

## **Accountability Report Transmittal Form**

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**Annual Accountability Report  
Fiscal Year 2011 – 2012**

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## **Section I: Executive Summary**

### **I. 1. Purpose, Mission, and Values**

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

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

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

### **I. 2. Major achievements from past year:**

- One faculty hire was made in AY 2011-12
- Two members of the faculty were awarded tenure
- The University Reads initiative was successful and continues
- The Upcountry Literary Festival was founded, and will become an annual event
- Student activities include a Literary Club
- Enrollment in the BOL/BLS programs has grown significantly
- Cultural programs in cooperation with USC Columbia have been offered and/or planned
- USC Union was the only institution in South Carolina to be considered for the Aspen Prize for Community College Excellence
- USC Union has its first Magellan Scholar
- USC Union is taking a major role in the Carolina Emerging Scholars program, including having two founders on our campus
- Continuing Education continues to grow, with programs in music, fitness, and short courses
- USC Union participates in VITA (Volunteer Income Tax Assistance)
- USC Union faculty, staff, and students continue to be engaged in community service and outreach
- Smart classroom technology has been installed in all classrooms (except one small classroom) and the multi-purpose community room
- A new campus-wide wireless network is complete
- Installation of information monitors is complete
- Installation of CarolinaCard system is complete
- A new computer lab/classroom in the Central Building was constructed and opened in January 2012
- Network infrastructure upgrades have been completed

- The bookstore has a new point-of-sale system that will support textbook rentals and allow students to use Carolina Cards for purchases
- Acoustics improvements in the Truluck Activities Center have been completed and additional improvement are being evaluated
- Painting and renovations done in various offices and the library (May 2012)
- Deferred maintenance funding has been allocated for new fan coil units in the Central Building
- Feasibility study for science lab renovations was completed

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

**Goal 1** Increase revenues through the expansion of existing programs and development of new programs while decreasing non-instructional costs.

**Goal 2** Enhance the environment at USC Union to develop a community in which learning is valued for its economic, cultural, and social contributions to the individual and the community.

**Goal 3** Continue the transformation of the image of USC Union as a dynamic and progressive institution.

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

<b>INTERNAL TO USC UNION</b>	
<b>Strengths</b>	<b>Weaknesses</b>
Affordable tuition	Slow to develop new programs with senior institutions
Small, personal, safe environment; available staff and parking	Limited space and student services (food, student housing, student union)
Organizational structure aimed at growth (new positions created)	More qualified faculty needed for growth
Brand image of University of South Carolina	Inability to attract top level students
High success rate of graduates	
Access to 4-year degree through Palmetto Programs	

<b>EXTERNAL TO USC UNION</b>	
<b>Opportunities</b>	<b>Threats</b>
Collaborative programs (Robotics, Nursing)	Declining population
Concurrent programs	Poor economic development; global economic recession
New industry	Other colleges (Spartanburg Community College, South Carolina technical colleges, Limestone College)
Economic instability makes college more attractive to potential students in our market	Potential declines in lottery revenues and state funding

**I. 5.**

**How the accountability report is used to improve organizational performance**

Since the introduction of this report in 2006, the Blueprint for Quality Improvement (Strategic Plan) and the Accountability Report have together formed the primary conceptual framework for the operation of USC Union. Strategic planning and institutional improvement continue to be a major focus of the institutional leadership. The directors and other officers of the major areas of the University (institutional research/assessment, academic affairs, faculty organization officers, finance/budget, human resources, financial aid, and enrollment management/student affairs) participate regularly in planning for institutional improvement. This approach works to inculcate all the major subunits of the University with the strategic planning/accountability report framework.

The Strategic Planning Committee’s primary focus on increasing enrollment has been extremely successful, and USCU has enjoyed record enrollments for two consecutive years. A current focus on student services and strategic hiring have added numerous student activities and additional faculty to the USCU campus

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

## Section II – Organizational Profile

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

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

- ❖ **Palmetto Programs** – [Palmetto Programs](#) offers two degree programs at USC’s Regional Campuses: the Bachelor of Liberal Studies and the BOL referred to above. These are designed to enable students with a significant number of college credits to complete a bachelor’s degree without having to travel great distances or quit or cut back employment. At maturity, Palmetto Programs will offer students “from diverse educational, socio-economic and ethnic backgrounds living in a mixture of town, small city and rural settings” the ability to take courses exclusively at the regional campus site in “smart classroom” environments and earn a baccalaureate degrees from USC Columbia.

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

- ❖ **Students:** USC Union students can be divided into three major categories: traditional students; non-traditional students; and concurrent (dually-enrolled) students
  - **Key Requirements/Expectations:** All students expect quality instruction by knowledgeable faculty members; they also expect a responsive and knowledgeable staff
- ❖ **Alumni & Friends:**
  - **Key Requirements/Expectations:** Involvement in University events; news and information about the University
- ❖ **Business & Industry:**
  - **Key Requirements/Expectations:** Engagement with the University and evidence that the University is engaged with the business community
- ❖ **Community:**

- **Key Requirements/Expectations:** Engagement with the University and a sense that the University is responsive to community needs

**II. 3. USC Union’s operating locations are** USC Union Main Campus, USC Union Laurens Center, Union County High School, Laurens District 55 High School, Laurens District 56 High School, and Laurens Academy.

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

	<b>Full-Time</b>	<b>Part-time</b>
<b>Faculty</b>	10	27
<b>Staff</b>	24	12

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

**II. 6. The governance system** is complex. USC Union reports to USC through the Vice-Provost for System Affairs & Executive Dean for Regional Campuses and Extended University. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The campus operates with support for physical plant from the Union/Laurens Commission for Higher Education. In addition, there is a separate system of faculty governance authority over curricular matters.

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

**II. 8.**

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

**II. 9.**

**The University of South Carolina Union’s principal factors which determine**

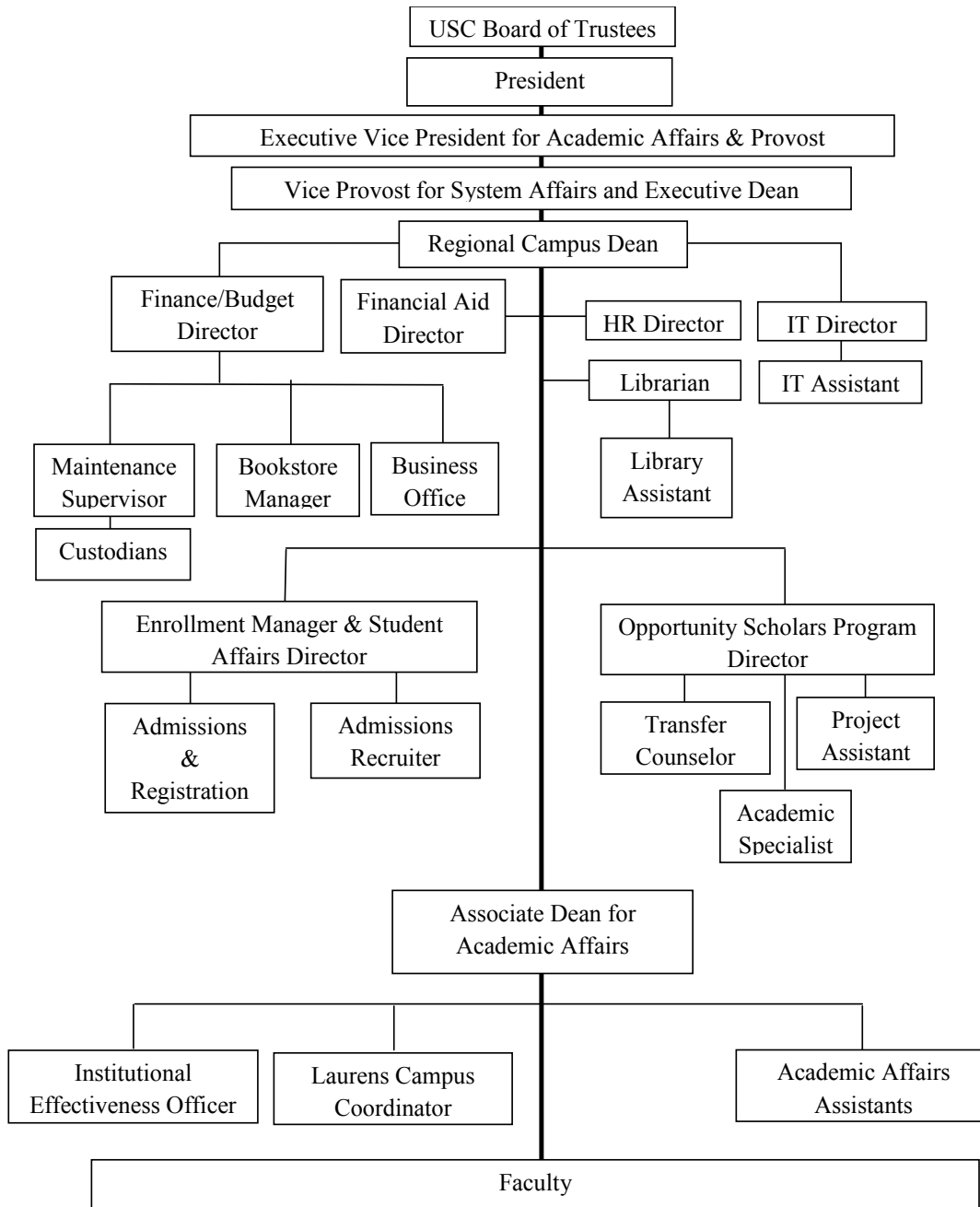


**competitive success** (negative) are location, population stagnation, economic decline, and tuition costs relative to the technical colleges; positive factors include tuition relative to four-year institutions, quality of instruction, customer service, co-branding with USC Columbia and the USC system, and availability of 4-year degree programs.

## **II. 10.**

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

## **II. 11. Organizational Structure**



**II. 12 Accountability Report Expenditures, Other Expenditures, Major Program Areas**

**II. 12. Appropriations/Expenditures Accountability Report**

**USC Union Accountability Report Appropriations/Expenditures Chart**

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 1,842,719	\$ 501,000	\$ 963,856	\$ 470,000	\$ 998,992	\$ 470,000
Other Operating	\$ 3,675,586	\$ -	\$ 3,473,515	\$ -	\$ 4,062,762	\$ -
Special Items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 513,814	\$ 95,398	\$ 546,765	\$ 100,069	\$ 597,674	\$ 100,069
Non-recurring	\$ 240,932	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 6,273,051</b>	<b>\$ 596,398</b>	<b>\$ 5,984,136</b>	<b>\$ 570,069</b>	<b>\$ 6,649,425</b>	<b>\$ 570,069</b>

**Other Expenditures**

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

**Note: The Non-recurring is the ARRA Federal Stimulus funds. In FY10 \$53,823 was spent of the ARRA Appropriations of \$138,095. In FY11 \$240,932 was spent of the ARRA Appropriations of \$156,660. The amount spent in FY11 includes the unspent residual funds from FY10. All ARRA funds have been fully**

expended as of June 30, 2011.

**II.13 Major Program Areas**

<i>Program Number</i>	<b>Major Program Area and Purpose (Brief)</b>	<b>FY 10-11 Budget Expenditures</b>	<b>FY 11-12 Budget Expenditures</b>	<b>Key Cross References for Financial Results*</b>
547	<b>Instruction: Arts &amp; Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.</b>	<b>State: 596,398</b> <b>Federal: 161,926</b> <b>Other: 997,898</b> <b>Total: 1,756,222</b> <b>% of Total Budget: 28.00%</b>	<b>State: 570,069</b> <b>Federal: 0</b> <b>Other: 1,008,488</b> <b>Total: 1,578,557</b> <b>% of Total Budget: 26.38%</b>	<b>7.3-1</b> <b>7.3-2</b>
548	<b>Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.</b>	<b>State: 0</b> <b>Federal: 5,792</b> <b>Other: 14,599</b> <b>Total: 20,391</b> <b>% of Total Budget: 0.33%</b>	<b>State: 0</b> <b>Federal: 0</b> <b>Other: 17,244</b> <b>Total: 17,244</b> <b>% of Total Budget: 0.29%</b>	<b>7.3-1</b>
549	<b>Academic Support-Administrative functions that directly support</b>	<b>State: 0</b> <b>Federal: 0</b>	<b>State: 0</b> <b>Federal: 0</b>	<b>7.3-1</b> <b>7.3-2</b>

	<b>instruction, research, career advising, and public service to include libraries, computing services, and academic administration.</b>	<b>Other: 376,779</b>	<b>Other: 364,931</b>	
		<b>Total: 376,779</b>	<b>Total: 364,931</b>	
		<b>% of Total Budget: 6.01%</b>	<b>% of Total Budget: 6.10%</b>	
<b>550</b>	<b>Student Services-Student focused activities to include admissions, health, athletics, registration, academic advising, student organizations, and other student services.</b>	<b>State: 0</b>	<b>State: 0</b>	<b>7.3-1</b>
		<b>Federal: 327,024</b>	<b>Federal: 248,144</b>	<b>7.3-2</b>
		<b>Other: 317,987</b>	<b>Other: 366,232</b>	
		<b>Total: 645,011</b>	<b>Total: 614,381</b>	
		<b>% of Total Budget: 10.28%</b>	<b>% of Total Budget: 10.27%</b>	
<b>551</b>	<b>Operations &amp; Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.</b>	<b>State: 0</b>	<b>State: 0</b>	<b>7.3-1</b>
		<b>Federal: 84,272</b>	<b>Federal: 0</b>	<b>7.3-4</b>
		<b>Other: 427,466</b>	<b>Other: 458,027</b>	
		<b>Total: 511,738</b>	<b>Total: 458,027</b>	
		<b>% of Total Budget: 8.16%</b>	<b>% of Total Budget: 7.65%</b>	
<b>552</b>	<b>Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the</b>	<b>State: 0</b>	<b>State: 0</b>	<b>7.3-1</b>
		<b>Federal: 1,408,959</b>	<b>Federal: 1,355,696</b>	<b>7.3-3</b>
		<b>Other: 930,412</b>	<b>Other: 817,975</b>	<b>7.3-6</b>

	<b>institution and financed in the form of current funds, both restricted and unrestricted.</b>	<b>Total: 2,339,371</b>	<b>Total: 2,227,671</b>	
		<b>% of Total Budget: 37.29%</b>	<b>% of Total Budget: 37.23%</b>	
553	<b>Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.</b>	<b>State: 0</b>	<b>State: 0</b>	<b>7.3-1</b>
		<b>Federal: 0</b>	<b>Federal: 0</b>	<b>7.3-2</b>
		<b>Other: 222,680</b>	<b>Other: 245,112</b>	<b>7.3-5</b>
		<b>Total: 222,680</b>	<b>Total: 245,112</b>	
		<b>% of Total Budget: 3.55%</b>	<b>% of Total Budget: 4.10%</b>	
554	<b>Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.</b>	<b>State: 0</b>	<b>State: 0</b>	<b>7.3-1</b>
		<b>Federal: 0</b>	<b>Federal: 0</b>	<b>7.3-2</b>
		<b>Other: 400,859</b>	<b>Other: 478,213</b>	
		<b>Total: 400,859</b>	<b>Total: 478,213</b>	
		<b>% of Total Budget: 6.39%</b>	<b>% of Total Budget: 7.99%</b>	
	<b>Grand Total</b>	<b>State: 596,398</b>	<b>State: 570,069</b>	
	<b>Grand Total</b>	<b>Federal: 1,987,973</b>	<b>Federal: 1,603,845</b>	
	<b>Grand Total</b>	<b>Other: 3,688,680</b>	<b>Other: 3,810,222</b>	
	<b>Grand Total</b>	<b>Total: 6,673,051</b>	<b>Total: 5,984,136</b>	

### **Section III: Elements of Malcolm Baldrige Award Criteria**

#### **Category 1 – Senior Leadership, Governance, and Social Responsibility**

**C1.1** Under the guidance of the administration at USC Columbia, the strategic planning and Accountability Report approach has been the conceptual framework at USC Union since 2007. Senior leaders set direction in accordance with the university’s mission statement and are constrained by budgetary and institutional policy realities.

Increasingly, the strategic planning process is becoming the core of planning, implementation, and feedback. Since 2007 the USC Union Strategic Plan, deemed the Blueprint for Quality Enhancement, was developed by a joint effort of the senior leaders who serve on the Strategic Planning Committee.

The senior leadership strives to exemplify personally the values of the institution and to support the efforts of members of the faculty and staff to do so also. Those who exemplify these qualities are honored through various established campus awards for both faculty and staff. A tradition at USC Union has been to select and publicly honor faculty and students who exemplify excellence. Each year, the student body selects in a competitive process a faculty member for Distinguished Teacher of the Year. Each year, the Faculty Organization selects the “All-Around Bantam” award, which goes to the student who best exemplifies the values of the institution. Faculty also select students for awards for excellence in each academic discipline. There is also an annual award for a staff member who exemplifies the values of service and commitment to the University and its students. Faculty, staff, and student awards are presented at a formal awards night ceremony that is well attended each year.

**C1.2** To accomplish the organization’s objectives, improve performance, and achieve the goals set forth in the institutional vision, the leadership of USC Union has traditionally used a variety of formal and informal processes, the most prominent of which are the EPMS system for staff members, the annual review system for faculty, CHE performance indicators, and the strategic planning process. The strategic planning process ties the mission and vision to the institution’s goals, initiatives, action plans, and indicators of successful completion.

**C1.3** Ethical behavior, as well as compliance with legal, regulatory, and fiscal accountabilities, is expected at all levels. Modes of monitoring include auditors, both internal and external; reports of external activities that might be construed as conflicts of interest; and regular reports to accrediting agencies and others. For example, all full-time faculty are required to report annually whether they have had or plan to have any outside professional activities—paid or unpaid—that could be construed as conflicts of interest.

**C1.4** The leadership creates an environment for professional development through flex-time policies that enable employees to enhance their educations without requiring significant reductions in work hours. Free tuition for courses and other professional

development and travel funds provide a mechanism for covering the costs associated with the improvement of the faculty and staff. Development activities are often recommended on EPMS forms and are central to the faculty evaluation system. The dean sets aside funds for faculty travel for scholarship in accordance with the goals of the strategic plan.

**C1.5** The USC Union dean promotes and personally participates in succession planning and the development of future organizational leaders by participating on the Strategic Planning Committee and by identifying employees to participate in the USC Union/Chamber of Commerce “Leadership Union” program. Enrollment management meetings wherein schedule review and cancellation decisions are made now include staff from the affected offices. Whenever opportunities present themselves, staff are cross trained or new positions are created with an eye toward succession

**C1.6** USC Union’s leadership communicates with, empowers, and motivates all faculty and staff members by fostering broad discretion in how employees carry out their responsibilities. The dean attends all meetings of the Faculty Organization, the Regional Campus Faculty Senate, and the Staff Organization. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

**C1.7** In addition to ongoing dialogue through a variety of media, the deans of the regional campuses self-report goals, objectives, strengths, and weaknesses to the Vice Provost. At the conclusion of every academic year, the responses to the evaluation instrument are reviewed, and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed and documented by the Vice Provost via this interactive process.

**C1.8** USC Union receives continuous feedback from its key stakeholders through formal data collection and discussions with administration, faculty, staff, business, and community leaders. Key performance measures include enrollment reports, student evaluations of faculty, and survey data.

**C1.9** Information from such measures as student satisfaction with instruction and student services (Graph 7.2-1) is shared with the appropriate divisions to work on solving problems and improving processes on a continuous basis.

**C1.10** USC Union’s senior leaders are quite active in community affairs, both at the formal and informal levels. The Interim Dean is an active member of the Union County Development Board, and also sits on a number of *ad hoc* committees intended to promote the well-being of the community.

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



- ❖ meetings and training sessions for Union city, county and school district officials are held on campus
- ❖ the Union County Arts Council holds juried art shows and music concerts on campus
- ❖ public officials hold “town hall” meetings and political forums on campus

## **Category 2 – Strategic Planning**

**C.2.1** The USC Union blueprint is developed by a Leadership Team that represents the major divisions of USC Union: Dean, Academic Dean and/or Academic Coordinator, Business Manager, Human Resources Director, Registrar, Information Technology Director and the Institutional Effectiveness Officer. The blueprint from the previous year is analyzed to determine which initiatives and action plans have been completed, which need to be carried forward and which need to be eliminated. The mission of USC Union is kept at the forefront of all goals, initiatives and action plans; none are created that do not strongly support the mission. As goals are created, budgetary needs are discussed and implemented; no initiatives are attempted that require excessive expenditures. Only goals, initiatives, and action plans that can be realistically attained are implemented. As a result, USC Union attains most of its yearly action plans.

**C.2.2** USC Union’s blueprint has had three primary goals for the last several budget cycles: increasing enrollments, improving student learning and improving the image of the University. Increasing enrollment is necessary in order to survive and thrive as an institution. Improving the image of USC Union will help in increasing enrollments. Improving student learning is vital to upholding the mission of USC Union and improving the image of the University.

**C.2.3** Strategic Planning Committee members who develop the blueprint are tasked with its implementation. A final report is given at the end of the budget cycle and a summary is given in the Annual Accountability Report (Chart 7.6-1). The final report indicates which initiatives and action plans were completed and the status of the ones incomplete. Improvements for the next planning year are suggested by the Leadership Team members.

**C.2.4** By keeping budgetary constraints at the forefront, initiatives and action plans are developed that can be attained within a year and with as minimal cost as possible. Initiatives and action plans are required to be within the scope of the mission of the University. No action plans are developed without first attaching an approximate reasonable cost to them.

**C.2.5** Strategic Planning Committee members work with the members of their division of USC Union to implement the initiatives and action plans under their responsibility.

**C.2.6** Strategic Planning Committee members communicate often with each other and the Dean on progress in implementing the initiatives and action plans. A final report is given at the end of the budget cycle and a summary is given in the Annual Accountability Report

(Chart 7.6-1). The final report indicates which initiatives and action plans were completed and the status of the ones incomplete.

C.2.7 [http://uscunion.sc.edu/about/inst\\_repts.html](http://uscunion.sc.edu/about/inst_repts.html)

Program Number & Title	Supported Agency Strategic Planning Goals/ Objectives	Related FY 11-12 Key Agency Action Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
<b>Goal I</b>	Increase revenues through the expansion of existing programs and development of new programs while decreasing non-instructional costs.	<ol style="list-style-type: none"> <li>1. Expand Existing Academic Programs and Course Offering</li> <li>2. Continue to expand a Continuing Education Program</li> <li>3. Continue Growth in Baccalaureate Degree Completion through Palmetto Programs, Back to Carolina, and Palmetto College</li> </ol> <p>Timeline:</p> <ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Started Fall 2010; ongoing</li> <li>3. Ongoing; Back to Carolina begins Fall 2012; Palmetto College offerings are scheduled to begin Fall 2013</li> </ol>	<p>7.1-5 7.1-6 7.1-7 7.4-2 7.5-1 7.5-2 7.5-3 7.6-1</p>
<b>Goal II</b>	Enhance the environment at USC Union to develop a community in which learning is valued for its economic, cultural, and social contributions to the individual and the community.	<ol style="list-style-type: none"> <li>1. Engage students in becoming lifelong learners academically, culturally and socially</li> <li>2. Improve student outcomes through efforts such as cohort programs, cooperative transitional programs, etc.</li> <li>3. Continue to improve the campus teaching and learning environment</li> </ol> <p>Timeline:</p> <ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing; transitional math and English began in Spring 2012; cohort scheduling begins Fall 2012</li> </ol>	<p>7.1-1 7.1-2 7.1-3 7.1-4 7.1-6 7.1-7 7.3-2 7.3-6 7.6-1</p>

<b>Goal III</b>	Continue the transformation of the image of USC Union as a dynamic and progressive institution.	1. Develop and implement a comprehensive public relations and communications plan	7.2-1
		2. Promote a sense of pride in the school among current students, staff, and faculty, and among alumni	7.3-3
			7.3-4
			7.3-6
			7.5-1
			7.5-2
	Timeline:		
	1. Ongoing, connected with the capital campaign	7.5-3	
	2. Ongoing	7.6-1	

**Category 3 – Student, Stakeholder, and Market Focus**

**C3.1** USC Union offers the first two years of courses for most university curricula and awards the general Associate of Arts and Associate of Science degrees. In terms of student needs, the Mission of USC Union and other regional campuses has defined the student and

market segments as being primarily focused on non-residential college transfer populations. As such, the mission constrains student and market segments. Therefore, the primary market for students attending USC Union is a SC resident commuting from Union County or one of the other counties in its service area. The USC Union service area is defined as the counties of Union, Laurens, Chester, York, Cherokee, Newberry and Fairfield. Most students attending the Union campus reside in Union County. The USC Union admissions office identifies and recruits at all high schools in the service area through campus visits, financial aid workshops, admissions workshops, and regular mailings. USC Union also promotes the campus to attract non-traditional students by newspaper and radio advertising. Minority students in Union County are identified and recruited through the Access and Equity grant program. Recruiting students from all market segments is the responsibility of the Admissions Recruiter. USC Union also provides a concurrent enrollment program for high school students in Union and Laurens counties.

The primary reason students attend USC Union is convenience, with cost being an important secondary factor. Students are able to maintain employment and family responsibilities while taking USC Union classes. Commuting to other state colleges in Columbia, Spartanburg, or elsewhere strain employment and family responsibilities. Even without considerations of transportation, food, and other expenses related to commuting, USC Union is cost effective on tuition (Graph 7.3-8). USC Union promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees (Graph 7.1-6). Most students who plan to complete a four-year degree select the convenience of the “change of campus” option to pursue their degree at a USC system campus. The expansion of the bachelor’s degree programs is making USC Union a more viable option for students who wish to obtain a four-year degree but are unable to do so due to socioeconomic constraints.

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. The expansion of concurrent student courses in the area high schools has proven to be an additional method of course delivery which also directly impacts enrollment. The most common way that students learn about the programs and services of USC Union is through friends and family members. They also gain information through guidance counselors, by being a Union resident, special recruitment, being a concurrent student, admissions outreach and alumni.

USC Union assesses student needs and expectations throughout the academic year. Category 4.3 lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction. At orientation, students are required to take placement tests and to provide feedback on their experience at USC Union. Students with special academic and/or physical needs are given assistance under the auspices of the Americans with Disabilities Act (ADA). One of the most important factors in student retention is academic advising. All full-time faculty members serve as academic advisors, as do the Opportunity Scholars Program director and counselors. A system of academic advising has been developed with advisors being assigned according their expertise in certain program areas and connection to specific student groups.

Comments concerning satisfaction and suggestions for improvement are explicitly requested from each student as part of the student course evaluation process each semester and are used to improve the academic advising process.

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

**C3.3** The information that USC Union collects and assesses to keep services and programs relevant are compiled by the Dean, the Institutional Effectiveness Officer, and the Director of Enrollment Services/Student Affairs. As noted above (Category 2), the strategic plan is developed by a team whose membership changes according to the needs of the University. In 2012 the team consisted of the Dean, the Academic Coordinator, the Institutional Effectiveness Officer, the Director of Admissions, the Information Technology Director, and the Business Manager. Results and comments from student evaluations (including concurrent courses that serve future students), exit interviews, alumni surveys and meetings with community leaders are shared with the appropriate divisions on a regular basis through the listserv, memoranda and meeting minutes. When demand for new programs and courses warrants, a needs analysis is conducted surveying students, members of the community, and business leaders in the appropriate fields. Appropriate resources are allocated to make the changes deemed necessary.

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

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

Positive external (non-student) stakeholder relationships, particularly those serving business, industry and education, are built by every member of the administration, faculty, staff and student body. USC Union is an active member in a number of business and civic boards in Union and Laurens counties, including the Chamber of Commerce. The needs of industry and education are discussed with appropriate divisions at USC Union on a continuous basis through feedback processes (surveys, meetings), and services are provided as they are deemed necessary.

**C3.6** Student complaint concerning academic and student affairs issues are registered with the Academic Affairs Office and are managed by the Academic Dean and/or Academic Coordinator. Students wishing to file a grievance are able to do so through the Grievance Policy in the [USC Union Academic Bulletin](#). Complaints of a non-academic nature, as well as those of non-student stakeholders, are handled by the appropriate office and administrator through clearly defined processes outlined in the Bulletin.

#### **Category 4 – Measurement, Analysis, and Knowledge Management**

**C4.1** USC Union is responsible for the assessment of student learning as outlined by the [Carolina Core Curriculum](#) established by the USC Faculty Senate and approved by SACS. In preparation for the creation and implementation of Palmetto College, USC Union participates in a common assessment designed and implemented by the office of System Affairs in Columbia. The Columbia office of Institutional Effectiveness determines which courses are assessed annually. Data from this process is collected at the end of each semester and is reported in June as a part of the General Education Assessment Plan submitted to USC Columbia & shared with the appropriate stakeholder groups. USC Union regularly assesses various internal processes as needed. Improvement of student learning continues to be a major focus of the strategic plan, and an increasing amount of resources are expended toward that goal.

**C4.2** The Institutional Effectiveness Officer (IEO) coordinates the collection, assessment and dissemination of institutional research data for the institution. The IEO works closely with the Office of Institutional Assessment and Compliance on the Columbia campus. The IEO is charged with developing assessment guidelines for the Strategic Plan, reporting data to the South Carolina Commission on Higher Education (CHE), the Integrated Postsecondary Education Data System (IPEDS) and to CHE’s CHEMIS database. The IEO

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

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

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

- ❖ **Student Achievement & Retention:** student achievement on English, mathematics, natural sciences, social sciences and humanities course competencies (Charts 7.1-1 to 7.1-4), graduation rates (Graphs 7.1-5, 7.1-6), minority retention (Graph 7.1-7). Each of these measures is collected annually.
- ❖ **Educational Compliance:** CHE reports. Each of these measures is collected annually (currently suspended by the Legislature).
- ❖ **Customer Satisfaction:** student satisfaction with instruction (Graph 7.2-1) (Fall and Spring), USC Union student evaluations and withdrawal survey questions on student services (Graph 7.2-1) (Fall and Spring and yearly, respectively).
- ❖ **Human Resources, Administration and Finance:** faculty compensation (Graph 7.3-7), faculty quality (Graph 7.4-2), tuition (Graph 7.3-8), revenues & expenses (Graph 7.3-1), instructional & administrative costs (Graph 7.3-2), gifts (Graph 7.3-3), auxiliary profits (Graph 7.3-5), external grants funding (Graph 7.3-6). Each of these measures is collected annually.
- ❖ **Facilities & Technology:** needs assessments, operation and maintenance of physical plant costs (Graph 7.3-4). Each of these measures is collected annually.

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

**C4.5** Institutional data and information are disseminated via e-mail to the major internal stakeholder groups (students, employees, USC Columbia, CHE, Area Commission) and

via the local news media (print, radio and television) to the general public. All USC Union institutional summary reports are online on a designated [page](#) (Institutional Reports) of the USC Union website.

**C4.6 [The Office of Institutional Effectiveness & Compliance](#)** on the Columbia campus provides a secure network where all data and surveys are housed. Data is updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center for Education Statistics (NCES), and The Federal Integrated Postsecondary Education Data Systems (IPEDS). Internal assessment data is housed in the Office of Academic Affairs and managed by the Dean, Academic Coordinator, and the Institutional Effectiveness Officer.

**C4.7** The institutional planners continuously notify the administration, faculty, and staff on organizational review findings relating to the goals and action plans of the Strategic Plan. The members of the academic, finance, and administrative divisions each develop plans to improve performance in their area. All of the divisions work in conjunction with each other to insure that human, intellectual and material resources are allocated to foster an environment where continuous improvement can be achieved. Priorities for such improvement are linked back to the Strategic Plan and its goals and action plans as determined by the administration and institutional planners.

**C4.8** Organizational and employee knowledge is represented in the form of policies and procedures, guidelines, rules and other formal documents. USC Union has monthly meetings of its Faculty Organization during the academic year and meetings of the Staff Organization each semester where information is shared and new policies and procedures are discussed and developed, in particular the strategic plan. Standing committees of each organization meet when needed, as do *ad hoc* committees that are created by the Dean as warranted. Managers act as facilitators passing along the accumulated knowledge of the organization and directing staff to accomplish their tasks by following the policies and procedures of the University. USC Union resists the tendency toward inertia by encouraging all employees to participate in education and training and incorporating the new information and strategies into the workplace through cross-training and in-service workshops. There are periodic meetings of USC Union employees with their colleagues at the other USC campuses as well as their counterparts at other institutions across the state and region. These relationships allow USC Union to continuously identify best practices in every process of the organization. This information is used to modify policies and procedures and aid in the continuous improvement of all aspects of the University.

## **Category 5 – Workforce Focus**

**C5.1** USC Union organizes and manages work to enable faculty to teach in small classroom settings that focus on student learning, and have adequate time during the academic year and the summer to pursue research opportunities. USC Union provides opportunities for faculty development in teaching improvement in-house through the



Academic Affairs office in conjunction with various divisions at the Columbia campus (including free-tuition courses), provides opportunities for conference, provides an orientation and office space for adjunct faculty, and provides secretarial and computer support for both full-time and adjunct faculty. USC Union organizes and manages work to enable staff to not only be trained at their contracted job but also be trained to help in other offices when there is a need. USC Union provides opportunities for staff members to pursue higher degrees by offering free-tuition courses, provides and encourages opportunities for professional development, and provides computer support for all staff. USC Union organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bringing resources from throughout campus to bear on issues.

**C5.2** USC Union achieves effective communication and knowledge/skill/best practice sharing across the campus via: a common e-mail system allowing rapid sharing of information, discussion of academic issues and sharing of committee minutes through a faculty listserv accessible by all employees, development opportunities advertised to all employees, the chairs of the Faculty and Staff Organizations attending the meetings of both bodies, inviting adjunct faculty to be members of the Faculty Organization and the monthly meetings during the academic year of the Faculty and Staff Organizations. In addition, the dean meets bi-weekly with the directors of the departments that directly report to him and meets with the Faculty Advisory Committee prior to each Faculty Organization meeting.

**C5.3** USC Union's faculty and staff performance management system includes merit plans, Employee Performance Management System (EPMS), and the process of coordinating to institutional plans. The faculty evaluation system is tied directly to goals and raises are nearly entirely merit driven. The EPMS system includes objectives that can be tied to goals.

**C5.4** When vacancies in the administration and staff occur, qualified faculty and staff are strongly urged to apply for these positions in an attempt to ease transitions. USC Union does not have discrete academic "departments," hence there are no department heads and no need for a succession plan. The Associate Dean serves as the supervisor for all full-time and adjunct faculty members. Faculty career progression is built into the tenure and promotion system. Staff positions typically lack a career ladder structure that necessitates a succession plan.

**C5.5** USC Union has a development and learning system for leaders that is integrated into daily work procedures.

- a) Development of personal leadership attributes are addressed in both the EPMS and faculty evaluation processes on a yearly basis and educational opportunities in this area are provided by USC Columbia as well as by local entities (e.g., Leadership Union).
- b) Using a team approach to strategic planning allows all leaders to have a strong understanding of the complex organization that is USC Union; all members of the

leadership team have a deep knowledge of the structure and function of each division of not only USC Union but also the USC system.

- c) Ethical practices are demanded by a strong commitment from the Dean to transparency and accountability in all matters.
- d) Members of the leadership team are expected to work together to implement the strategic plan on a continuous basis throughout the year and are kept mindful of the core competencies and strategic challenges that motivate the plan.

**C5.6** Workforce capability and capacity needs are assessed on a continuous basis through feedback from employees to the members of the leadership team as well as through an analysis of skills, competencies, and staffing levels by each division. Changes are implemented on an as-needed basis.

**C5.7** New employees are recruited as vacancies become available or as budgets will allow based on division needs, particularly the need for additional faculty. Position vacancies are typically advertised on the USC Human Resources website, which can be accessed from the USC Union website homepage. Usually, vacancies are advertised in local newspapers and often in regional (e.g., The State newspaper) and—in the case of faculty lines—national (e.g., Chronicle of Higher Education) publications. Candidates are selected for interviews by a process that is guided by the Human Resources office to insure all state and federal guidelines are strictly followed, a process that often involves faculty and administration from USC Columbia and the Regional Campuses system as a part of the interview panel. New hires are provided with a robust support system that encourages all employees to work together as a family and to help each other to continuously improve all aspects of the USC Union.

**C5.8** New faculty members are given an orientation in Columbia by the Provost's office before they begin teaching, in addition to in-house orientations by the HR officer and the Dean. Faculty members are provided yearly workshops on tenure and promotion by the Regional Campuses Faculty Senate to address the increasing importance of scholarly research. Periodic development opportunities in teaching and technology are provided by the Regional Campuses office and other units of USC Columbia, particularly the Center for Teaching Excellence. USC Union conducts in-house workshops on academic advising and teaching effectiveness before the start of each semester. All employees have opportunities for development throughout the year provided by the Columbia campus and are eligible to take one class each semester tuition-free. New staff members are given an orientation by the HR officer and occasionally an orientation by an office on the Columbia campus with whom they will be closely working. The HR officer provides regular updates to all employees on key issues regarding employee wellness, human relations, legal issues and benefits by e-mail as well as print media. The Dean's Office provides regular information on changes in USC policy and procedures as they apply to all employees or specific academic disciplines. Education, training and development opportunities are provided on an as-needed basis determined by the faculty, staff and administration and the new knowledge and skills they provide are integral in job performance and increasing the quality of all processes at USC Union.

**C5.9** USC Union motivates faculty to develop and utilize their full potential through the faculty annual review by the Dean and Associate Dean; the [Peer Review](#) conducted by faculty under the auspices of the Faculty Organization; the [Distinguished Teaching Award](#) with monetary compensation (one faculty member selected each spring by a committee of faculty, staff and students based on nominations from the school at-large); and nomination for the Governor's Professor of the Year award. The Employee Performance Management System (EPMS) and staff annual review offers employees an opportunity to merit raises based on exemplary work. The Student Government Association (SGA) also presents a Staff Appreciation Award with monetary compensation each spring (one staff member selected each spring by the SGA membership).

**C5.10** USC Union faculty and staff provide feedback to the administration through the Faculty and Staff Organizations on a monthly basis at their respective meetings and in the yearly Job Satisfaction Survey. Changes to the system are made based on the recommendations of these organizations. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous [faculty committees](#) are empowered to enhance the learning-centered process. Special task forces are created by the Faculty and Staff Organizations when deemed necessary by the Dean.

**C5.11** The data from the surveys are analyzed by the Institutional Effectiveness Officer and shared with the Dean, Associate Dean and the Faculty and Staff Organizations. Any issues that seem to be a source of dissatisfaction are addressed by the Dean in consultation with the appropriate administrators. Informal feedback given at meetings is handled in a similar manner.

**C5.12** USC Union has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty, staff, students, and visitors for their intended purpose, outlined in a [Hazardous Weather and Emergency Leave Policy](#). Telephones are located in each classroom, each office and the library on the Union campus and in each office at the Laurens County Higher Education Center. Should an emergency or accident occur, a person dials 7710 on campus to notify the switchboard operator. If the situation warrants, Emergency Medical Service (EMS) may be called at 9-911. OSHA standards are observed in the dry and wet labs in the Main building. Air horns have been placed around campus at near classrooms and entrances to be used to alert others in case of an emergency that does not involve fire.

## **Category 6 – Process Management**

**C 6.1** USC Union's core competencies are determined by the Mission Statement, which frames and guides the development of programs, offerings, and student services. Further, additional policies and procedures delimit the process. Faculty expertise is a key element in determining core competencies as well. The core competencies of USC Union involve the delivery, through traditional and non-traditional (i.e., distributed delivery) means,

college-level general education classes and, through participation in Palmetto Programs, certain upper-level classes for baccalaureate degrees.

**C6.2** All USC Union work processes are focused on the delivery of its academic programs and the support of those programs and the stakeholders who take part in them. The work processes are divided into three major divisions: Academic Affairs (curricula, courses and academic support services, including OSP), Student Affairs (including enrollment management) and Business Affairs (including financial aid).

**C6.3** USC Union incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining key learning-centered process requirements through: cross-membership on the primary University committees (The chairperson of the Staff Organization gives a report to the Faculty Organization at each meeting and vice versa.); USC Union Faculty Organization and Regional Campuses Faculty Senate committees formulate policy relating to the structure and function of the key learning-centered processes (e.g. student rights and responsibilities; faculty welfare); joint faculty-staff committees for University functions involving students, stakeholders, suppliers and partners (e.g. Student Government Association; graduation; Junior Scholars; Awards Night; Founder's Day, Christmas party); executive officers of the Student Government Association serve on the Student Affairs Committee and a freshman and sophomore senator serve on the Academic Affairs Committee of the Faculty Organization; and the Dean meets regularly with members of the community, business leaders and legislators at civic functions and special meetings. The Dean, Academic Coordinator and Institutional Effectiveness Officer disseminate this information, as well as information collected from other sources as outlined in Category 4, through meetings, memoranda and the faculty listserv as well as periodic faculty and staff retreats. Appropriate committees of the Faculty and Staff Organizations act on this information to increase the quality of the learning-centered processes.

**C6.4** USC Union incorporates organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via: investigating potential new associate degree programs to be offered exclusively at USC Union and in partnership with other USC campuses as well as technical colleges; developing new programs, particularly baccalaureate programs, in conjunction with other campuses of USC through the smart classroom system and the internet as developed for Palmetto Programs; improving faculty welfare by reviewing faculty teaching load, scholarship, and service requirements, as well as providing programs to improve teaching quality; using student evaluation and peer review of instruction to target areas in which instructional quality needs to be addressed; and streamlining budgeting by using innovative computer systems and working toward a paperless work environment by developing more computer-based processes.

**C6.5** USC Union systematically evaluates and improves the learning-centered process in an ongoing program of data collection, review and planning. Using the performance measures outlined in Category 4, the Dean, Associate Dean and Institutional Effectiveness

Officer, in conjunction with the Faculty Organization, develop plans for the improvement of the quality of the learning-centered process on a departmental basis. There are seven [General Education](#) Core Components and nine associated Learning Outcomes mandated by USC. USC Union is accountable, along with the other campuses and Extended University, for assessing the general education outcomes and planning for their continuous assessment in an annual [Assessment Plan](#) that is required by USC Columbia.

**C6.6** USC Union’s key support processes are delivered by the Dean’s Office and the financial affairs, admissions, and business offices, as well as by the Opportunity Scholars Program. Feedback from students is provided on the Dean’s Office functions of administration, financial affairs office and bookstore in the student evaluations and the withdrawal survey (Graph 7.2-1), and this information is used along with verbal and suggestions for improving quality in these services. The needs for and expenditures in the operations and maintenance (Graph 7.3-4) are constantly evaluated, particularly in light of the historical significance of the buildings of USC Union to the community and the great expense it takes to maintain the physical plant. The admissions and financial aid offices are given advertising budgets and enrollment trends (Graph 7.5-1/7.5-2/7.5-3) and retention trends are used to target their expenditures. The [Opportunity Scholars Program](#) offers academic services to first-generation college students through a federally funded TRIO grant.

**C6.7** USC Union ensures that adequate budgetary and financial resources are available to support our operations by analyzing the sources of projected revenue against models of anticipated costs. As a Regional Campus, USC Union obtains revenue primarily from the following sources: tuition and fees; state appropriations; appropriations from the city and county governments of the service region; auxiliary services – the USC Union Bookstore (includes food vending); and gifts. Each year the Business Manager meets with the individual campus units to discuss budget needs for the upcoming year and meets with the units again about mid-year to review revenues and expenditures.

Like all USC campuses, USC Union faces the obstacle of operating in a state that under-supports higher education. Therefore, USC Union has had to increase tuition and fees to simply maintain adequate levels of services to students (Graph 7.3-2). Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

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

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

During the budget development process, the Business Manager identified areas of the Strategic Plan where budget funding would be needed. The appropriate funds were allocated for the initiatives and action plans that required monies for implementation. Bond requests for building projects were included in the annual CPIP (Comprehensive Permanent Improvement Plan) report to the S.C. Commission on Higher Education. A 5-year deferred maintenance plan is updated annually to identify maintenance needs on campus. The Business Manager continuously uses enrollment data, satisfaction surveys and revenue data to make budget projections and to improve services.

## Category 7 – Organizational Performance Results

### C7.1

#### Chart 7.1 – 1

##### USC Union ENGL 101 & ENGL 102 Assessment Analysis

Course	Met Success Criteria?
ENGL 101	Yes
ENGL 102	Yes

ENGL 101 and 102 course competency assessment was centralized in the USC Regional Campuses office for the 2011 – 2012 academic year. A report was compiled by the office and shared with the member institutions. USC Union was found to have met the success criteria set forth in the USC Regional Campuses Assessment Plan.

#### Chart 7.1 – 2

##### USC Union Mathematics Course Assessment Analysis

Course	Percentage of Students Scoring At Least 70% on Post-Test
MATH 111 & 111 I – Basic College Mathematics (including Intensive)	95%
MATH 115 – Precalculus Mathematics	78%
MATH 141 – Calculus I	50%
STAT 110 – Intro. To Statistical Reasoning	85%
STAT 201 – Elementary Statistics	89%

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

#### Chart 7.1 – 3

##### USC Union Natural Sciences Course Assessment Analysis

Course	Percentage Scoring At Least 70% on Post-Test
BIOL 101 – Biological Principals I	94%
BIOL 102 – Biological Principals II	100%
BIOL 110 – General Biology	90%
BIOL 232 – Anatomy	74%
BIOL 242 – Human Physiology	94%
BIOL 250 – Microbiology	80%
CHEM 101 – Fundamental Chemistry I	59%

<b>CHEM 102 – Fundamental Chemistry II</b>	<b>75%</b>
<b>CHEM 111 – General Chemistry I</b>	<b>75%</b>
<b>CHEM 112 – General Chemistry II</b>	<b>86%</b>
<b>GEOL 101 – Intro. to the Earth</b>	<b>94%</b>

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

**Chart 7.1 - 4**

**USC Union Humanities & Social Sciences Course Assessment Analysis**

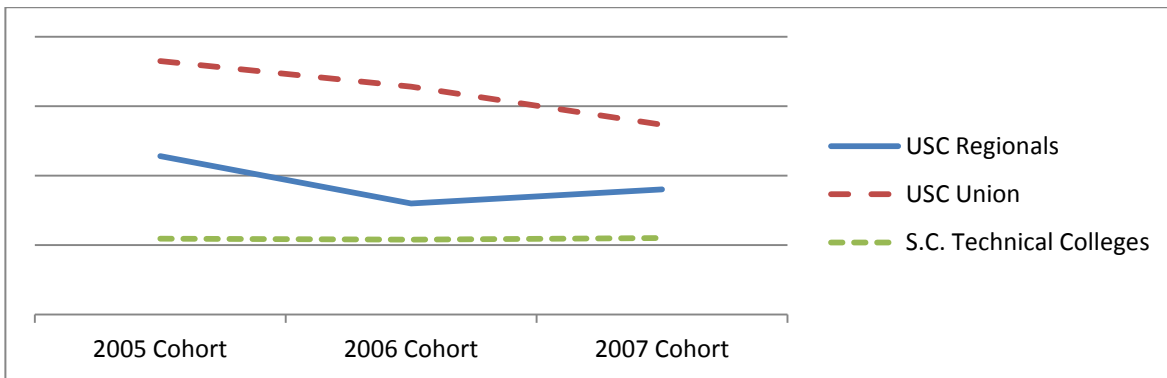
<b>Course</b>	<b>Percentage of Students Scoring At Least 70% on Post-Test</b>
<b>ARTH 105 – History of Western Art I</b>	<b>83%</b>
<b>ARTH 106 – History of Western Art II</b>	<b>82%</b>
<b>ENGL 102 Term Paper</b>	<b>96%</b>
<b>ENGL 270 – World Lit.</b>	<b>78%</b>
<b>ENGL 282 – Fiction</b>	<b>100%</b>
<b>ENGL 288 – English Lit.</b>	<b>64%</b>
<b>FILM 180 – Film Studies</b>	<b>100%</b>
<b>FREN 109 – Beginning French I</b>	<b>77%</b>
<b>FREN 110 – Beginning French II</b>	<b>75%</b>
<b>HIST 101 – European Civ. I</b>	<b>52%</b>
<b>HIST 111 – History of U.S. I</b>	<b>38%</b>
<b>HIST 112 – History of U.S. II</b>	<b>47%</b>
<b>MUSC 129 – Univ. Chorus</b>	<b>88%</b>
<b>PHIL 102 – Intro. To Philosophy</b>	<b>90%</b>
<b>POLI 201 – American National Government</b>	<b>96%</b>
<b>PSYC 101 – Intro. to Psychology</b>	<b>72%</b>
<b>RELG 203 – Comparative Religion</b>	<b>90%</b>
<b>SPAN 109 – Beginning Spanish I</b>	<b>85%</b>
<b>SPAN 110 – Beginning Spanish II</b>	<b>88%</b>
<b>SPAN 122 – Basic Proficiency Spanish</b>	<b>71%</b>



<b>SPCH 140 – Public Speaking</b>	<b>98%</b>
<b>SOCY 101 – Intro. Sociology</b>	<b>82%</b>
<b>THEA 200 – Theatre App.</b>	<b>95%</b>
<b>WGST 111 – Women in Culture</b>	<b>83%</b>

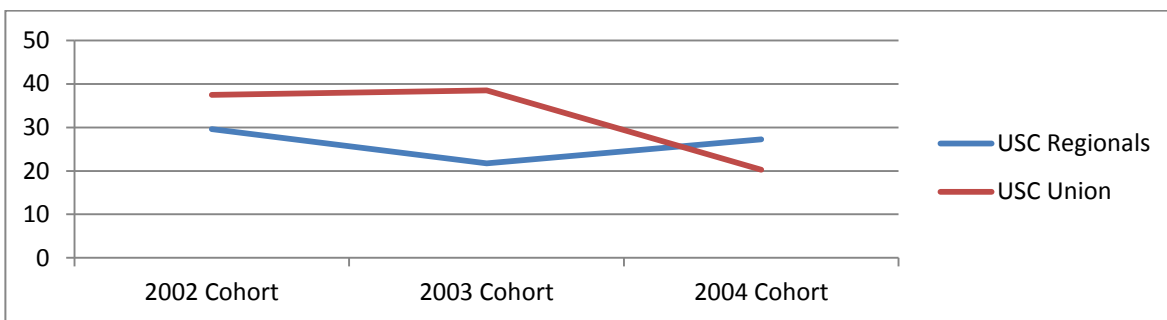
The goal is for at least 70% of the students to score at least 70% on the post-test.

**Graph 7.1 – 5**  
**Percentage of First-Time, Full-Time Degree Seeking Undergraduate Students Receiving Degrees in 150% of Program Time**



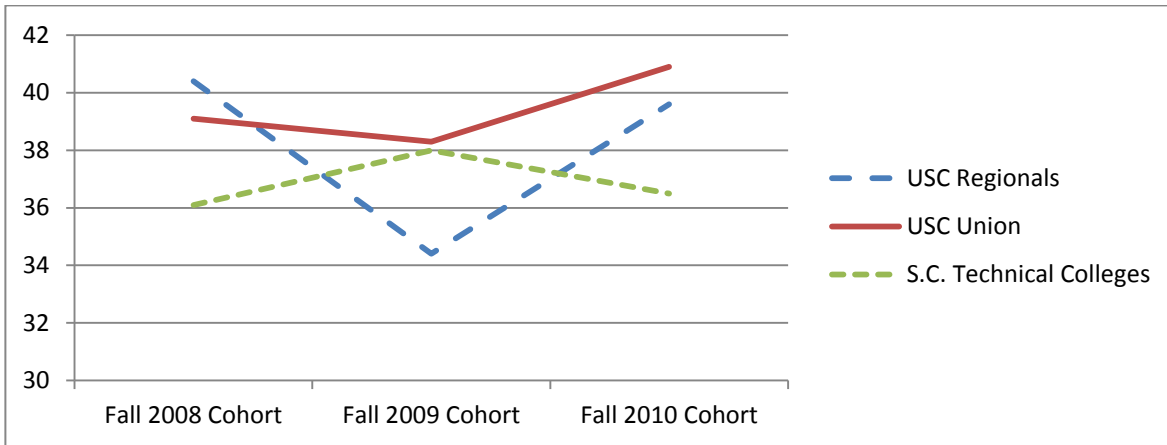
USC Union continues to outperform both the USC Regional Campuses and the S.C. Technical Colleges in the percentage of students receiving associate’s degrees.

**Graph 7.1 – 6**  
**Percentage of Graduates Receiving a Baccalaureate Degree in 150% (6 Years) of Program Time**



USC Union’s percentage of students who received a baccalaureate degree substantially decreased for the 2004 cohort.

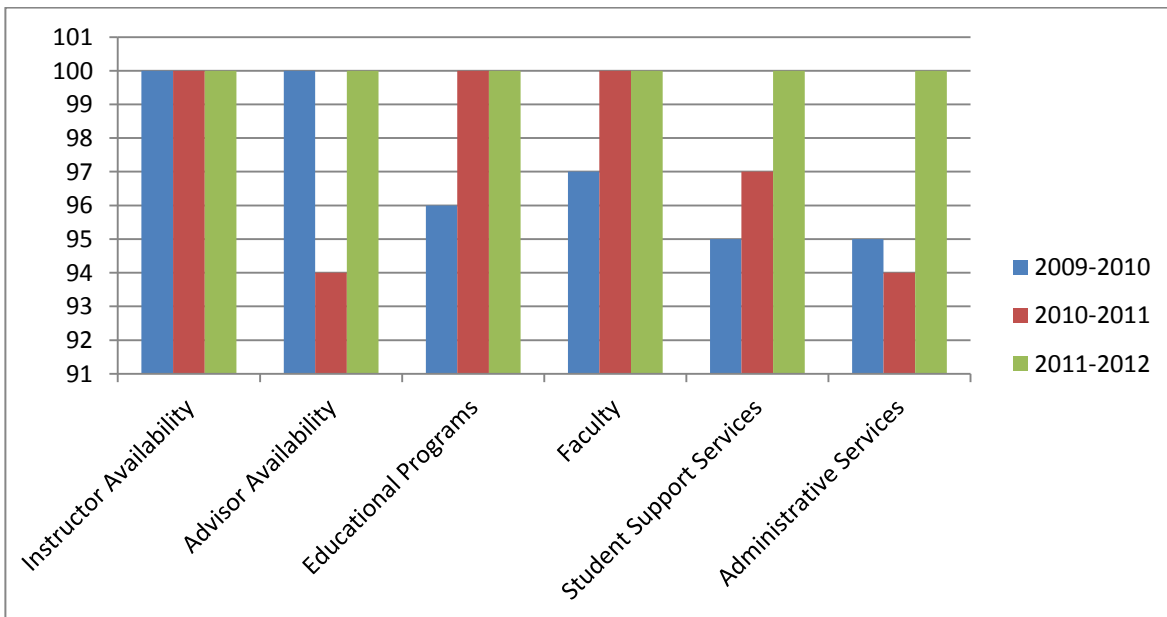
**Graph 7.1 – 7**  
**Minority Retention (Percentage of Minority Enrollment Retained)**



USC Union outperforms the S.C. Technical Colleges and the other USC Regional Campuses in retaining minority students.

**C 7.2**

**Graph 7.2 – 1**  
**Percentage of Students Very Satisfied or Satisfied with USC Union Services**

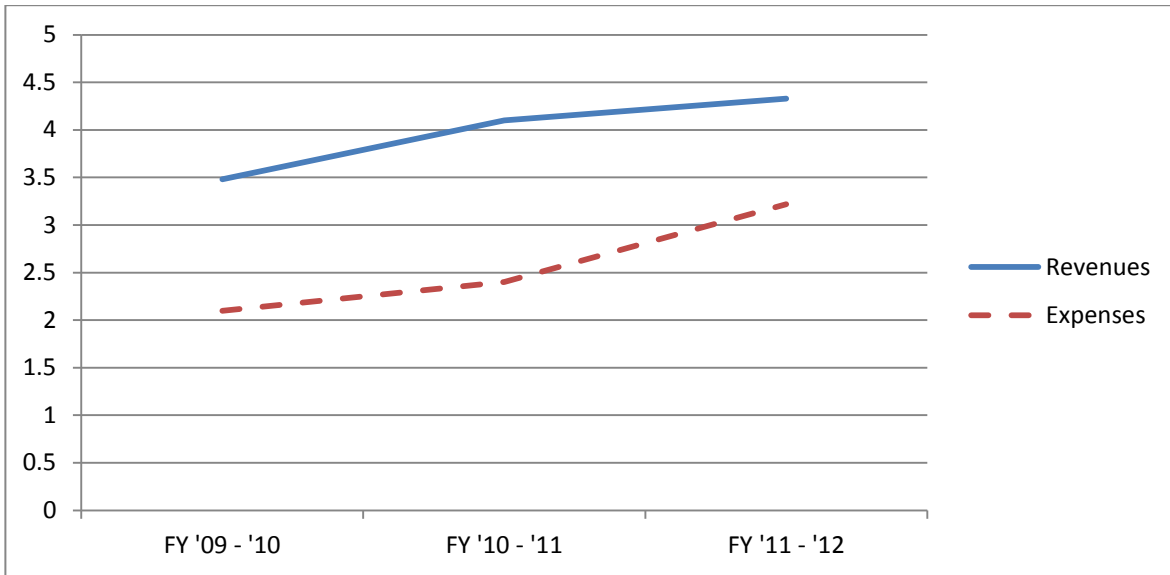


USC Union maintains a high level of student satisfaction with its academic programs and student services.

**C7.3**

**Graph 7.3 – 1**

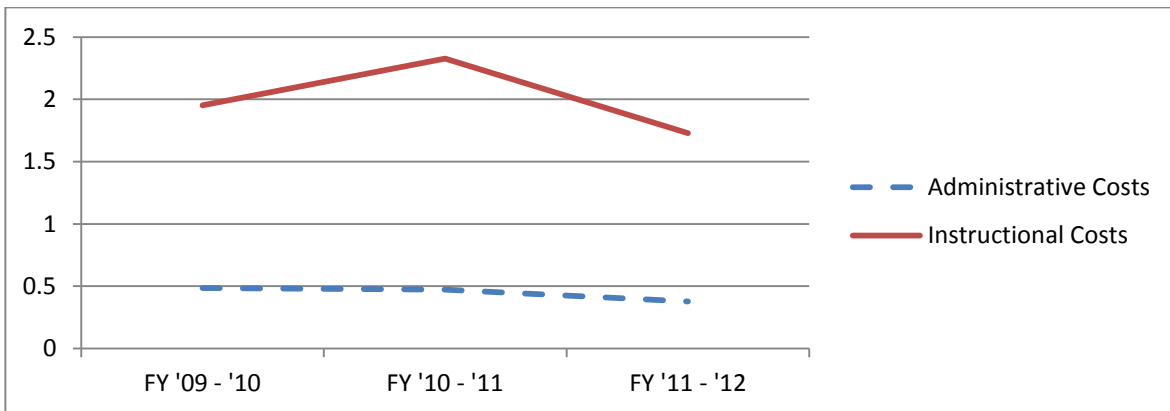
**Revenues & Expenses (\$ millions)**



Record enrollment and allocation of budget using a model based on strategic planning have allowed USC Union to minimize the effects of state budget cuts and to increase the cash on hand in the face of rising costs.

**Graph 7.3 – 2**

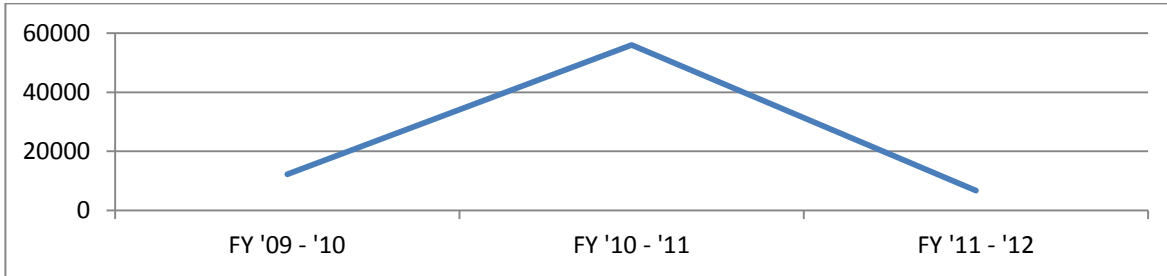
**Instructional & Administrative Costs (\$ millions)**



USC Union continues to maintain a high ratio of instructional to administrative costs.

**Graph 7.3 – 3**

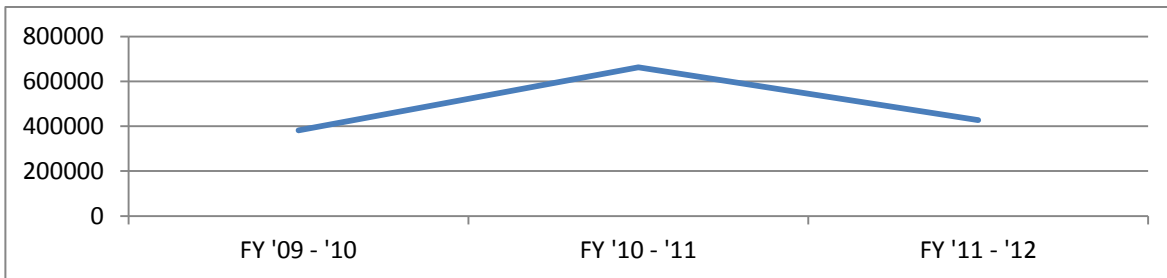
**Gifts & Donations (\$)**



A single gift of \$50,000 for scholarships in 2011 was not repeated, and overall giving was still down due to the continued weak economy.

**Graph 7.3 – 4**

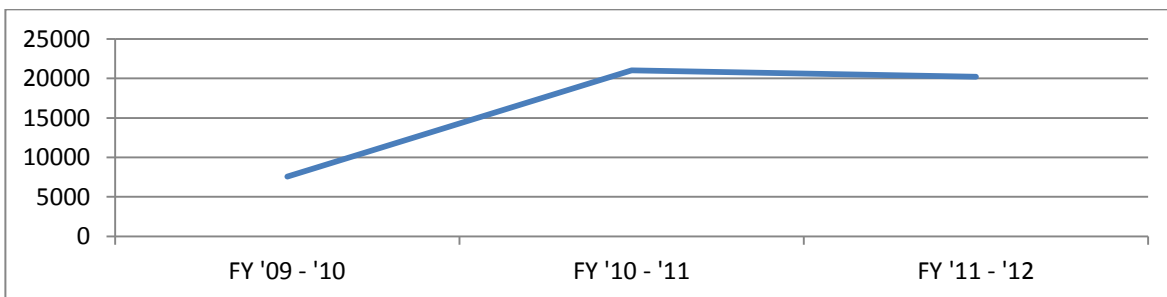
**Operations & Maintenance Expenditures (\$)**



Even with implementing the USC Union Master Plan, an aging physical plant and maintaining operations at three distinct sites, USC Union managed to decrease its operational and maintenance expenditures.

**Graph 7.3 – 5**

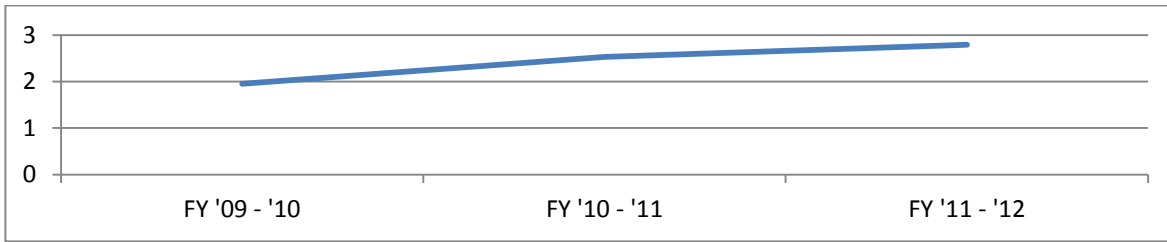
**Auxiliary (Bookstore) Profits (\$)**



Conversion to a point-of-sale system allowed the bookstore to maintain a high profit in the face of decreased enrollment and competition from online booksellers.

**Graph 7.3 – 6**

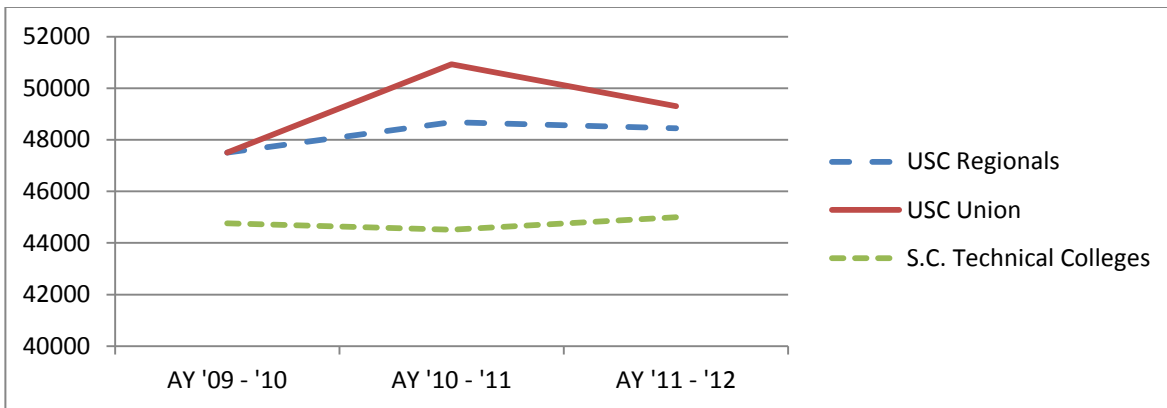
**External Grants Funding (\$ millions)**



Renewal of the OSP grant at a higher level of funding as well as increased faculty productivity continues to increase external grants funding.

**Graph 7.3 – 7**

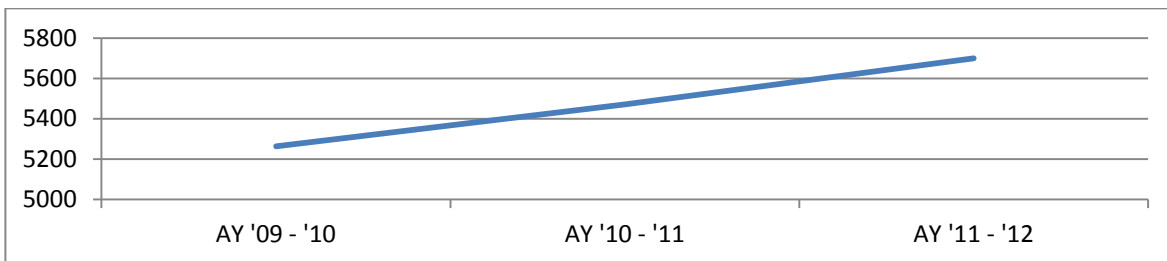
**Average Faculty Salary**



By investing budget dollars to improving instruction in the Strategic Plan, USC Union outperforms both the USC Union Regional Campuses and S.C. Technical Colleges with respect to faculty salaries.

**Graph 7.3 – 8**

**Tuition (\$)**

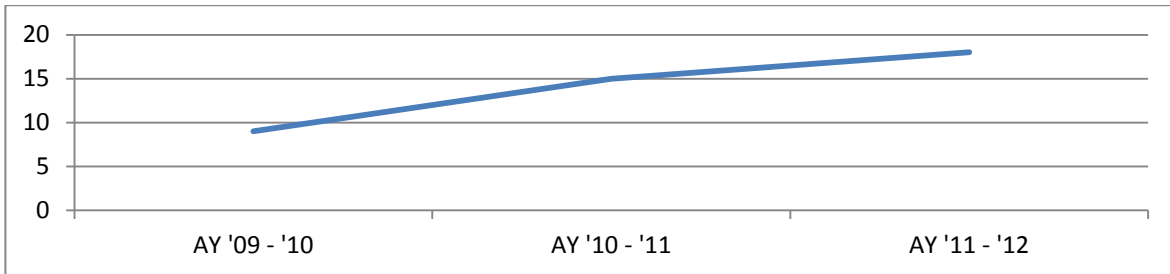


Continued cuts in state appropriations have necessitated that USC Union continue to raise tuition.

**C7.4**

**Graph 7.4 – 1**

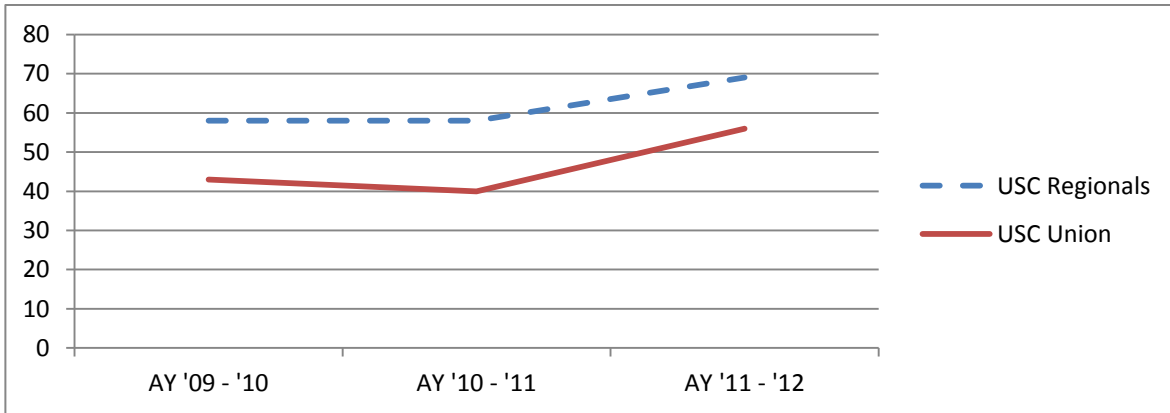
**Number of Faculty Publications, Presentations & Performances**



New tenure-track faculty hires have continued to increase USC Union faculty productivity.

**Graph 7.4 – 2**

**Percentage of Faculty with Terminal Degrees**



USC Union continues to lag behind the USC Regional Campuses in the percentage of faculty with terminal degrees.

**Chart 7.4 – 3**

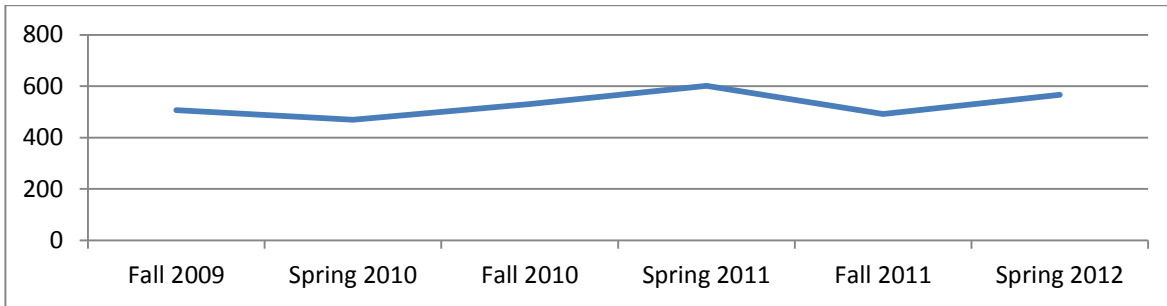
**Campus Accident/Security Data**

<b>Accidents/Emergencies</b>	<b>Number of Incidents</b>
<b>Student Injuries</b>	<b>0</b>
<b>Employee Injuries</b>	<b>0</b>
<b>Campus Emergencies</b>	<b>3</b>

**C7.5**

**Graph 7.5 – 1**

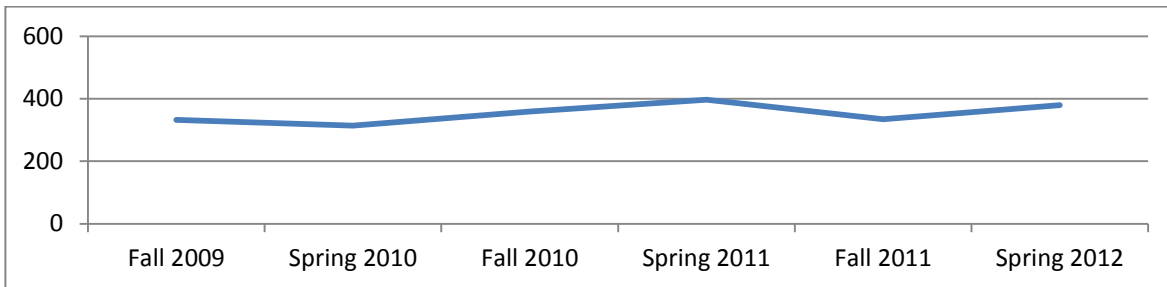
**Enrollment (Headcount)**



USC Union tends to have cyclical enrollment on a yearly basis; however, a decrease from the 2010 – 2011 year was experienced in 2011 – 2012.

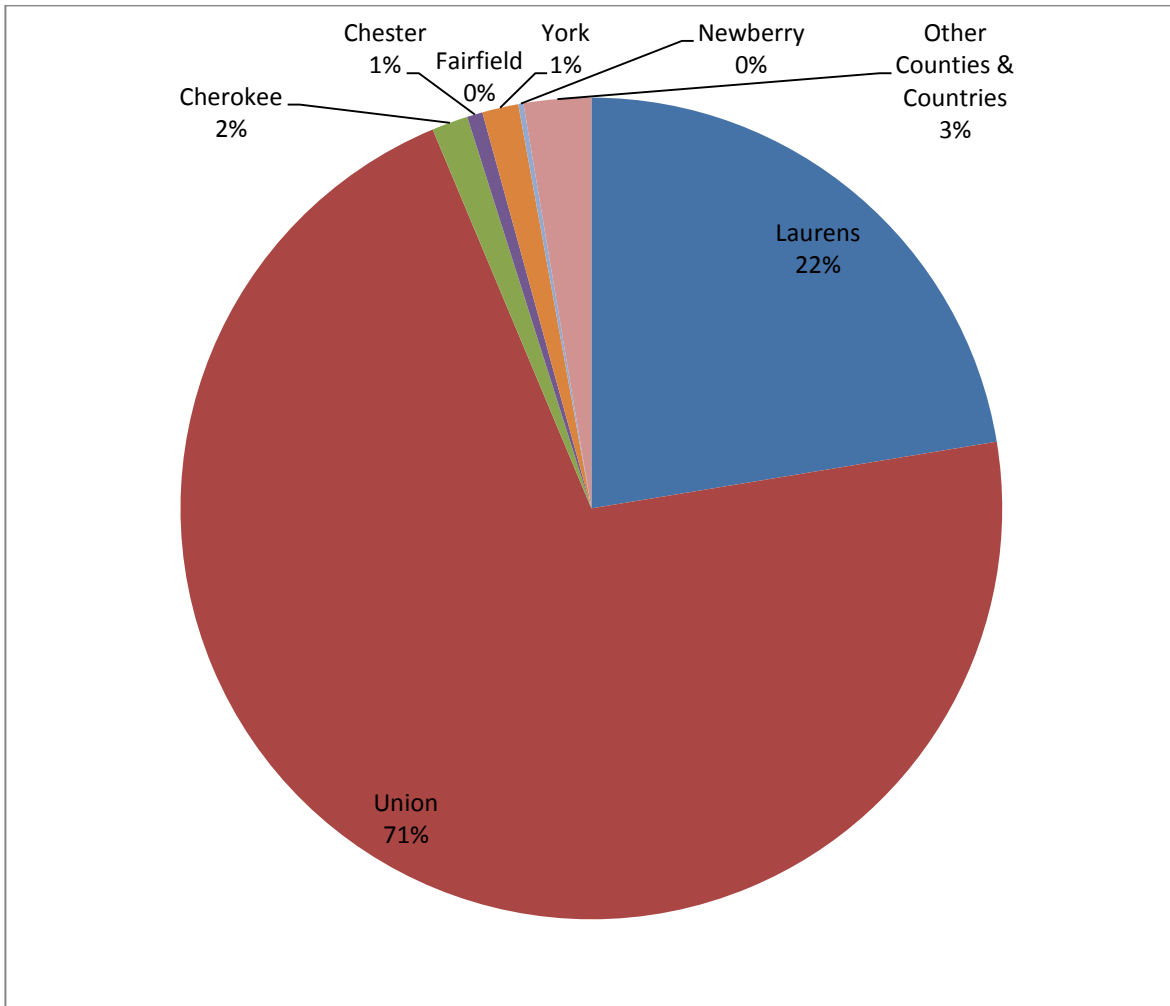
**Graph 7.5 – 2**

**FTE (Full-Time Equivalent) Enrollment**



As with headcount enrollment, USC Union tends to have cyclical FTE enrollment on a yearly basis; however, a decrease from the 2010 – 2011 year was experienced in 2011 – 2012.

**Graph 7.5 – 3**  
**USC Union Student Counties of Origin (Percentage of Headcount Enrollment)**



**C7.6**  
**Chart 7.6 – 1**

**Percentage of Strategic Plan Action Plans Completed**

	<b>Percentage Completed</b>
<b>Goal I</b>	<b>100</b>
<b>Goal II</b>	<b>100</b>
<b>Goal III</b>	<b>60</b>