS conference 2) Maintain NCATE accreditation for the BA in Early Childhood Education and SC Board of Nursing Accreditation for BS in Nursing.	

1. What is your Strategic Planning process, including key participants, and how does it address:

a) Your organizations' strengths, weaknesses, opportunities and threats;

USCB has engaged in systematic, University-wide strategic planning for many years. The strategic planning cycle is five years with annual updates. Strategic planning involves input from all members of the USCB community and a wide representation of external stakeholders. Ongoing and systematic assessment is vital to USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and SCCHE.

USCB has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services that provides for continuous improvement. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of the USCB. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats, are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

USCB uses a three-tiered approach to comprehensively review institutional effectiveness initiatives. The IEC was integrated into the current model for institutional effectiveness and strategic planning. The IEC's function is to review, monitor, and revise the Institutional Effectiveness and Strategic Planning Framework/Process, processes and procedures of USCB. Professional development sessions were held for the academic and support units that focused on expanding the use of assessment to facilitate continuous improvement and on developing outcomes and criteria for measuring progress in attaining them. Planning meetings focused on how to accelerate the shift to strategic thinking so that campus-wide processes, structures, and human financial resources are aligned to facilitate performance in priority areas. These cumulative analyses formed the foundation of the strategic planning process and resulted in the development of the USCB 2003-2008 Strategic Plan. Planning for the 2009-2013 Strategic Plan was initiated in January 2008 but has been impacted by unprecedented budget cuts.

USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. The process itself has been evaluated as USCB prepared for separate accreditation as a four-year institution. With input from all units of USCB, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry by continuously improving its educational programs and support services.

b) Financial, regulatory, and other potential risks;

Cost benefit analyses are reviewed for each proposed objective. USCB's strengths and weaknesses are identified. An external analysis, to include factors and impact, is included in the plan to address increases in tuition and fees. USCB will further refine its process to include peer institutions to maintain what we believe is a competitive advantage. Strategic planning objectives are aligned with USCB's performance outcome measures and state and federal regulations.

Human resource capabilities and needs: Staffing patterns are analyzed to ensure objective workforce training and succession planning is accomplished. Staff realignment and resources are prioritized to meet the needs of the institution. Our human resource capabilities and needs have been greatly impacted by the severe budget cuts.

Operational capabilities and needs: Fiscal data to include the projected annual budget in addition to staffing patterns and available resources are discussed. Organizational capacity is analyzed and expanded as appropriate to meet the agency's mission. In the last year, we have not added any new operations because of budget cuts.

c) Shifts in technology, student, and community demographics, markets, student and stakeholder preferences, and competition;

Shifts in technology, student and community demographics, markets, and competition are addressed in eight of the ten USCB Strategic Plan Goals. Shifts in technology are based on the demands of students who come to USCB expecting to use up-to-date technology in the classroom. There is on-going training for faculty in instructional technology to improve teaching methodology. A system called Tegrity is being used to give students and faculty more control and access to course lectures using multiple sources such as computers, PDAs, iPods, and cell phones. The university has a forward-looking IT plan to respond to current technology needs of our students. The institution has been able to continue its IT plan with student technology support and lottery technology appropriations. However, this plan will be severely hampered should lottery appropriations be cut.

USCB uses census data and conducts long-term studies to identify student demographics and market segments. Students come from 41 states and 16 foreign countries. USCB has had the largest percent of Hispanic students in the USC System for past five years. The IER office conducts a number of internal and external surveys such as the Graduating Student and Alumni surveys, National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) to gather information on student and community satisfaction. In addition we administer the Noel-Levitz Student Satisfaction Inventory to collect data on students which provides important national, statistically significant responses regarding perception, satisfaction and engagement.

USCB confirms the need for a four-year degree granting institution in the Lowcountry by its continued growth in programs and enrollment. Local markets are undergoing rapid population growth. For example, the community surrounding the Hilton Head Gateway Campus doubled in population between 2000 and 2004. With the retiring of the baby boomer generation, this level of growth—and shift toward a growing older demographic segment—is expected to accelerate. At the same time, the area is beginning to attract knowledge-based businesses run by “thirty-something” entrepreneurs as well as a large population of people involved in the tourism and service industries. As a result, local school systems are overflowing with students who will need a local higher education source.

In addition to rapid growth in the four-county South Carolina areas, USCB is reaching into the nearby Savannah metropolitan area to attract both undergraduate and extended graduate campus

students. This new market offers much potential as Savannah is experiencing rapid population growth, particularly in areas such as Effingham and Bryan Counties, from which USCB is more accessible than most of its equivalent Georgia institutions.

Lastly, USCB is tapping new markets, particularly in the Midwest and East Coast. Using data collected by USCB and by Hilton Head tourism watchers, USCB is finding that states and communities where Hilton Head Island is well known are open and interested in learning more about USCB options in this section of the Lowcountry. As the communications and recruiting program expands, we expect to find strong growth in this market segment.

Ironically, one of USCB's most challenging markets is local place-bound students. Local high schools have some of the lowest graduation rates in the United States and the rate of baccalaureate attainment among the local, indigenous population is extremely low. USCB is actively developing new strategies to encourage local students to aspire to earn a baccalaureate degree and to take the course work needed to enable them to enter four-year degree programs upon graduation.

d) Workforce capabilities and needs

Currently, USCB has implemented a three year budget process to help identify needed positions. The planning process has been essential to identifying the areas of projected growth. Human resources must ensure that we meet the policies of USCB which include a diverse and equal pool of talent. Current Equal Employment Opportunity goals have been attained which allows for a diverse workforce. As previously mentioned, the University's ability to respond is determined by funding which has been severely cut.

e) Long-term organizational sustainability and organizational continuity in emergencies

USCB takes a proactive approach rather than reactive one and develops a strategic plan every five years. All units in conjunction with the IEC annually review the strategic plan to determine status of goals and objectives. A university-wide Strategic Planning Committee is in the process of drafting the 2009-2013 USCB strategic plan following the aforementioned process to ensure continuity and stability, but it has been impacted by unprecedented budget cuts.

USCB protects the security, confidentiality, and integrity of its records and maintains security measures to protect and back up data, follow standard confidentiality and security procedures such as firewalls, redundancy, password protection and other policies to ensure data integrity. Incremental backups are done on a daily basis for local data. USC Columbia maintains critical student data for USCB. USC had been working to implement an Enterprise Resource Planning system to replace the Legacy student information data system. However, this critical improvement has been delayed by severe budget cuts. When enacted, one of the benefits of this change will be the removal of social security numbers as a primary identifier.

f) Your ability to execute the strategic plan

USCB achieves its mission and goals using a four-phase Institutional Effectiveness and Strategic Planning Framework/Process.

USCB Institutional Effectiveness and Strategic Planning Framework/Process

Phase I: Analysis and Input Process

- There is University-wide analysis and input by all areas of USCB through responses to surveys and/or questionnaires or by other means (SWOT Analysis).
- Key performance areas (Academic Affairs, Advancement, Athletics Department, Community Outreach, Finance and Operations, and Student Development) analyze and/or identify:
 - The strengths and weaknesses of the internal environment of USCB that includes organizational performance and organizational design;
 - The political, economic, sociological, and technological forces of the external environment;
 - The stakeholders of USCB;
 - USCB's competition; and
 - Resources of USCB.
- The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input.
- The Administrative Council Retreat is held to discuss results of the data analysis.

Phase II: University-Wide Plan

- Strategic goals and objectives are developed and/or revised for the USCB Strategic Plan.

Phase III: Unit Plans and Institutional Effectiveness and Outcomes Assessment Plans

- Unit Plans to accomplish the Strategic Plan are written by the key performance areas: Academic Affairs, Advancement, Athletics Department, Community Outreach, Finance and Operations, and Student Development.
- The Chancellor reviews the Enabling/Unit Plans
- Educational Programs and Administrative Support Services develop Institutional Effectiveness and Outcomes Assessment Plans that include intended outcomes, assessment strategies, measures, and criteria.
- Academic Program Reviews are conducted according to schedule.

Phase IV: Plan Implementation and Evaluation of Progress

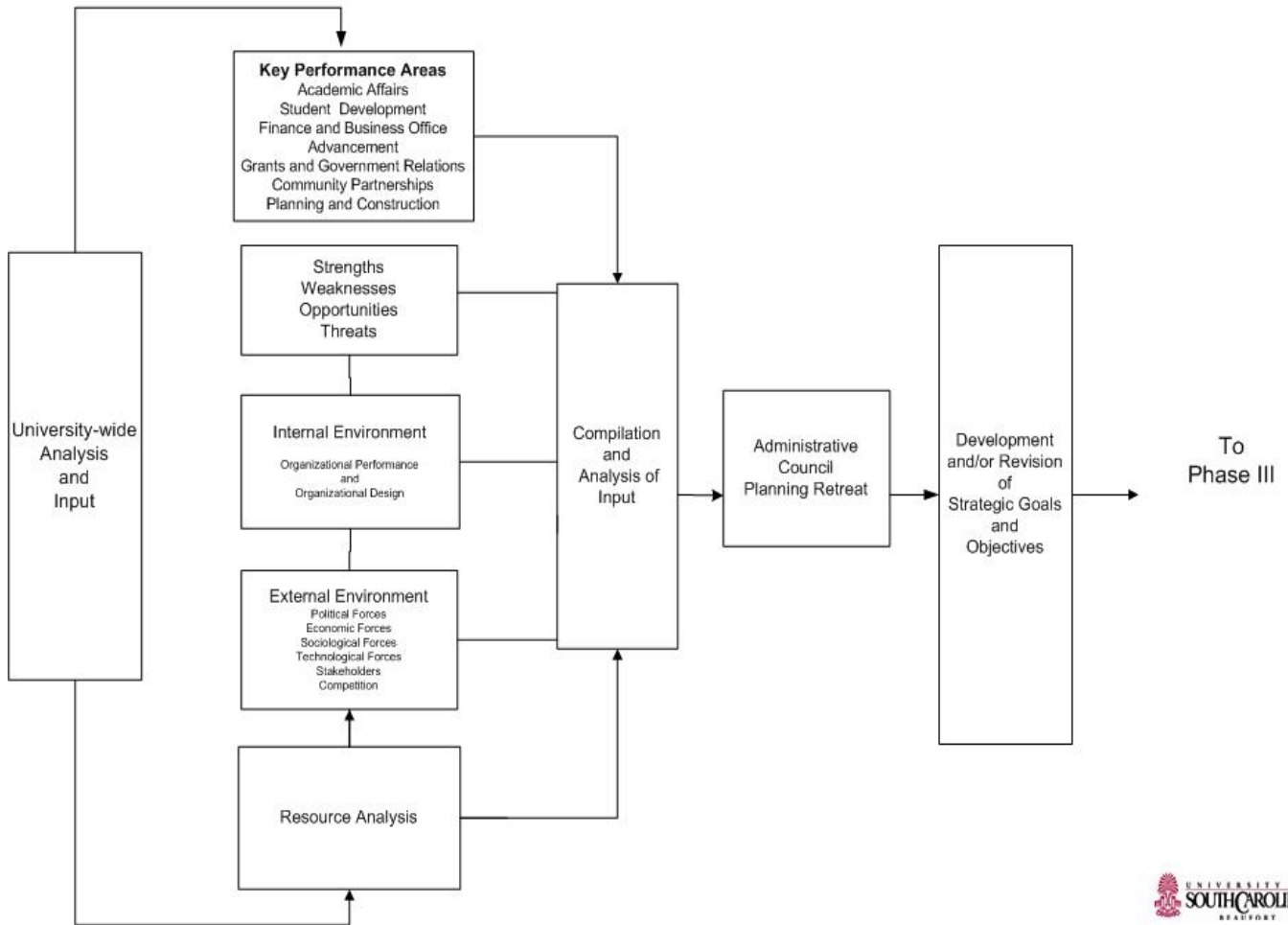
- Institutional Effectiveness Plans are implemented.
- The Institutional Effectiveness Council reviews the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and the results of the Academic Program Review(s).
- The Institutional Effectiveness Council makes recommendations regarding the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and submits them to the Chancellor who then submits those with budget implications to the Budget Committee.
- The Institutional Effectiveness Council makes recommendations regarding Academic Program Review and submits them to the chair of the Academic Program Review Committee.

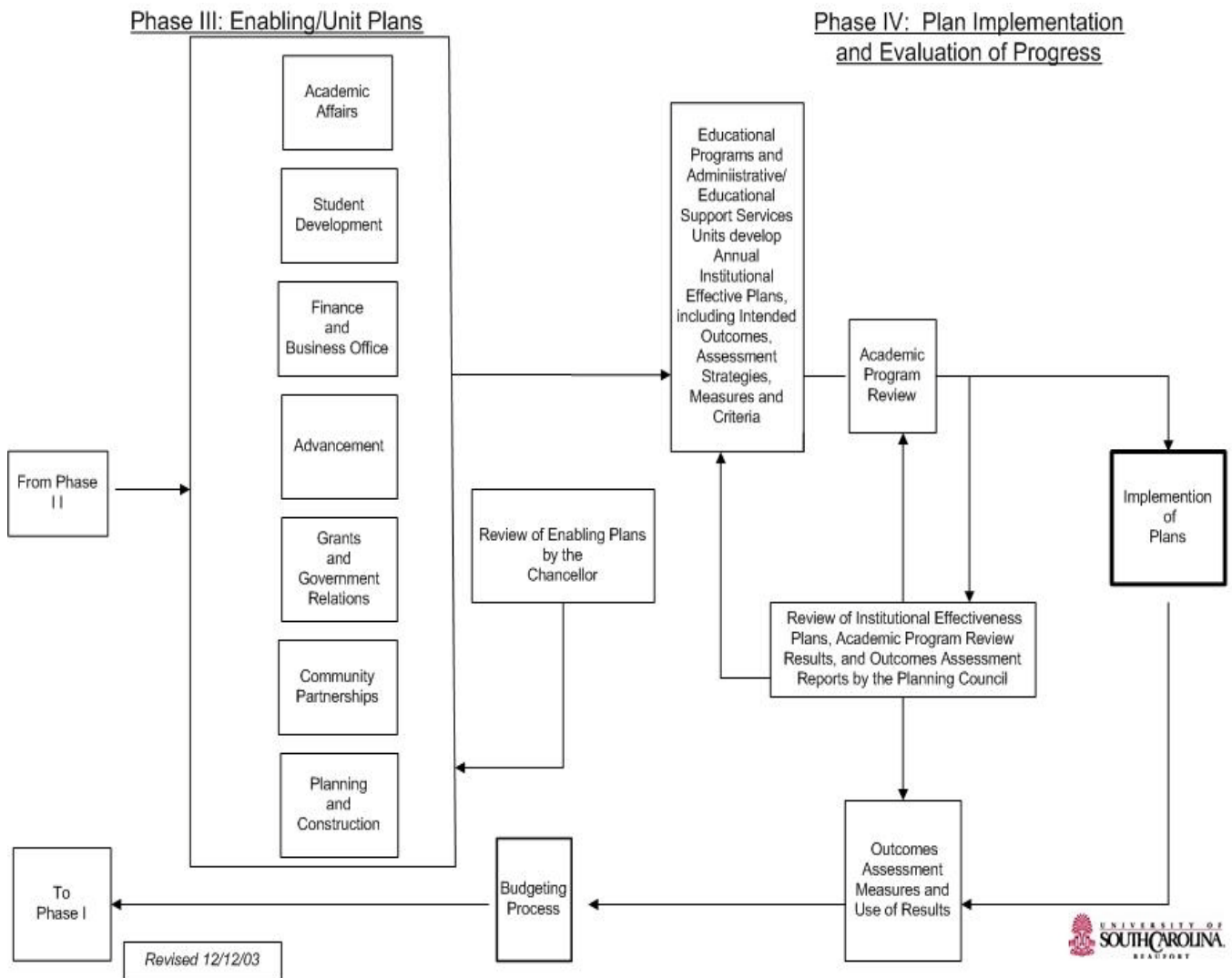
A flowchart illustrating the USCB Institutional Effectiveness and Strategic Planning Framework/Process is located on the following pages.

**University of South Carolina Beaufort
Institutional Effectiveness and Strategic Planning Framework**

Phase I: Analysis and Input Process

Phase II: University-Wide Plan





2. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile? (Section I, question 4)

The key strategic goals identified in the institutional analysis are actions to be taken and intended to lead to the improvement of the academic programs and support services at USCB. The goals are listed in the Strategic Plan and are used to develop unit plans and the IE-OA Reports. The Strategic Plan demonstrates the solid ground on which the institution stands because of planning and using the results of evaluation to achieve the mission and goals of USCB. The key strategic goals are to:

1. Strengthen and expand academic offerings
2. Expand and strengthen academic and student support services
3. Expand and diversify the student population
4. Support scholarship and the pedagogy of the faculty
5. Provide an environment conducive to teaching and learning
6. Broaden community awareness and support
7. Develop appropriate partnerships that support USCB's mission

8. Evaluate annually USCB's progress toward attaining its goals, objectives, strategies and tactics
9. Strengthen planning, budget and assessment
10. Attain appropriate accreditations

The strategic challenges are identified and addressed using the USCB annual, four-phase Institutional Effectiveness and Strategic Planning Framework/Process. Phase I consists of a University-wide analysis and input by all areas of USCB through responses to surveys and/or questionnaires or by other means (SWOT Analysis) from the IEC. The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input and presents the information to the IEC and the Chancellor at the annual Administrative Council Retreat. Senior leadership determines areas of emphasis for organizational involvement and support through USCB's ongoing strategic planning and institutional effectiveness initiatives and communicates information to administration, faculty, staff, and students via face to face meetings, committees, and weekly electronic updates. Extensive discussions center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. The outcomes of the discussion form the framework for developing the current strategic plan strategies and tactics and the unit plans in each of the key performance/functional areas to accomplish the goals and objectives.

USCB has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of USCB. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats of USCB, are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

3. How do you evaluate and improve your strategic planning process?

Responsibility for planning and evaluation is a shared responsibility at USCB. USCB engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. To ensure efficacy, USCB employs a Director of Institutional Effectiveness and Research to facilitate the leadership of planning and assessment initiatives. In this capacity, the individual works with administration, faculty, and staff in coordinating the continuous improvement initiatives across campus. The Director works with the IEC to evaluate the Institutional Effectiveness and Strategic Planning Framework/Process, process, and procedures of USCB. The strategic planning process is reviewed annually by the IEC. Recommendations of their findings are compiled into a report and presented to the Chancellor, Administrative Council, and Budget Committee for their review and action if necessary.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Key action plans/initiatives are identified in the Institutional Analysis of Phase I or by key performance areas in and of themselves. They are actions to be taken and intended to lead to the improvement of the educational programs and support services of USCB. They are listed in the USCB Strategic Plan, and the unit plans and are used to develop annual Institutional Effectiveness and Outcomes Assessment reports. All of USCB's goals and objectives are geared toward the achievement of the mission of USCB.

The IEC evaluates the Institutional Effectiveness and Strategic Planning Framework/Process, and procedures of USCB. The Institutional Effectiveness Plan and Process is an on-going, comprehensive, broad-based and institutionally integrated system for planning and evaluation designed to enhance and improve the institution, as well as demonstrate to what degree the institution has been effective in fulfilling or achieving its stated mission and goals. It involves a process of continually reviewing and articulating the mission and goals of USCB, setting intended/expected outcomes (results), assessing these results, analyzing the data from the assessment, and using the results for improving academic programs and services.

The unit head oversees the development of unit plans and annual IE-OA Reports within their units. The action plans, known as Institutional Effectiveness and Outcomes Assessment (IE-OA) Reports address USCB's mission and goals, and the unit head's expectations for improvements in their areas. These plans are monitored throughout the year and allocations of resources are based on data driven assessment. The IEC monitors the action plans and makes recommendations regarding the results of the IE-OA Reports to the Chancellor who then submits those with budget implications to the Budget Committee.

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

USCB achieves its mission, goals, objectives, action plans and other performance measures using a four-phase Institutional Effectiveness and Strategic Planning Framework/Process. The IEC communicates on an on-going basis the institutional effectiveness and strategic planning process, procedures, and findings to the educational programs, academic divisions and to the administrative and educational support services units through minutes, reports, and direct contact of members with their respective divisions. The IEC reports after every scheduled meeting the findings of the IEC to the Chancellor of USCB and to the Chancellor's Administrative Council and/or the Chancellor's Cabinet. The IEC prepares an annual report of the work of the IEC.

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

The IEC monitors the action plans that address the key objectives. The office of Institutional Effectiveness and Research identifies, collects, and interprets the data (quantitative and qualitative) from the unit plans to determine the extent to which intended outcomes (expected results) are actually achieved. The IER office compiles and presents a report to the IEC for their review. A final report along with budget implications is presented to the Chancellor and Administrative Council. The IER office also compiles and submits an Institutional Effectiveness Report to the CHE annually.

7. The agency's internet homepage address to access the strategic plan.

The strategic plan is available at http://www.uscb.edu/uploads/IE_Strategic_Plan_2003-2008.pdf

Category 3 - Student, Stakeholder, and Market Focus

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

USCB is the only four-year baccalaureate degree-granting institution in the southeastern corner of the state within a 70 mile radius. The rationale for providing specific programs is based on market analysis, needs assessment surveys, focus groups, market research, census data, surveys from high schools, feedback from advisory boards that make up a cross-section of the community and help determine program needs, student demand, and the success of existing curricula in the disciplines where courses have been previously offered by USCB.

USCB has identified its markets based on geographic proximity and affinity to Hilton Head Island. A three-pronged strategy for creating a diverse, lively campus by serving local residents of four counties in South Carolina, the metropolitan Savannah area, and east coast communities with strong links to Hilton Head Island, was established when the campus moved to four-year status in 2004. This model has been supported by the campuses' ability to attract these three populations of students without an extensive or complete marketing program in place.

In the past three years, under the leadership of a marketing-oriented Vice Chancellor for University Advancement, USCB has developed a complete set of recruiting collateral, begun direct mail outreaches across the state and the eastern united states, enhanced its ways of building awareness of USCB to families on vacation, enhanced its website and used billboards more effectively. The magazine, which reaches parents and our community partners, has dramatically improved. The institution won two CASE Awards and an Admissions Marketing Report Award for the quality of messaging it has developed. With the hiring of an experienced Student Development Vice Chancellor, Admissions Director and Recruiter, the sales team is positioned to reach more effectively outside our local area. With this more powerful, consistent sales force and the development of a strategic plan in the fall, USCB will be ready to develop a substantive marketing research program.

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

As USCB transitioned from a two-year to a four-year institution in 2004, the demand for programs and services from USCB stakeholders was extensive and clear. Direct communication is the most effective way to gauge academic interest and customer service and focus groups are regularly held with students and key stakeholders to gauge needs and interests. Our faculty and staff are tightly integrated with students and openly exchange ideas about how to move forward. Surveys are administered to students and stakeholders asking for input and suggestions on academic programs, distance education delivery methods, and student satisfaction. The challenge has been to grow quickly enough to serve them. Examples are the development of a Nursing

Program that clearly fits current regional needs and strengths, and the development of a Studio Arts program that compliments the Historic Beaufort Campus and the existing artists in the surrounding community.

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

The Office of Advancement is in the process of establishing an alumni association that will help gather feedback from alumni. In addition, we developed an alumni magazine for the 2006-2007 academic year which continues to be published annually. We continuously work to coordinate feedback from academic and support areas to evaluate student satisfaction and needs. Graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, employer surveys, NSSE, the Noel-Levitz Student Satisfaction Inventory and internship surveys are given by the IER office to gain information on programs and services. Each academic program has an advisory board that provides support and feedback on academic programs.

Furthermore, USCB strongly encourages data driven decision making to improve and expand its academic programs. As a result of extensive assessment data in general education, critical reading has been identified as the area of focus for the USCB Quality Enhancement Plan.

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

USCB is committed to continuous improvement in student learning, student satisfaction, and customer service. Results from graduation (exit) surveys, alumni surveys, advisement surveys, the NSSE survey, Noel-Levitz Student Satisfaction Inventory, course evaluations, focus groups, customer service survey, employer surveys, and internship surveys are given by the IER office to gain information on programs and services. The results of the surveys are shared with staff and used to make improvements in the appropriate areas.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

USCB responded to a broader spectrum of critical educational needs and interests of citizens by becoming the region's first baccalaureate degree-granting institution. Recognizing teaching as its primary function, USCB recruits and continuously develops highly qualified faculty members with current content knowledge, outstanding instructional skill, and a student-centered philosophy of education. Through its dedicated professional administration, faculty, and staff, we seek to provide a learning environment, which is technologically current, supportive of students with diverse interests and abilities, and dedicated to student success. On-campus housing, Office of Student Life programs and athletics are available to students to further engage them outside of the classroom while also cultivating a strong sense of community within USCB. In addition specialized associate degree programs are offered to military personnel and their families. As the region grows in population and complexity, USCB will become the primary resource for intellectual, social, cultural and economic life for students and stakeholders.

6. How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

USCB has a positive form of collecting student, staff, faculty and campus' guests' evaluations of customer service, "Catch us at our Best" cards. These cards, available at highly trafficked areas of the campus and online, encourage anyone on campus to acknowledge good service rendered to them by any faculty, staff or student. Of course, they also serve as a vehicle for people with complaints or suggestions to submit those as well. The cards are submitted electronically or in drop boxes and are reviewed by the chancellor, the vice chancellors and unit heads monthly.

The Student Government Association has developed similar cards and an online mechanism to collect student ideas and suggestions called "Your Voice."

Note: "Educational programs, offerings, and service features" refers to key characteristics of programs, offerings, and services that are available throughout the period of time students attend your organization. This includes the period from the students' initial decision to enroll in your organization through the time of their departure.

Category 4 - Measurement, Analysis, and Knowledge Management

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

In line with USCB's Institutional Effectiveness and Strategic Planning Framework/Process, and USCB's mission and goals, each academic and support unit identifies measures at the unit level. We have established evaluation and assessment methods designed to ascertain attainment of educational goals at both the institutional and academic program level. Each academic and support unit has a defined statement of purpose directly linked to USCB's mission. Annual IE-OA Reports are developed for all academic and support units and are used to measure student learning outcomes and student satisfaction. USCB's Strategic Plan integrates critical goals and objectives for all units campus-wide. The Chancellor, Administrative Council, Unit Heads, Department Chairs, Enrollment Management Team, and IEC meet throughout the year to review performance results. The IER office provides training to assist internal groups with data collection and analysis of the performance measures.

Some of USCB's processes are mandated by external state and federal entities such as the state of SC and the CHE, Title II and Title IV. As a state university, USCB is required to report annually on a range of indicators as part of the South Carolina's performance-based funding model. This level of assessment provides a broad overview of how well the institution is meeting its mission and serving the state. The scorecard approach also allows for benchmark comparisons with other colleges and universities within South Carolina. Institutional effectiveness measures are also mandated by state law. All South Carolina public colleges and universities must assess academic advising, library resources and services, student development, general education, technology competency, and majors and concentrations on a rotating annual basis. Each institution determines the tools and methodologies it will employ for this level of assessment. Preparing for the accreditation processes of SACS, NCATE, and the CSHSE, SC Board of Nursing, and the CCNE & AACN is another means by which USCB initiates self-

studies that examine and track student learning, organizational performance, and allow us to measure progress relative to strategic objectives and action plans.

2. How do you select, collect, align data/information analysis to provide effective support for decision making and innovation throughout your organization?

Ongoing and systematic assessment is vital to USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and the SCCHE. The University has implemented an institutional effectiveness and planning cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of USCB. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats of USCB are identified and discussed at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB. The IER office provides data and reports to the Administrative Council, Enrollment Management Team, Budget Committee, the IEC, and other committees on campus to be used as the basis for decision making. The various committees collect data and use the results to set policy or focus efforts for improvement of USCB. Annual IE-OA Reports are used to make improvements in academic and support services.

Note: Analysis includes trends, projections, comparisons, and cause-effect correlation intended to support performance reviews and the setting of priorities for resource use. Analysis draws upon many types of data including student and stakeholder related requirements, operational, competitive, and others. (Results are reported in category 7).

3. How do you keep your measures current with educational service needs and directions?

The key measures are reviewed by various committees and councils within USCB using the Institutional Effectiveness and Strategic Planning Process/Framework. Key measures are reviewed at different frequencies, annually, on a semester basis, and weekly, to keep them current with educational service needs and directions. For example, graduation rates are reviewed annually whereas enrollment data is reviewed weekly. The key measures are: enrollment statistics; program graduates; retention/attrition data; graduation rates; applicant yield rate; number applying for financial aid; number eligible for Title IV funds; student/customer satisfaction; employment rates; examinations and certification tests; and number of students in post-graduate study.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

Comparative data and information is selected according to the goals of the Strategic Plan. The annual IE-OA Reports are used to assess goals and objectives for each unit and are the basis for the next year's plan. USCB has conducted many surveys to establish baseline data. Some examples include the NSSE and FSSE (administered in 2007 and 2008), the Noel-Levitz Student Satisfaction Inventory (administered in 2009), and uses the ACT CAAP and MFTs for academic assessment. Also, USCB uses data available on the CHE website to compare to other similar

institutions statewide. USCB strongly encourages and implements data driven decision making to improve and expand its academic programs.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

Needed data is made available according to established USC policies. Access must be requested and approved based on job functions and duties. The Data Access Policy (<http://www.sc.edu/policies/ppm/aca702.html>) and the Freedom of Information Policy (<http://www.sc.edu/policies/ppm/hr100.html>) provide additional information regarding the access of data. Additional aggregate data is shared through websites, presentations, and correspondences to key constituents.

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

The overriding theme at USCB is continuous improvement in student learning and student satisfaction. Ongoing and systematic assessment is vital to the USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and CHE. USCB has implemented an institutional effectiveness cycle which has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services. Annually the IEC reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of USCB. The results of the institutional analysis are presented at an annual planning retreat of the Administrative Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

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

The Chancellor and Administrative Council meet weekly and transmit the information from these meetings to their units through face to face meetings with staff and through the *University Weekly Update*. Unit heads are responsible for disseminating the information and ensuring that new guidelines, policy and procedures, best practices are being followed to make day-to-day decisions by staff and directors. The USC System holds quarterly, system-wide meetings based on academic and support services units such as the registrar, admissions, institutional effectiveness, academic affairs, finance, USCB leaders' council, student affairs, and financial aid where best practices are shared among colleagues. Best practices are learned from faculty and staff attendance at professional associations and conferences and brought back to USCB staff through transfer of knowledge and cross-training workshops.

Category 5 - Workforce Focus

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

The USCB leadership team creates, values, and promotes consistent communication at all levels of the organization through: 1) emailed information concerning various issues, 2) annual Employee Performance Management System (EPMS) evaluation meetings, 3) and Employee Recognition Awards Ceremony Programs. These forums are created as a strategy to empower employees, build morale, and facilitate communication by allowing employees to participate and provide feedback. They also allow for participation in the decision-making and strategic planning process of the agency. Managers should also encourage and motivate employees through the EPMS. The EPMS process is crucial in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, and evaluation of employee performance. The agency measures the Meets by Default rate on a monthly/annual basis and discusses the results with supervisors during monthly managers meetings. This measure provides senior managers a sense of the overall commitment that supervisors demonstrate with respect to employee development and the performance management process.

The flow of communication throughout USCB begins with the Administrative Council, the team leaders for their units, who meet weekly and communicate with their faculty and staff by listening, reviewing, and responding to feedback at departmental and committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvements in programs and services. Senior administration values and promotes ongoing communication at all levels of USCB and communicates with employees through faculty and staff meetings, strategic planning sessions, unit meetings, committee and council meetings, and faculty and staff forums. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for USCB committees. Committees, councils, and meetings are a tool used to empower employees, build morale, and facilitate communication by allowing employees to participate and provide feedback on the decision-making and strategic planning process of USCB. USCB seeks to build morale by hosting back-to-school orientation and activities for new and returning faculty and staff, an awards ceremony, and a faculty and staff picnic to show appreciation to employees. The Office of Advancement sponsors welcome back events for faculty and staff at the beginning of each semester.

The Academic Affairs Council meets monthly to discuss curriculum, pedagogy, and continuous improvement in programs and services for students. Information from these meetings is then communicated to all faculty and staff through meeting minutes and department meetings.

The EPMS is a crucial component in communicating, coaching, and empowering classified employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance. Faculty are evaluated through courses evaluations, an annual evaluation from the department chairs and/or Executive Vice Chancellor for Academic Affairs, faculty peer

reviews, tenure and promotion processes and post-tenure reviews that are tied in with pay-for-performance merit raises as budget allows.

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

USCB is one University with two full-service campuses and offers courses at the two military installations in Beaufort. Effective communication is accomplished by the use of face to face contact, phone, email, and interactive video technology to broadcast meetings between the campuses. Employees share time between the campuses and travel between the sites to ensure that programs, courses, and services are available to all constituents. Faculty, staff, and administration are encouraged to attend conferences and professional development opportunities where best practices are shared and brought back to USCB staff through cross-training and transfer of employee knowledge through in-house training. The Chancellor delivers several updates during the month. Units hold regular meetings to inform, alert, and communicate to staff members. Lastly, the University Weekly Update is distributed to the entire institution.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Senior administration motivates and encourages employees through the EPMS. The EPMS is a crucial component in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance.

Faculty are evaluated through course evaluations, an annual evaluation from the department chairs and/or the Executive Vice Chancellor for Academic Affairs, faculty peer reviews, tenure and promotion processes and post-tenure reviews that are tied in with pay-for-performance merit raises. The flow of communication begins with Senior Administration who are the team leaders for their units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental and committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvement in programs and services. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for USCB committees. An awards ceremony, presided over by the Chancellor and Executive Vice Chancellor for Academic Affairs that recognizes the accomplishments of faculty and students is held annually. Faculty and staff are eligible for annual pay-for-performance increases that are tied directly to annual performance appraisals which include areas that need improvement and specific steps for improvement. USCB strives to publicly acknowledge the achievements of faculty, staff and students by recognizing them in USCB and community public relations mediums.

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

Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Senior leadership encourages staff to participate in education and training related to their responsibilities and incorporating the new information and strategies into the work culture through cross-training and in-service workshops. Employees

are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth.

A faculty mentoring program has been established for new faculty and employees are encouraged to attend conferences in their field for job improvement, professional development, and career expansion. Coaching and mentoring are provided to new employees within their respective units while unit heads and supervisors provide a great deal of informal transfer of knowledge to their colleagues. USCB has clear definitions of roles and responsibilities for each position available so that employees can review the job descriptions and prepare for advancement. Employees are encouraged to take university classes at no charge and earn advanced degrees while employed to permit career expansion within USCB. Senior leaders serve as role models to all employees by belonging to organizations that help them do their jobs better while transferring newly gained knowledge back to their staff. Faculty and staff have the opportunity to be involved in several areas of the institution. As USCB grows, many opportunities will continue to evolve. The continued growth in enrollment will foster the need for more support services within the organization.

5. How does your development and learning system for leaders address the following:

a) development of personal leadership attributes;

The University system provides professional development programs which are designed to improve individual and organizational performance and help USC achieve overall institutional goals. These programs are offered on-line and via on-site programs. Training programs have been carefully developed to help employees increase their effectiveness by building and refining job skills and by gaining greater knowledge of USC System operations. Developmental programs prepare personnel for increased or new responsibilities and broaden individuals as a whole.

b) development of organizational knowledge;

Orientation programs help employees adjust to new work situations and create a greater sense of the campus. Others provide knowledge of the appropriate application of operating procedures so employees are able to function more quickly and efficiently within various system departments. Programs encourage employees to hone skills by providing instruction and practice in work-related areas such as leadership, teambuilding, writing, or computing. Special programs are designed to improve interpersonal skills through human relations training and increase productivity by improving communications between managers and employees. Some programs foster good employee relations, reduce turnover, and lead to greater job satisfaction and promotional opportunities. Specific procedural programs are available to provide information about USCB policies and procedures.

c) ethical practices;

Group facilitators are used to encourage discussion on Core Service Values that have been adopted. Staff were initially required to attend workshops and the Core Service Values have become an integral part of the Institutional Effectiveness planning process. In addition, USCB utilizes the USC resources to bring institution wide training and education in this area.

d) your core competencies, strategic challenges, and accomplishment of action plans?

Each of the USCB offices represented on the institutional organizational chart, as well as all degree program administrators, are required to submit an annual institutional effectiveness and outcomes assessment report. Administrators and faculty are required to identify their office/unit's purpose, specific goals for future years and the relationship to the major goals included in the USCB mission and Strategic Plan. An annual close out report is also required to identify the goals that have been met and those that have not.

This institutional effectiveness/outcomes assessment report structure ensures that USCB's administrators are continuously evaluating their unit's core competencies and the manner in which the university's strategic challenges affect the accomplishment of action plans.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

The workforce capability and capacity is continuously improved through the management and development of the human assets of the campus. The state pay band system provides a level of competency that is required in order to meet the qualifications for employment and for promotion with a pay band. The annual evaluation for staff through the EPMS plan identifies needs and plans for continuous improvement and development of knowledge and skills.

7. How do you recruit, hire, and retain new employees?

All open positions are posted on the USCB web site and listed with USCJOBS, an on-line application system for the University System. USCB uses different recruiting methods depending on the type position being filled. Classified, or staff positions, are normally recruited through the use of on-line advertising with USCJOBS and advertised in local newspapers. Academic and administrative positions are posted with USCJOBS and advertised in professional journals and state newspapers. Senior faculty mentor junior faculty to help them assimilate into the system and prepare for the tenure and promotion process. Funding to provide start-up equipment for research is authorized for some faculty hires.

8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

The University of South Carolina System provides professional training to all employees. This training is made available through a combined on-line training program that employees may take and complete at their conveniences and programs that are brought to the different campuses for personal instruction. Annually, the Professional Development calendar is available at <http://hr.sc.edu/profdevp.html>. All employees can search the many opportunities for personal and professional growth available through a host of workshops sponsored by the office of Human Resources. Employees are encouraged to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Supervisors encourage employees to apply new knowledge and skills to job duties by assigning new objectives during annual evaluations.

9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

The professional training programs provided by the University of South Carolina are evaluated at the end of each session. Changes to the presentation are made as indicated by program participants. New programs or procedures implemented by the system are developed with input from various departments. Task force groups are established having representation from all areas impacted by the change. Senior leadership and unit heads are involved in USCB's ongoing Institutional Effectiveness and Strategic Planning. IE-OA Reports are submitted by each unit identifying strengths and weaknesses.

10. How do you motivate your workforce to develop and utilize their full potential?

Faculty, staff and administration are encouraged to attend conferences and professional development opportunities where best practices are shared and brought back to USCB staff through cross-training and transfer of employee knowledge through in-house training. Annually, a Professional Development calendar is available at <http://hr.sc.edu/profdevp.html> where all employees can explore the many opportunities for personal and professional growth available through a host of workshops sponsored by the Division of Human Resources.

Staff are motivated through numerous avenues. Managers must provide for planning, assessment and the needed feedback through the EPMS process to allow for the growth of our staff. Senior administrators utilize the same procedure for planning, assessment and the needed feedback for their administrators. Likewise, the Chancellor provides planning and assessment for her leadership team. Our goal is to continue to grow current staff and challenge each employee with new opportunities thus making them a part of our current growth. Each year a cash award is given to one faculty and one staff member that have demonstrated job effectiveness, cooperation with students and co-workers, attendance and punctuality, and dedication to USCB.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The USCB faculty and staff have forums that allow for communication among colleagues. Beacon is the forum for staff to discuss concerns with senior administration. The Faculty Senate is the forum for faculty to publicly discuss concerns with the administration. The Faculty Welfare Committee, a subcommittee of the Faculty Senate, is another venue where any faculty member can express their concerns in private.

The Office of Human Resources provides annual training sessions on a number of topics. Surveys are conducted after each information session to ensure we are addressing the needs of the faculty and staff. The Human Resource office meets with staff that are voluntarily terminating to discuss reasons for leaving. Staff issues are addressed through the department Vice Chancellor at regular meetings of the Administrative Council. The Faculty Senate has a committee to address the welfare of the faculty. The Faculty Welfare Committee considers USCB policies and the enforcement of those policies regarding the welfare of the faculty such as faculty salaries, other compensation and benefits, and any matters affecting the workplace environment.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Feedback from faculty and staff surveys and forums are used to implement policies to correct identified areas of need. USCB is a growing institution that is seeking to improve its performance in many areas. Effective communication is the key as we continue to communicate our need to streamline our current process and thus provide better services. The Office of Academic Affairs sought to enhance the productivity of faculty by developing a competitive program to allow faculty course releases each spring for research. Since the program began in 2005-2006, the funding has been allocated and the Faculty Development Committee was assigned the task of further developing the program. The incentive to conduct research to further help the community is essential to ensure a balanced relationship with the community. Unfortunately, due to severe state budget cuts, this program has been eliminated.

13. How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

USCB has established a systematic prevention-based approach to safety and health for all students, employees, customers, and visitors through the development and implementation of a Safety Management Program. Our Public Safety Officer, Director of Maintenance and the Vice Chancellor of Finance are members of this team which meets monthly. Senior leadership has included several other key members of the institution to ensure we capture as many perspectives as possible. An appointed Safety Committee directs on-going agency-wide safety initiatives, collects and analyzes safety related data, makes recommendations for improvement, and monitors the implementation of recommendations and effectiveness. USCB conducts monthly hazard inspections of agency facilities to identify and evaluate environmental deficiencies, hazards, and unsafe practices. USCB conducts monthly fire and emergency drills on a regular basis. Our organization also tracks crime reports within the local jurisdiction, as we must submit an Annual Security Report in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

USCB is continually evaluating and updating its emergency preparedness plans. Because USCB is in an area susceptible to hurricanes, it is our duty to inform students, faculty and staff of impending danger in a timely manner, in order to ensure their safety. In 2006-2007, USCB purchased two new safety components: a Critical Management template system and an emergency notification system utilizing SMS text messaging, email and voice. USCB has also procured an audible alert system that alerts students, faculty, and staff regarding public safety on campus. USCB has a critical incident plan that addresses communications to all stakeholders—faculty, staff, students, and guests—as well as off campus stakeholders—parents, local police, fire, medical services, community leaders, etc.

Category 6 - Process Management

1. How do you determine, and what are your organization’s core competencies, and how do they relate to your mission, competitive environment, and action plans?

USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our core competencies senior leadership and unit heads determine areas of emphasis for organizational involvement and support through USCB’s ongoing Institutional Effectiveness

and Strategic Planning Framework/Process initiatives and communicates information to administration, faculty, staff, and students via face-to-face meetings, committees, and weekly electronic updates. A University-wide SWOT analysis and input by all areas of USCB is conducted through responses to surveys and/or questionnaires from the IEC. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA Reports. The Director of Institutional Effectiveness and Research compiles and analyzes the data from the institutional analysis in which the strengths, weaknesses, opportunities and threats of USCB are identified, along with the results of the IE-OA Reports, and presents the information to the IEC, the Chancellor and the Administrative Council. Extensive discussions center on how best to address a variety of issues and how to develop appropriate strategies and objectives to advance the institution. In addition, Core Service Values that were defined by the institution are integrated into the daily workplace.

2. What are your organization's key work processes?

With its mission of teaching, research, and service, USCB responds to regional needs, draws upon regional strengths, and prepares graduates to participate successfully in communities locally and across the globe.

USCB is comprised of seven major administrative units that each have a purpose statement that relates back to the USCB mission. The seven units are: Academic Affairs, Advancement, Finance & Operations, Student Development, Community Outreach, Athletics Development and Information Technology. Each of the seven units is assessed on an annual basis using the Institutional Effectiveness/ Outcomes Assessment Report. Each unit identifies its major goals for future years and is then required to report operational/academic outcomes. A brief summary of each administrative unit's purpose is as follows:

The USCB Office of Academic Affairs supports the university mission by offering associate degrees to military personnel and baccalaureate degrees that respond to regional needs and promoting acquisition of knowledge that encourages depth of understanding. The Academic Affairs Unit is responsible for the quality of all academic programs in addition to advising, library services and grants administration.

The purpose of the Advancement Unit is to develop greater awareness, understanding and support for the USCB's goals, programs and activities, among key stakeholder groups. The Advancement Unit is responsible for development (fundraising), alumni affairs and communications and marketing.

The Finance & Operations Unit, which supports USCB's mission of educational learning, provides the ability for all departments to achieve their desired goals at hand through budgetary monitoring, providing public safety, continued maintenance and support of current infrastructure as well as providing customer support to students, faculty and staff.

The goal of USCB's Student Development Unit is to provide student development services and programs that assist students in achieving educational, career, and personal goals. In addition, the unit strives to develop and maintain partnerships with other entities to better serve the

educational needs of the geographic region. The Student Development Unit is responsible for admissions, financial aid, student housing, military programs and career and disability services.

The Community Outreach Unit creates opportunities and provides services for lifelong learning to all residents of the Lowcountry. The unit promotes continuous learning for personal enrichment and professional development.

The Athletics Development Unit is charged with overseeing and supervising recreational and intramural activities for the USCB student body and developing USCB's first intercollegiate (varsity) athletics program.

The Information Technology Unit provides a wide array of technology related support and guidance to facilitate the accomplishment of the USCB mission.

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key work process requirements?

USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our key learning-centered process requirements. Focus groups, needs assessment surveys and extensive discussions with internal and external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. A University-wide SWOT analysis and input by all areas of USCB is conducted through responses to surveys and/or questionnaires from the IEC. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA Reports.

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

New technology has been an important factor in continuous improvement in student learning and improved student satisfaction. Technology advances in recent years have positively impacted communication and other processes at USCB. Holding meetings and focus groups provides ongoing communication with those we serve in order to incorporate improvements within the institution.

5. How do you systematically evaluate and improve your work processes?

USCB uses the Institutional Effectiveness and Strategic Planning Framework/Process to continuously review and improve all University processes.

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

USCB's overall processes are reviewed on an annual basis using the Institutional Effectiveness and Strategic Planning Framework/Process.

As a relatively new four-year institution, USCB is establishing and documenting the basic business processes it has in place and those areas into which it needs to expand—as well as assessing the unit's effectiveness. In the Marketing and Communications area, a specific

process, the storage of all files, was been identified and responsibility for improvement assigned in one person's EPMS. In addition, in 2008-2009, the department began a new way of working, using client meetings where the client and the staff meet together, identify marketing opportunities and a list of messages, media and specific communications projects to address the opportunities. These are the followed up with a written report and a follow-up meeting within 4-6 weeks.

These customer assessments will enable us to start a program of customer led continuous improvement. Outreach assessments continued in 2008-2009 are; (1) a phone survey of prospective students calling into the Admissions office as a result of May advertising; (2) direct mail with directed response to the web page; (3) joint development of products with client units such as the Academic Units and Student Development that allows direct input in evaluating products.

The Office of Finance and Operations continues to provide quality service to its customers. Finance and Operations maintains a user friendly approach to solve and deliver the needed goods or services. The goal for this unit is to provide services in an efficient manner.

The Office of Information Technology continually analyzes the current support structure in order to provide a more consistent point of contact. Through consistent communication with focus groups, the effectiveness of each support structure is evaluated to ensure better delivery of systems and provide timely solutions to problems.

7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Resources are determined by three factors:

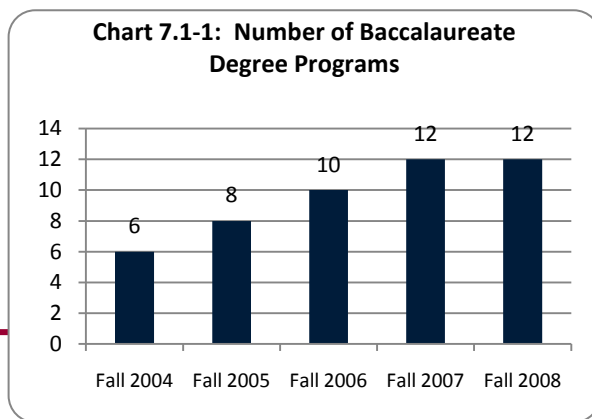
- State Appropriations
- County Appropriations
- Tuition and Fee Revenues

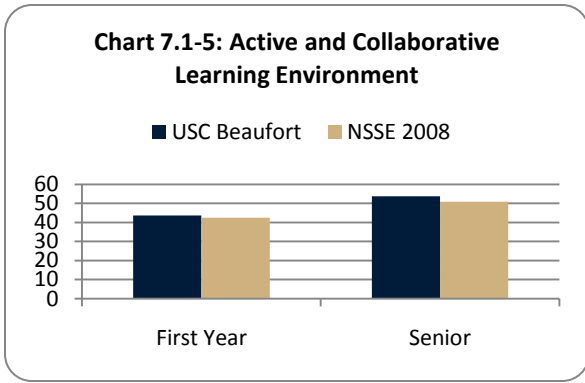
Resources are allocated based on enrollment and planned new academic programs. Once a new academic program is developed, USCB develops a plan for support services that include office support, facilities, library materials, public safety and general student support services.

Category 7 – Organization Performance Results

USCB continues to collect comparison data since obtaining four-year baccalaureate degree-granting status in 2004.

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

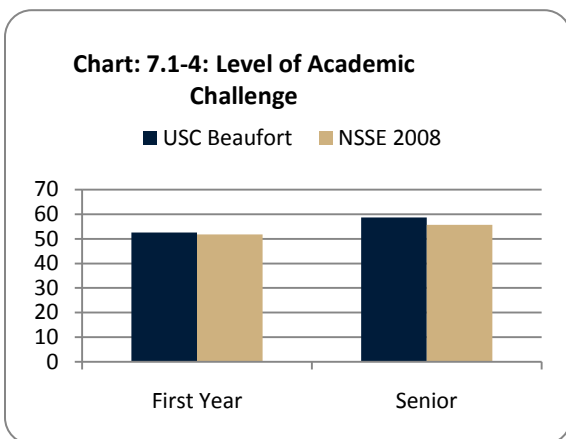
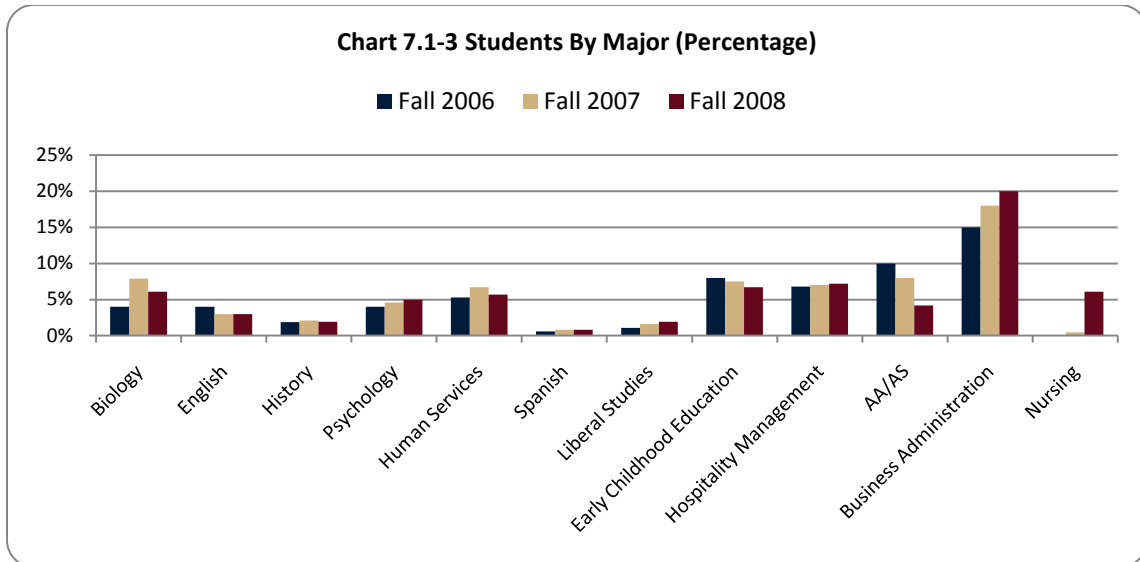




Since 2004, USCB has grown from 6 to 12 baccalaureate degree programs. Chart 7.1-1 shows the growth in the number of baccalaureate degree programs.

Charts 7.1-2 and 7.1-3 show the shift in students enrolled in bachelor degree programs instead of associate degree programs or “no major.” USCB expects this trend to continue as more programs are added and students continue to declare

majors. Associate degree programs are only available to active duty military personnel and their family members.



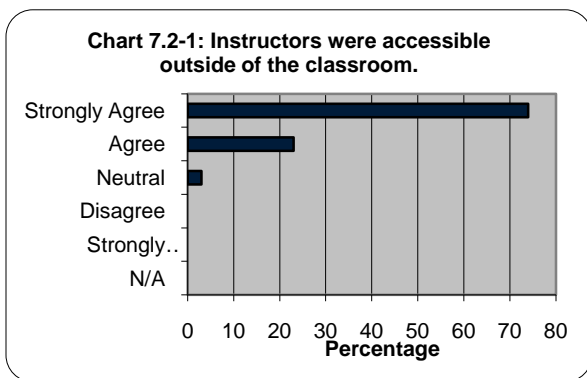
USCB participated in the National Survey of Student Engagement (NSSE) in Spring 2008. The results will be useful in shaping the next strategic planning process and Quality Enhancement Plan (QEP) as well as informing USCB on areas we can improve upon. Chart 7.1-4 shows the weighted mean comparison of USCB freshmen and seniors to national counterparts who took the NSSE in Spring 2008 on the benchmark level scores related to academic challenge. According to NSSE, “Challenging intellectual and creative work is central to student learning and collegiate quality.”

In the NSSE Benchmark comparison report for USCB, it states, “Students learn more when they are intensely involved in their education and asked to think about what they are learning in

different settings.” Chart 7.1-5 shows the weighted mean comparison for USCB against national data on benchmark scores related to active and collaborative learning. The NSSE survey will be administered once again in Spring 2010.

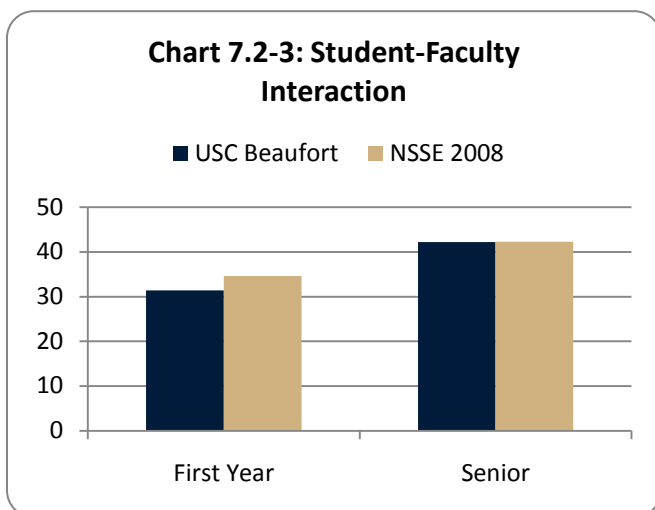
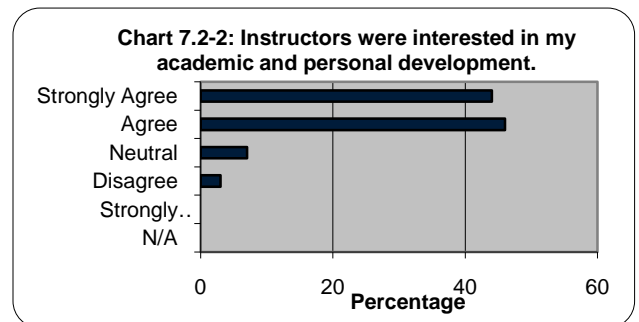
To aid in program assessment, the Psychology and Business programs administered the Major Field Tests in Fall 2008 and Spring 2009. This data will be analyzed and used for continuous improvement of the degree programs. USCB also administers a Graduation (exit) Survey which is used to provide feedback to academic program administrators. Some departments use capstone courses and projects, portfolios, and scoring rubrics for assessment in the major.

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 to those of your competitors and comparable organizations?



Advisement surveys, student evaluations of teaching, Graduate (exit) Survey, Noel-Levitz Student Satisfaction Inventory and alumni surveys are used to measure student satisfaction. Comparative data for higher education institutions appears on CHE Performance Funding website and appears on the websites of the 33 public colleges and universities in SC.

Charts 7.2-1 and 7.2-2 illustrate that USCB students are satisfied with the availability of faculty and the interest shown to them by faculty as reported on the 2009 Graduate (exit) Survey.



Referring back to the 2008 NSSE results, Chart 7.2-3 shows the weighted mean comparison of USCB freshmen and seniors to national counterparts on the benchmark level scores related to student-faculty interaction. The NSSE report states, “Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.”

The Noel-Levitz Student Satisfaction Inventory was administered at USCB in Spring 2009 with 484 respondents rating their satisfaction and importance on various topics related to recruitment and financial aid, campus support, academic advising, service excellence, campus life, and safety and security. On a scale from 1 (lowest) to 7 (highest), the mean results of satisfaction for USCB compared to other institutions in the nation showed USCB rated higher in every category overall. Results are shown in charts 7.2-4 and 7.2-5 below.

Chart : 7.2-4 Mean Satisfaction Rates
Source: Noel-Levitz Student Satisfaction Inventory

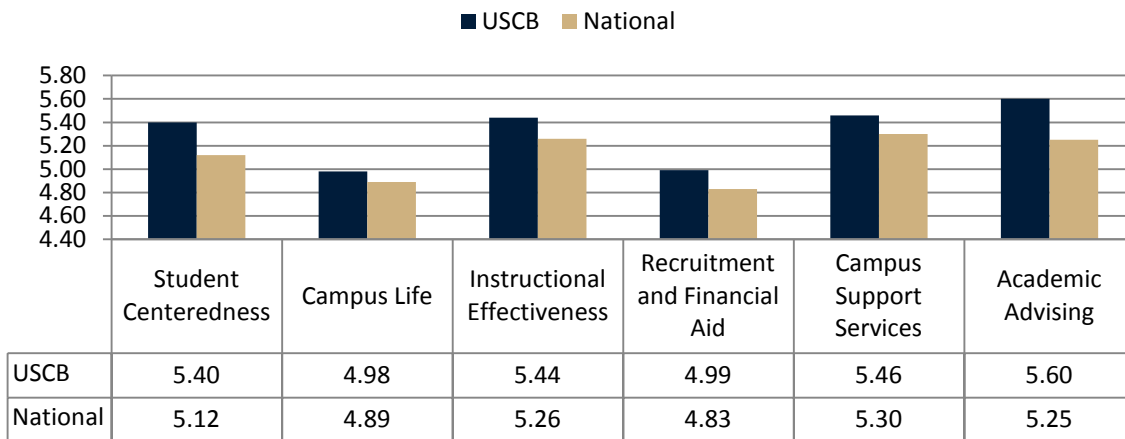
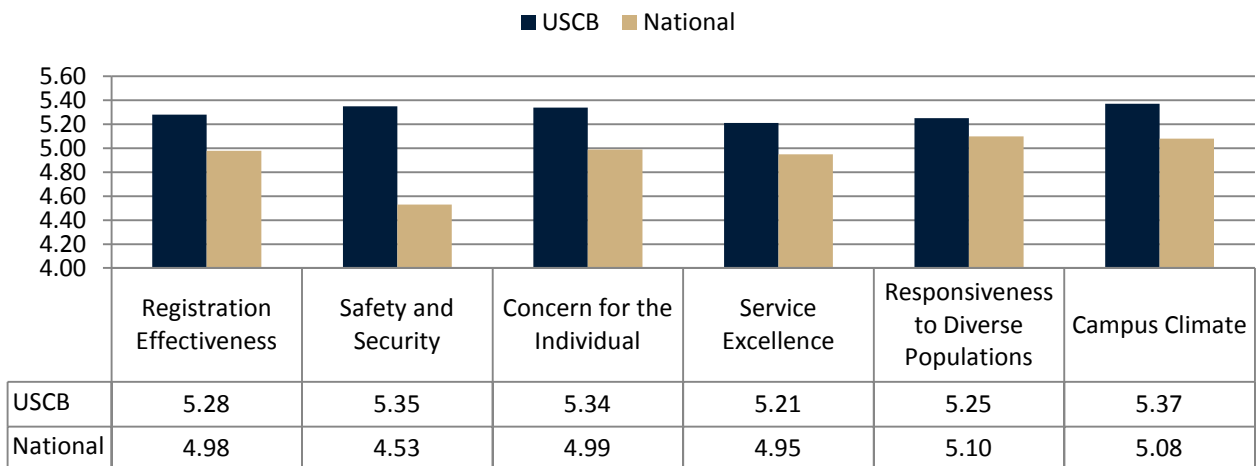
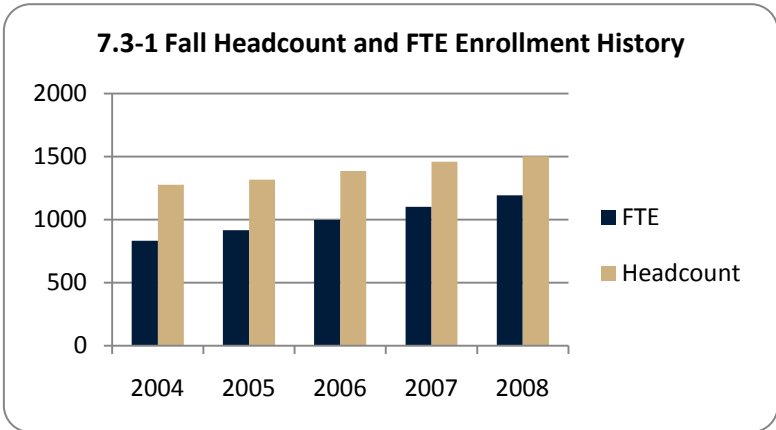


Chart: 7.2-5 Mean Satisfaction Rates
Source: Noel-Levitz Student Satisfaction Inventory



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



Levels are predicated based on current enrollment. Expanding enrollment allows the institution to grow and affords students a top notch education, safe environment, and state of the art infrastructure. Each semester enrollment is tracked to ensure that budget projections are on target. Chart 7.3-1 shows a steady rise in USCB headcount and FTE since Fall 2004.

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety and security?

Faculty receive annual evaluations from the department chairs and/or the EVCAA and from students via course evaluations. USCB uses the EPMS format to evaluate staff performance and gives them an opportunity to respond to the evaluation. Staff satisfaction can be discussed during Beacon meetings as well as with their immediate supervisor. All employees are encouraged to seek professional development opportunities. Full time tenure track untenured faculty are given \$600 per year to use for professional development. The Faculty Welfare Committee conducts faculty surveys that are shared with the administration. Faculty attend numerous professional development conferences and workshops to remain active in their fields, as the budget allows. The engagement and enthusiasm of USCB faculty is demonstrated by their success in securing external funding to support scholarship and research in their respective fields.

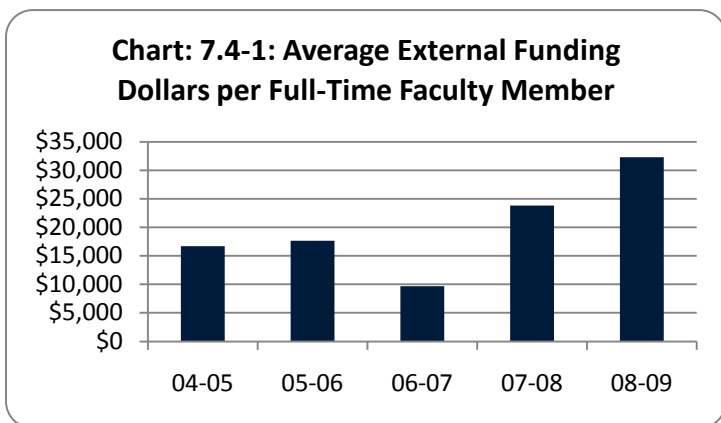


Chart 7.4-1 shows the average amount of external funding secured per full-time faculty member for the past five academic years and the increase during the 2008-2009 year.

Chart 7.4-2 shows the average faculty salary comparison of USCB with other four-year institutions within South Carolina. This demonstrates that USCB is offering competitive faculty salaries.

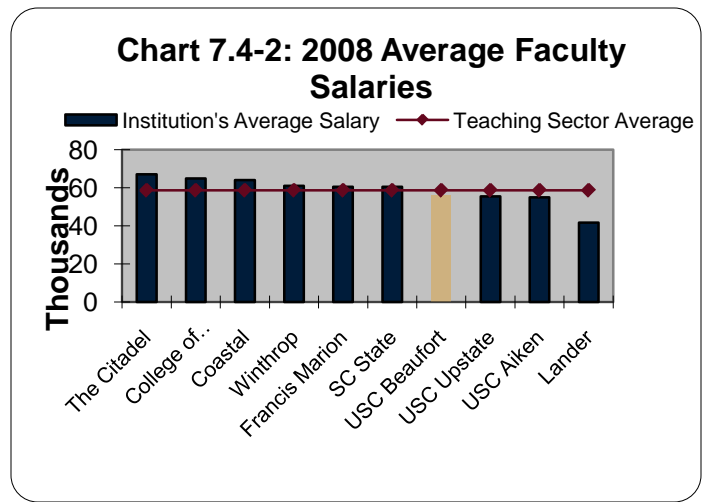
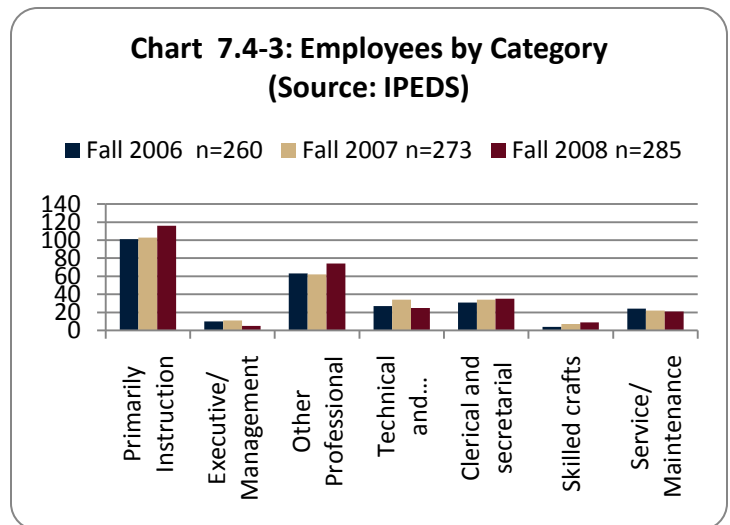


Chart 7.4-3 shows the distribution of faculty and staff across USCB for the past three years. In line with USCB's mission of teaching, the majority of these positions are faculty positions. There is sufficient staff to support the academic and support services at present, but as new programs and services are added, more will be needed. The talented faculty and staff provide energy, expertise, and leadership to USCB in the 2008-2009 academic year and beyond.



7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)? Performance of key measures is monitored through the Institutional Effectiveness Cycle, using annual IE-OA reports from each unit. Retention and graduation rates are studied to identify trends.

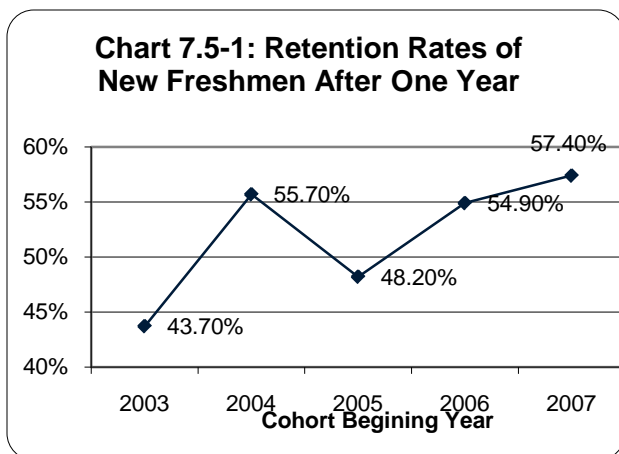
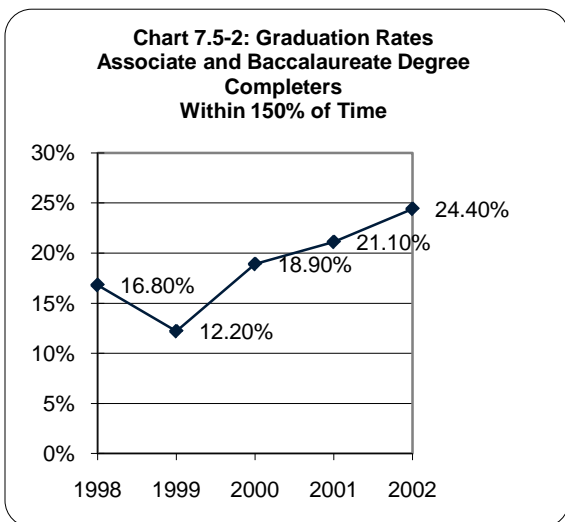


Chart 7.5-1 shows the retention rates of five cohorts. This is a one-year retention rate that shows the percentage of first time freshmen that started during fall of one year who returned to USCB in the fall of the next year. The data prior to 2004 are based on associate degree seeking students since USCB became a baccalaureate degree-granting institution in 2004. The lower retention rate for 2003 was due to several factors including a number of active military deployed to Iraq from the two bases in Beaufort, military dependents relocating to be with their families while

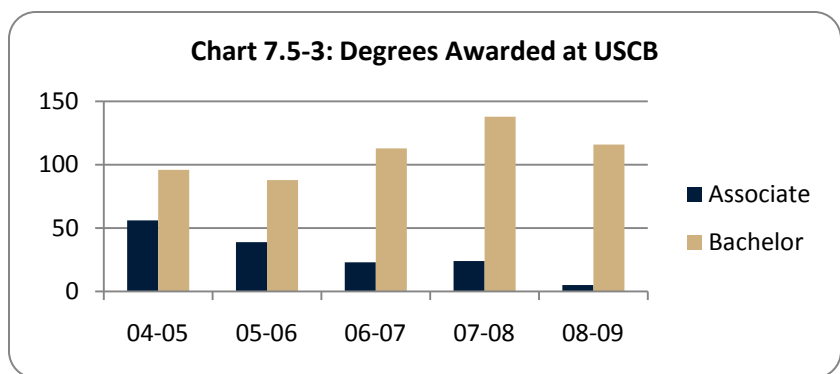
their spouses were in Iraq, students transferring to other institutions, and possibly the shift from a two-year to a four-year institution. USCB continues to study the retention of students and investigate ways to increase this percentage. Students who transfer within the USC System are



not included in this rate. The USCB Enrollment Management Team studied the 2005 cohort and discovered that poor academic performance was not a significant issue relating to retention. Many students left to pursue a major at another four-year institution not yet offered at USCB. Many transferred to USC, which could indicate they wanted a larger school experience. As USCB adds more majors and services, we expect retention to increase. In fact, the retention rate for Fall 2007 to Fall 2008 is the highest for USCB in more than 10 years.

Chart 7.5-2 shows the graduation rates for associate and baccalaureate degree seeking students within 150% time to degree. USCB’s cohorts prior to 2004 were only associate-degree seeking students, but the rates for 2000 forward include students who graduated within three years with an associate degree or six years with a bachelor’s degree. Rates for 2004 and 2005 will increase as more students pursue and graduate with bachelor’s degrees.

Chart 7.5-3 shows the number of degree awards at USCB. This illustrates the decline in associate degrees awarded and an increase in baccalaureate degrees awarded as more programs become available. Once again, according to NSSE, “Students perform better and are more satisfied at colleges



that are committed to their success and cultivate positive working and social relations among different groups on campus.”

Our NSSE data (Chart 7.5-4) shows the weighted mean related to a supportive campus environment as slightly below for first year students but slightly above the national average for seniors. Through the enhancement of student life activities and the growing athletics program, students will have more opportunities for social interaction on campus. Therefore, USCB expects a better NSSE average for this question in the Spring 2010 administration.

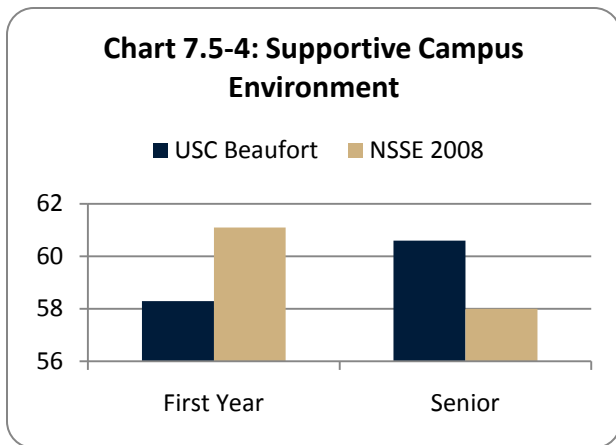


Chart 7.5-5: Percentage Growth in Community Outreach Educational Opportunities from '07-'08 to '08-'09

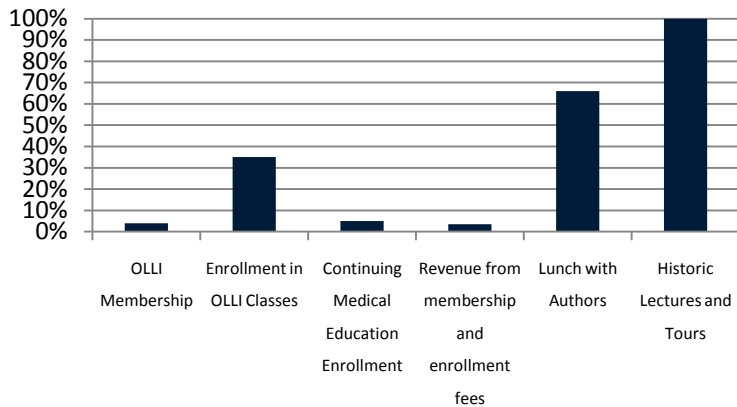


Chart 7.5-5 shows the growth in Community Outreach activities from 2007-2008 to 2008-2009. Enrollment in Osher Life Long Learning Institute (OLLI) classes increased by 35% while registration in Historic Lectures and Tours increased by 100%.

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

Through its mission of teaching, research, and service, USCB responds to regional needs, draws upon regional strengths of the Lowcountry and prepares reflective citizens and effective professionals who contribute to communities locally and across the globe. Unlike a for-profit business, USCB is a public institution created to serve the communities in the region. Every initiative undertaken is, at its most fundamental, an act of good citizenship-- teaching, research and service work are focused on serving the needs and building the strengths of our citizens and our communities. Each major activity is assessed with the goal of improving our efficient use of taxpayer funds and USCB's effectiveness. Community Outreach supports the specific outreach work described in question (d). The organizational strategy and action plans are accomplished using the USCB Institutional Effectiveness and Strategic Planning Framework/Process.

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

Strong leadership is vital as USCB strives for continuous improvement in academic programs, student support services, and improved customer and stakeholder satisfaction. The leadership at USCB has established the Core Service Values of Integrity, Collaboration, Innovation, Responsiveness, Accountability, and Excellence that the Faculty Senate has approved and the USCB family has embraced. The Chancellor and Administrative Council (Senior Leadership) model these Core Service Values to faculty and staff daily in their personal and professional actions, and in turn articulate them to their units as standards by which all academic and support services staff will function as they uphold and carry out the goals and mission of USCB. Under the leadership of the Chancellor and the Administrative Council, USCB policy, procedures, direction, and other issues are developed and reviewed on a weekly basis. Information from the Chancellor and Administrative Council is delivered to faculty, staff, suppliers, partners, and stakeholders in a number of ways previously mentioned in this document.

Ethical behavior is maintained by adherence to The Carolina Creed. Choosing to join the USC community obligates each member to a code of civilized behavior. Students conform to The Carolina Creed, the USCB Academic Code of Conduct, and the Student Code of Conduct.

Students of USCB are expected to be honest and forthright in their academic endeavors. All members of the USCB community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the USCB Student Handbook.

Administrator and faculty evaluations, staff evaluations using the EPMS system, annual reviews by the USC President and Board of Trustees, adherence to USC policies and procedures, annual reports to the Jasper and Beaufort County Councils, external reviews by SACS and other accrediting agencies are other ways to ensure stakeholders of USCB's commitment to academic excellence in program and support services and integrity in the governance system.

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

All unit/subunit heads are responsible for monitoring and maintaining legal and regulatory accountability in their respective USCB offices and follow state and federal regulations and USC policy and procedures. Unit heads communicate regularly with the appropriate legal authorities from regulatory agencies. Fiscal accountability is maintained by adherence to state and federal laws and measured through annual state and federal audits. The State Budget Office, State Legislature and Governor's Office, and USC Budget Office provide oversight as the USCB budget is developed annually. USCB provides data to the state and federal government in a timely manner relating to Performance Funding, IPEDS, CHEMIS, financial aid, and other data for accountability purposes. The IER staff works closely with SC CHE and SACS to ensure that USCB is in compliance with accreditation regulations.

USCB is continually evaluating and updating its emergency preparedness plans. Because USCB is in an area susceptible to hurricanes, it is our duty to inform students, faculty and staff of impending danger in a timely manner, in order to ensure their safety. In 2006-2007, USCB purchased two new safety components: a Critical Management Template System and an emergency notification system utilizing SMS text messaging, email and voice. USCB has also procured an audible alert system that alerts students, faculty, and staff regarding public safety on campus.

USCB protects the security, confidentiality, and integrity of its records and maintains security measures to protect and back up data, follow standard confidentiality and security procedures such as firewalls, redundancy, password protection and other policies to ensure data integrity. Incremental backups are done on a daily basis for local data. USC Columbia maintains critical student data for USCB.

d. organizational citizenship in support of your key communities?

USCB enhances the quality of life of the Lowcountry by providing services and programs through various units, both academic and non-academic, which address the cultural and economic needs of the community. The 2008 NSSE survey showed that 40% of seniors who responded had participated in service learning projects as part of their academic requirements. USCB partners with governmental, civic, community, cultural, arts, and educational groups to advance the quality of life of the region.

USCB provides leadership to economic development initiatives. Administrators have played an integral part in the Lowcountry Economic Network (Network) since its inception. The Network exists to recruit business and industry to the Lowcountry and to enhance the economic development and diversify the business mix of the region. Members of the USCB administration also play an important role in the economic development of the region through membership on the Beaufort County Council Economic Development Committee and the Town of Bluffton Economic Development Committee.

USCB and its staff play an important role in the leadership of various civic and community groups. Mainstreet Beaufort exists to promote the city of Beaufort as a tourist destination and to support the businesses of Beaufort.

USCB holds membership in Chambers of Commerce throughout the region. The USCB Chancellor served as President of the Hilton Head Island/Bluffton Chamber of Commerce in 2006 and 2007, and continues to serve on the Board of Directors. The Hilton Head Island/Bluffton Chamber of Commerce's Business Education Partnership provides support for the area's schools from the business community.

USCB staff also participates regularly with an economic development organization that spans coastal Georgia and South Carolina. The Creative Coast Initiative seeks to position and market the region to technology companies based on the assets of colleges and universities in the area, the number of college graduates, and the number of degree programs in the region.

USCB partners to provide a venue (the USCB Performing Arts Center) for the Beaufort Orchestra to perform concerts annually for the community. In a like manner, USCB also partners with the Beaufort Performing Arts (BPA), an organization that produces plays, concerts, exhibitions, gallery shows, education, and other cultural services for the community in the USCB Performing Arts Center. USCB provides for the community's cultural enrichment through the USCB Festival Series.

USCB partners with and provides leadership and direction to local and regional groups and schools to promote education in the Lowcountry. The Lowcountry Regional Education Center (LREC) coordinates efforts of business and education to produce the educated workforce needed to maintain and enhance the region's economic growth and viability. In addition, each academic program has an advisory board that offers advice and suggestions to improve the quality of their respective program.

The USCB Center for Excellence in Collaborative Learning (CECL) is a program funded by a grant from the SCCHE. This teaching and research center studies both pre-service and in-service education with an emphasis on collaborative learning. Center participants include key USCB faculty and administrators, selected USCB undergraduate students, regional school administrators, and representative public school teachers from Beaufort, Jasper, Hampton, and Colleton counties. The CECL has established partnerships and active alliances with community and social service agencies in order to engage these groups in the work and development of the Center.