

AGENCY NAME:	University of South Carolina Aiken		
AGENCY CODE:	H29	SECTION:	20B



Fiscal Year 2013-14 Accountability Report

SUBMISSION FORM



AGENCY MISSION

Founded in 1961, the University of South Carolina Aiken (USC Aiken) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities, and service. In this stimulating academic community, USC Aiken challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment. The University offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USC Aiken also encourages interdisciplinary studies and collaborative endeavors. Emphasizing small classes and individual attention, USC Aiken provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The University values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding. USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USC Aiken actively seeks student enrollment from all parts of South Carolina as well as from other states and countries. As a senior public institution of the University of South Carolina, USC Aiken combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USC Aiken is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs. USC Aiken endeavors to apply knowledge, skills, and wisdom in ways that promote the common good. Accordingly, the University seeks to build strong community ties. The institution enriches the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

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

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
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I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR <i>(SIGN/DATE):</i>	
<i>(TYPE/PRINT NAME):</i>	Sandra J. Jordan, Ph.D., Chancellor
BOARD/CMSN CHAIR <i>(SIGN/DATE):</i>	
<i>(TYPE/PRINT NAME):</i>	Eugene P. Warr, Jr., J.D., Chairman USC Board of Trustees

AGENCY'S DISCUSSION AND ANALYSIS

The challenges facing the University of South Carolina Aiken are best understood within the broader context of public higher education in the United States. A combination of drivers of change—including the availability of new analytic tools and customized “Big Data”, the changing landscape of work and skills requirements, the proliferation of for-profit and international competition, the availability of digital content delivery systems such as *Coursera*, a business model challenged by changes in demographics, the sluggish economic recovery from the Great Recession...while most of these drivers are not specifically aimed at higher education, all promise to impact universities by placing increased pressure on the way we think about, fund, and deliver our primary mission. Additionally, challenges continue to arise as state and federal governments saddle institutions with unfunded mandates and new accountability measures, at a time when states across the U.S. stepped away from their traditional levels of public funding for institutions. The confluence of these forces creates a challenging environment for our public institutions to flourish.

In this environment, USC Aiken's greatest concerns are as follows:

- how to keep USC Aiken affordable and accessible for S.C. citizens,
- how to maintain educational quality and a high value-added quotient,
- how to attract and retain students,
- how to attract talented faculty and committed staff,
- how to maintain financial stability that ensures that USC Aiken can continue to offer a transformative educational experience decades from now.

In respect to the 2012-13 academic year, USC Aiken sought to address two major concerns:

1. Student Success as measured by student retention.
2. Replacement and retention of talented faculty and committed staff.

Student Retention

The great workhorses in the generation of baccalaureate degrees in the U.S. are the public comprehensive institutions. They are designed to provide greater access to education than research or land grant institutions, and they provide this access at a more affordable cost to both the state and students and their families (See the Delta Cost Study). Comprehensive institutions, like USC Aiken enroll a much wider variety of students than research or private institutions: Minority students, first-generation college students, students with lower levels of academic achievement in high school, and students from low-income families are all significantly overrepresented in the Comprehensive sector of universities. During the decades when ever-increasing enrollments were placing pressures on comprehensives, which simultaneously, were experiencing decreasing state financial support, the considerations of access and affordability were paramount. But, within the institution, the focus was on the actual experience of students enrolled at our institutions. Of utmost concern is the fact that students at comprehensive colleges have fairly low persistence and completion rates. While these rates are significantly higher than the completion rates at community colleges and technical schools, they are nonetheless, disturbingly low and must be addressed.

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USC Aiken began a campus wide discussion to address persistence and graduation rates through the following steps:

1. Recognition of the issue and a review of the data available to us on trends related to student retention, progression, and graduation (RPG) rates.
2. Formation of a Task Force reporting to the Chancellor to review the trends, identify the issues, and devise a plan to address RPG.
3. Reviewing the reports, whitepapers, and existing evidence to determine best practice.
4. Focus on developing or revising policies and institutional practices that will improve retention, completion and other measures of success for our students.

The key performance indicators for success in the area of retention are: Freshman to sophomore retention rates, progression rates, and graduation rates. USC Aiken will be implementing the RPG plan this year with a set of actions intended to enhance student success. As an institution we are committed to continuous effort in the area of retention and graduation because we know that this is the right focus for our institution, for our students, and ultimately, for the state. The rationale for focusing on higher education attainment is widely understood in South Carolina. Clearly, for the state to prosper, we desperately need more citizens with postsecondary credentials. Much of this awareness is driven by the realization that 65 percent of U.S. jobs — almost two-thirds — will require some form of postsecondary education by 2020. For our individual students, the consequences of not completing their baccalaureate education are increasingly dire. For many years, the main reason many people went to college was to gain access to better-paying jobs that allowed them to earn more throughout their lives. But earnings potential is no longer the only driver. In this economy, without a postsecondary education, students may not even have a job.

Between the beginning of the recession in December 2007 and its official end in January 2010, the economy lost 5.6 million jobs for Americans with a high school education or less. Jobs requiring an associate degree or some college declined by 1.75 million, while the number of jobs for Americans with a bachelor’s degree or above actually grew by 187,000. That bears repeating.... the growth in jobs for bachelor’s degree holders slowed during the recession but never actually declined, and the economy continued to create jobs for them throughout the recession.

According to Georgetown University Center on Education and the Workforce, since the end of the recession, jobs requiring an associate degree or some college have grown by 1.6 million and almost recovered to pre-recession levels. While jobs for bachelor’s degree holders actually have accelerated their growth — adding 2 million new jobs during the recovery. In contrast, the recovery never came to those whose highest level of education is a high school diploma or below. Since January 2010, the economy has lost an additional 230,000 jobs for people with no more than a high school education. In spite of these numbers, some try to make the case that the value of college degrees is diminishing, citing the unemployment rates of recent college graduates as evidence. But even a cursory look at the actual data shows how spurious and distorted these arguments are.

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While USC Aiken tracks RPG, we’ve not had enough time to measure the impact of most of the changes made last year and those that go into effect this academic year. We will report the results next fall.

Talent Retention and Recruitment

At most universities, personnel constitute the largest expenditure category in the university’s budget and the primary resource for accomplishing the mission. It is critical for institutions to maintain high quality faculty and committed staff and numerous studies have found that engaged faculty are essential if initiatives related to student success, program development, research advancement, and economic contributions are to be successful. Competitiveness in the national market to recruit faculty determines the degree to which we can acquire and maintain needed faculty, particularly in the face of growing enrollment demands, and success recruiting staff is linked to our ability to compete with the companies and industries located in Aiken and Aiken County. In many professional disciplines—for example, engineering, technology fields, business, and journalism—departments encounter stiff competition from private industry in their recruitment of faculty. For comprehensive campuses, the heavier instruction load can be an issue. Finally, while some universities have the resources and flexibility to accommodate this changing academic personnel landscape, public comprehensive institutions typically do not. The level of success in sustaining a robust and high quality faculty workforce is of primary importance to USC Aiken.

A significant number of faculty and staff retirements have prompted heightened competition with other institutions for qualified personnel. Coupled with this are difficulties in attracting and retaining faculty and staff given state pay limitations and the existence of declining state appropriations that do not allow for salary increases and inequity/compression adjustments, and burnout from mandated initiatives at the federal, state and system level. Meanwhile, current faculty, have serious concerns about salary compression, the larger issue of disinvestment, and the prospects for future support of their academic work.

As enrollment growth has outpaced instructional capacity, particularly given the larger number of faculty and staff retirements in since 2010, universities like USC Aiken have turned to part-time and adjunct faculty to meet teaching needs. Although these faculty provide excellent instruction and are an important resource in meeting instructional demands, the trend, if perpetuated, is worrisome. Part-time and adjunct faculty do not provide many of the important instructional services provided by regular rank faculty, such as student advising and mentoring, thesis guidance, work on undergraduate research projects, curriculum and course development. The institution will need to create salary resources at levels that will allow an appropriate balance of full time to part time employees.

In addition to identifying the issues that impact our ability to successfully attract and retain a quality workforce, the institution took a number of steps to effect a positive outcome. These include:

1. Hiring new faculty based upon the CUPA averages for faculty pay with consideration to discipline and rank at institutions similar in size and scope to USC Aiken
2. Providing additional benefits to employees, including access to cultural events at a reduced ticket rate, availability of an accredited child care center on campus, free parking for employees, and restructured summer hours that allow staff greater flexible time.

3. Providing an environment that recognizes and praises good efforts of the employees and recognizes that effort in a myriad of ways, including the introduction of a "Campus Citizen of the Month" Award.
4. Providing more competitive "start-up" packages for faculty in research roles
5. Forming a Salary Enhancement Planning and Prioritization Committee charged with prioritizing future salary increases at the time funding becomes available. Knowing that the institution cannot address all salary disparities accrued over time at once, the committee was charged to make recommendations that would help the administration prioritize salary increases in a manner that is fair to all employees.
6. Maintaining a campus culture that allows the institution to attract exceptional talent.

Results and Indicators of Success:

- The institution will implement a plan to address salary disparities this year.
- The institution received recognition for a positive campus climate and was one of ninety-two institutions across the Nation to receive the designation as a Great College to Work for by the Chronicle for Higher Education; (third year in a row that this honor was achieved)
- The institution was able to hire a greater percentage of "first choice" hires during the spring, 2014 searches.

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Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
G	1			Provide distinctive, high quality educational experiences
S		1.1		Reinforce quality teaching and learning as the preeminent activities of this University
O			1.1.1	<i>Distinguish the university by enhancing and leveraging our liberal arts focus</i>
O			1.1.2	<i>Foster strategies that result in a more integrated and dynamic focus on global studies</i>
S		1.2		Enhance excellence by implementing and supporting student engagement and immersive learning both inside and beyond the classroom
O			1.2.1	<i>Expand opportunities for faculty to learn about and implement innovative approaches to teaching, learning and scholarship</i>
O			1.2.2	<i>Strengthen opportunities for immersive learning</i>
O			1.2.3	<i>Explore ways to expand and improve upon delivery methods to enhance learning and provide greater student access</i>
G	2			Enroll, retain, develop and graduate a diverse student body
S		2.1		Recruit a promising and diverse student body
O			2.1.1	<i>Create new degree programs, majors, minors, concentrations and certificates to complement traditional programs of study</i>
O			2.1.2	<i>Ensure strategic growth of the student body appropriate to our mission</i>
O			2.1.3	<i>Emphasize affordability by providing a quality education at a net-cost rate that is highly competitive in South Carolina</i>
O			2.1.4	<i>Strengthen and expand the integrated marketing and matriculation plan</i>
O			2.1.5	<i>Enhance the university's reputation as a high-quality residential university of choice</i>
S		2.2		Achieve a greater percentage of student retention, progression, and graduation
O			2.2.1	<i>Improve and augment student academic support</i>
O			2.2.2	<i>Enhance our reputation for service excellence</i>
O			2.2.3	<i>Make better use of technology and available data related to retention</i>
O			2.2.4	<i>Align policies and procedures to support student completion</i>
S		2.3		Develop responsible and socially conscious graduates who are ready to lead, work and contribute to their communities
O			2.3.1	<i>Build on opportunities for student development in leadership, teamwork and career-readiness</i>
O			2.3.2	<i>Increase and coordinate programming that explores issues of personal wellness, decision making and social responsibility of students</i>
G	3			Develop and manage resources effectively, efficiently and ethically to support the University's mission
S		3.1		Provide additional support to faculty and staff that promotes job satisfaction and offers opportunities to better serve our constituents
O			3.1.1	<i>Review organization structure to enhance the accomplishment of mission and identify campus synergies</i>
O			3.1.2	<i>Recruit, nurture and retain a high-quality and diverse faculty and staff</i>
S		3.2		Ensure a culture that is committed to ethical stewardship and that actively incorporates efficiencies and risk management strategies into its decision making framework
O			3.2.1	<i>Develop and initiate a process to actively seek out opportunities for greater efficiency across all functions of the University</i>
O			3.2.2	<i>Ensure sustainable and optimal utilization of campus resources that link the budget to strategic goals</i>
O			3.2.3	<i>Review, strengthen and implement emergency preparedness, disaster recovery and business continuity plans</i>
S		3.3		Foster the University's commitment to excellence and innovation
O			3.3.1	<i>Enhance financial security and excellence through intentional fundraising, grantmanship, stewardship, friend building and vibrant alumni relations</i>
O			3.3.2	<i>Support innovation and creative approaches to teaching and learning</i>
O			3.3.3	<i>Employ meaningful academic program and support unit reviews that uses goal setting, data analysis, and enhancement planning to ensure continuous improvement</i>
G	4			Create collaborative partnerships and innovative solutions to advance our community, region, and state
S		4.1		Collaborate intentionally with K-16 to build stronger educational opportunities for the region and state
O			4.1.1	<i>Serve as a key resource in the region for the creation of STEM initiatives in our partner K-16 institutions</i>
O			4.1.2	<i>Serve as a key resource in the region for the creation of initiatives in the arts, humanities behavioral and social sciences, wellness, and pre-professional areas with our partner K-16 institutions</i>
S		4.2		Leverage our intellectual capital to support and augment a dynamic region and state
O			4.2.1	<i>Expand and enhance partnerships in support of economic, educational and personal development for the citizens and enterprises in our region</i>
O			4.2.2	<i>Expand opportunities for civic engagement</i>
S		4.3		Expand our global presence through national and international collaborations
O			4.3.1	<i>Encourage and support faculty seeking international research, teaching, collaborations and exchanges</i>
O			4.3.2	<i>Seek opportunities with our local business and industry for national and international internship experiences and exchanges</i>

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Program Template

Program/Title	Purpose	FY 2012-13 Expenditures				TOTAL	FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal			General	Other	Federal		
I.A. Unrestricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	\$ 4,997,592	\$ 24,188,367	\$ -	\$ 29,185,959	\$ 5,247,592	\$ 25,698,233	\$ -	\$ 30,945,825	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2	
I.B. Restricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	\$ -	\$ 7,882,414	\$ 7,084,918	\$ 14,967,332	\$ -	\$ 7,031,954	\$ 7,237,994	\$ 14,269,948	1.2.1, 1.2.2, 2.1.2, 2.1.3, 2.1.4, 3.1.2, 3.3.1, 3.3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2	
II. Auxiliary Services	Self-supporting activities that exist to furnish goods and services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. These activities include student health, student housing, food service, bookstore, vending and concessions, athletics, parking, and other services.	\$ -	\$ 3,498,785	\$ -	\$ 3,498,785	\$ -	\$ 3,528,694	\$ -	\$ 3,528,694	1.2.3, 2.1.2, 2.1.3, 2.1.5, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 4.1.2, 4.2.1, 4.2.2, 4.3.1, 4.3.2	
III. C. Employee Benefits: State Employer Contributions	Fringe Benefits associated with Salaries reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	\$ 1,234,689	\$ 4,741,378	\$ 63,794	\$ 6,039,861	\$ 1,315,210	\$ 4,937,296	\$ 57,526	\$ 6,310,032	3.1.2, 4.3.1, 4.3.2	
Total		\$ 6,232,281	\$ 40,310,944	\$ 7,148,712	\$ 53,691,937	\$ 6,562,802	\$ 41,196,177	\$ 7,295,520	\$ 55,054,499		

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Academic Support Expenditures per FTE	\$1,303	\$1,260	\$1,725	July 1 - June 30	NCES IPEDS Data Center	Annually	Academic Support expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is the national peer group median value	3.3.1
2	Alumni Community Service Participation	3.64	3.75	> 3.93	July 1 - June 30	Internal Alumni Survey	Annually	Average rating on a 4 point scale of how much the University influenced alumni participation in Community Service activities; target represents a statistically significant increase over the previous year's value	2.3.1, 2.3.2
3	Alumni Participation Rate	5.00%	5.70%	> 5.30%	July 1 - June 30	Council for Aid to Education Benchmarking Tool	Annually	Number of undergraduate alumni to donate divided by the number of undergraduate alumni contacted; target is to exceed the National peer group median value	2.3.1, 2.3.2
4	Alumni Voting Behavior	75.50%	73.90%	>73.9%	July 1 - June 30	Internal Alumni Survey	Annually	Number of respondents on an alumni survey who indicated they have voted at all or most elections; target is to improve over current value	2.3.1, 2.3.2
5	Amount of Grant Funds (Requested: Awarded)	\$2,126,948 : \$2,103,812	\$1,355,871 : \$1,252,300	> overall requested amount and higher ratio relative	July 1 - June 30	Internal Sponsored Program records	Annually	Target is to increase overall requested amount as well as the ratio awarded	1.2.2, 3.3.1
6	Amount of Service-related Grants held	\$327,080	\$278,101	> \$278,101	July 1 - June 30	Internal Sponsored Program records	Annually	Total amount of service related grants held for the fiscal year; target is to increase the amount over the previous year	2.1.1, 2.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2
7	Annualized FTE	2,856	2,815	2,994	October 25, 2013	NCES IPEDS Data Center	Annually	The Annualized Full-time equivalent enrollment per Federal definition on the Fall census date; target represents the National peer group median value	2.1.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
8	Auxiliary Expenditures per FTE	\$1,991	\$2,026	< \$2,700	July 1 - June 30	NCES IPEDS Data Center	Annually	Auxilliary expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target 3.3.1 is the national peer group median value	
9	Auxilliary Revenue / Expenditure Ratio: Bookstore	0.70	0.68	< 1.0	July 1 - June 30	USC Finance Intranet	Annually	Total actual uses divided by total actual total resources for the fiscal year; target is for the auxilliary to be self sufficient and to generate revenue, thus the ratio target is to be below 1.0	3.2.1
10	Auxilliary Revenue / Expenditure Ratio: Convocation Center	1.20	1.13	< 1.0	July 1 - June 30	USC Finance Intranet	Annually	Total actual uses divided by total actual total resources for the fiscal year; target is for the auxilliary to be self sufficient and to generate revenue, thus the ratio target is to be below 1.0	3.2.1
11	Auxilliary Revenue / Expenditure Ratio: Dining Services	0.27	0.17	< 1.0	July 1 - June 30	USC Finance Intranet	Annually	Total actual uses divided by total actual total resources for the fiscal year; target is for the auxilliary to be self sufficient and to generate revenue, thus the ratio target is to be below 1.0	3.2.1
12	Auxilliary Revenue / Expenditure Ratio: Housing	0.94	0.94	< 1.0	July 1 - June 30	USC Finance Intranet	Annually	Total actual uses divided by total actual total resources for the fiscal year; target is for the auxilliary to be self sufficient and to generate revenue, thus the ratio target is to be below 1.0	3.2.1

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
13	Auxilliary Revenue / Expenditure Ratio: Ruth Patrick Science Store	0.73	0.54	< 1.0	July 1 - June 30	USC Finance Intranet	Annually	Total actual uses divided by total actual total resources for the fiscal year; target is for the auxilliary to be self sufficient and to generate revenue, thus the ratio target is to be below 1.0	3.2.1
14	Average Advising Load (Standard Deviation of Advising Across Advisors)	19.54 (29.48)	18.10 (38.54)	< 18.10 (< 38.54)	August - May	Internal Records	Annually	The unweighted average of the number advisees across advisors; target is to decrease the average and to minimize variability of loads across advisors by decreasing the standard deviation	2.2.1, 2.2.2
15	Average class size for Graduate level Classes	6.35	7.25	< 10	August - May	Internal enrollment tallies on the course matriculation date	Annually	Total enrollment in graduate level classes divided by the number of graduate level class offerings	1.1.1, 1.2.2, 1.2.3, 3.3.2
16	Average Class Size for Lower level Classes	19.31	19.72	< 20	August - May	Internal enrollment tallies on the course matriculation date	Annually	Total enrollment in lower level classes divided by the number of lower level class offerings	1.1.1, 1.2.2, 1.2.3, 3.3.2
17	Average class size for Upper level Classes	13.72	13.8	< 15	August - May	Internal enrollment tallies on the course matriculation date	Annually	Total enrollment in upper level classes divided by the number of upper level class offerings	1.1.1, 1.2.2, 1.2.3, 3.3.2
18	Average Compression Sensitive Inequity Index of Staff Salaries	--	18.40%	0.00%	July 1 - June 30	Internal Salary Study	Annually	Difference between expected salary (i.e., value attributed to one year experience within the South Carolina Classified Staff Band System times the number of years experience plus salary upon initial hire) and actual salary divided by actual salary averaged across classified employees. Staff salary study is a new metric, so there is no previous value.	3.1.2

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19	Average Faculty Salaries	\$56,232	\$56,187	\$60,525	November 1, 2013	NCES IPEDS Data Center	Annually	Average of the 9 month equivalent faculty salaries as reported on the IPEDS HR survey; target is the national peer group median value on November 1, 2013	3.1.2
20	Average Faculty Salaries by Rank (Assistant Professor)	\$54,189	\$55,116	\$56,231	August - May	NCES IPEDS Data Center	Annually	Nine month equivalent salary; target represents the average salary for Assistant Professors at Public Comprehensive Teaching institutions in South Carolina	3.1.2
21	Average Faculty Salaries by Rank (Associate Professor)	\$57,978	\$56,610	\$64,057	August - May	NCES IPEDS Data Center	Annually	Nine month equivalent salary; target represents the average salary for Associate Professors at Public Comprehensive Teaching institutions in South Carolina	3.1.2
22	Average Faculty Salaries by Rank (Full Professor)	\$77,328	\$77,202	\$79,558	August - May	NCES IPEDS Data Center	Annually	Nine month equivalent salary; target represents the average salary for Full Professors at Public Comprehensive Teaching institutions in South Carolina	3.1.2
23	Average Faculty Salaries by Rank (Instructor)	\$44,325	\$44,874	\$46,652	August - May	NCES IPEDS Data Center	Annually	Nine month equivalent salary; target represents the average salary for Instructors at Public Comprehensive Teaching institutions in South Carolina	3.1.2
24	Classroom Utilization : Average Room Hours of Instruction Per Week	31.17	32.99	30.00	July 1 - June 30	SC CHE Statistical Abstract available at http://www.che.sc.gov/CHE_Docs/finance/abstract/Abstract-2013-web.pdf	Annually	Target is the South Carolina Standard	2.2.1, 2.2.3
25	Classroom Utilization: Space factor	1.21	1.27	1.22	July 1 - June 30	SC CHE Statistical Abstract available at http://www.che.sc.gov/CHE_Docs/finance/abstract/Abstract-2013-web.pdf	Annually	Target is the South Carolina Standard	2.2.1, 2.2.3

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
26	Classroom Utilization: Square Footage per Student Station	21.81	21.74	22.00	July 1 - June 30	SC CHE Statistical Abstract available at http://www.che.sc.gov/CHE_Docs/finance/abstract/Abstract-2013-web.pdf	Annually	Target is the South Carolina Standard	2.2.1, 2.2.3
27	Classroom Utilization: Station Utilization	58%	52%	60%	July 1 - June 30	SC CHE Statistical Abstract available at http://www.che.sc.gov/CHE_Docs/finance/abstract/Abstract-2013-web.pdf	Annually	Target is the South Carolina Standard	2.2.1, 2.2.3
28	Client Satisfaction Survey Results (new)	--	--	--	July 1 - June 30	Internal Survey given to clients	Annually	New survey to be implemented; measure will be percent of survey respondents who report being very satisfied with services provided	2.1.3, 2.2.2
29	Complete Withdrawals of USC Aiken Students	93	87	< 87	August - May	Internal analyses	Annually	Number of students who withdrew from all classes during the Fall and Spring semesters	2.2.1, 2.2.3
30	Criminal Offense per 1,000 Students	4.3	5.0	2.8	July 1 - June 30	Department of Education, Office of Postsecondary Education crime statistics available at http://ope.ed.gov/security/search.asp	Annually	Total number of criminal offenses divided by the total number of students times 1000; target value is the average rate for all public 4 year institutions in South Carolina	3.1.2
31	DFW Rates (Fall:Spring)	16%:17%	18%:19%	< 18%:19%	August - May	Internal Grade rosters	Annually	Total number of course grades of D, F or W assigned divided by Total number of Course grades earned for the semester; target is to decrease the rate through appropriate academic interventions and support	2.2.1, 2.2.3
32	Dining Services Satisfaction	4.96	4.90	> 4.79	July 1 - June 30	EBI Nation Survey	Annually	Overall satisfaction rating of Dining Services provided by resident students; target is the average satisfaction rating given nationally by resident students	2.1.5, 2.2.2

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33	Early Warnings Forms processed Proportional to DFWs (Fall:Spring)	0.11:0.05	0.07:0.10	> 0.07:0.10	August - May	Internal Grade rosters and Academic Success Center report on number of Early Warning forms processed	Annually	Total Number of Early Warning Forms processed through the Academic Success Center divided by the Total number of course grades of D,F, or W assigned; target is to improve over previous year's value (increasing proportions indicate greater effectiveness of the early warning system)	2.2.1, 2.2.3
34	Endowment value	\$20,658,601	\$23,673,652	> \$23,673,652	July 1 - June 30	Internal Records	Annually	Cumulative total of endowment holdings for the University	3.3.1, 4.2.1
35	Expenditure per FTE	\$15,393	\$15,733	< \$18,534	July 1 - June 30	NCES IPEDS Data Center	Annually	Total expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is to be below the national peer group median value	2.1.3, 3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 4.2.1
36	Faculty and Staff Assessment of Bookstore Services	4.06	3.61	> 3.38	July 1 - June 30	National Association of College Stores Customer Satisfaction Survey	Biennial	Average unweighted rating of satisfaction on a 5 point scale across 19 measures of service; target is to exceed the industry standard	3.1.2
37	Faculty Salary Compression Sensitive Inequity	10.20%	7.80%	0.00%	July 1 - June 30	Internal Faculty Salary Study	Annually	The difference between a faculty member's current 9 month equivalent salary and an expected salary determined by multiplying a compression sensitive normative ratio of salaries among faculty ranks and the discipline's average salary for Assistant professors in the Southeast United States as reported by CUPA-HR divided by the faculty member's current 9 month equivalent salary.	3.1.2

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38	Fall FTE	2756	2776	2994	October 25, 2012	NCES IPEDS Data Center	Annually	The Full-time equivalent enrollment per Federal definition on the Fall census date; target represents the National peer group median value	2.1.2
39	Fall Graduate Headcount	87	125	206	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of graduate students on the Fall census date; target represents the National peer group median value	2.1.2
40	Fall Undergraduate Headcount	3,211	3,300	3896	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of undergraduate students on the Fall census date; target represents the National peer group median value	2.1.2
41	Family Fund Participation Rates	93.00%	90.00%	>=90.0%	July 1 - June 30	Rates of giving within the USC system available at: http://giving.sc.edu/UserFiles/u/sc/Documents/05-27-2013%20Family%20Fund%20percentage%20report.pdf	Annually	Number of full-time slotted employees who donated to the Family Fund divided by the number of full-time slotted employees	2.1.4, 3.3.1, 4.2.1
42	Financial Aid: Average Award by the State (7.3-10)	\$4,485	\$4,310	> \$3,113	July 1 - June 30	Internal Records	Annually	Average awarded amount for first time full-time students as reported to IPEDS; target is the median awarded amount for our national peer group	2.1.2, 2.1.3
43	Financial Aid: Average Award through Federal Scholarships and Grants	\$4,724	\$4,418	> \$4,377	July 1 - June 30	NCES IPEDS Data Center	Annually	Average awarded amount for first time full-time students as reported to IPEDS; target is the median awarded amount for our national peer group	2.1.2, 2.1.3
44	Financial Aid: Average Institutional Scholarship Awarded to Entering Freshmen	\$2,865	\$3,460	\$6,065	July 1- June 30	NCES IPEDS Data Center	Annually	Total institutional scholarships awarded divided by the number of entering first-time students who received an institutional scholarship; target is the average value of 4 year comprehensive teaching institutions in South Carolina	2.1.2, 2.1.3

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45	Financial Aid: Average Student Loan	\$6,608	\$5,901	< \$6,102	July 1 - June 30	NCES IPEDS Data Center	Annually	Total of student loans carried by first-time full-time students divided by the number of first-time full-time students who have student loans	2.1.2, 2.1.3
46	Financial Aid: Percent of Freshman Class Awarded an Institutional Scholarship	31%	27%	32%	July 1- June 30	NCES IPEDS Data Center	Annually	Number of entering first-time students who receive an institutional scholarship divided by the number of entering first-time students; target is the average value of 4 year comprehensive teaching institutions in South Carolina	2.1.2, 2.1.3
47	Freshman to Sophomore Retention Rate	67.50%	66.00%	> 69%	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of first-time full-time fall freshmen to register for classes the following fall divided by the total number of first-time fulltime fall freshmen; target is to be above the national peer group mean value	2.2.1, 2.2.3
48	Fundraising totals	4.4 million	3.1 million	> \$1,024,000	July 1 - June 30	Voluntary Support of Education (VSE)	Annually	Total of all dollars raised including cash, in-kind and planned gifts during the fiscal year; the target is to be above the 25th percentile of peer institutions and aiming for the 50th percentile	2.1.4, 3.3.1, 4.2.1
49	Grant Amounts for Research	\$1,269,223	\$822,718	> \$822,718	July 1 - June 30	Internal Sponsored Program records	Annually	Total amount of grant money awarded for Research activities; target is to improve over the previous year's total	1.2.2, 3.3.1
50	Grant Amounts for Training	\$507,449	\$151,481	> \$151,481	July 1 - June 30	Internal Sponsored Program records	Annually	Total amount of grant money awarded for Training activities; target is to improve over the previous year's total	1.2.2, 3.3.1
51	Grant Writing Success Ratio (Submitted:Awarded)	28:27	19:17	> 19:17	July 1 - June 30	Internal Sponsored Program records	Annually	Target is to improve over the previous year's total of grants submitted as well as the number awarded	1.2.2, 3.3.1

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
52	Honor Program Enrollment	46	67	> 67	August	Internal Honors Program Analysis	Annually	Count of registered students in the Honors program at the start of the Fall semester	1.2.1
53	Honor Program Six-year Graduation Rates	100.00%	84.62%	> 44%	July 1 -June 30	Internal Records	Annually	Number of students who entered the Honors Program six years prior who graduated divided by the number of students who entered the Honors Program six years prior; target is to be above the 6 year graduation rate for our national peer group	1.2.1
54	Indebtedness	\$19,722	\$19,848	< = \$19,848	July 1 - June 30	Internal Financial Aid Records	Annually	Total of educational loans received by students at the point of being awarded a degree divided by the number of degree recipients for the year; target is to equal or decrease student indebtedness over previous year value	2.2.1, 2.2.3
55	Inflation Adjusted Expenditure per FTE	\$10,509	\$10,565	\$10, 565	July 1 - June 30	NCES IPEDS Data Center	Annually	Total expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE adjusted by HEPI to constant dollars of the year 2000 to facilitate trend comparisons; target is to keep inflation adjusted expenditures constant over time	2.1.3, 3.1.1, 3.2.1, 3.2.2,3.2.3, 3.3.1, 4.2.1
56	Inflation Adjusted Revenue per FTE	\$10,260	\$10,595	> \$10,595	July 1- June 30	NCES IPEDS Data Center	Annually	Total revenue as reported to IPEDS on the Finance Survey divided by the annualized student FTE adjusted by HEPI to constant dollars of the year 2000 to facilitate trend comparisons; target is to increase inflation adjusted revenue over time	2.1.3, 2.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 4.2.1

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57	Institutional Support Expenditures per FTE	\$1,579	\$1,639	< \$2,112	July 1 - June 30	NCES IPEDS Data Center	Annually	Institutional Support expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is to be below the national peer group median value	3.3.1
58	Library Collection: Books and Serials Held	222,439	211,251	--	July 1 -June 30	Internal Records	Annually	There is no quantitative target; rather, it is based solely upon client needs	2.2.1, 2.2.3, 3.1.2
59	Library Collection: Databases	130	174	--	July 1 -June 30	Internal Records	Annually	There is no quantitative target; rather, it is based solely upon client needs	2.2.1, 2.2.3, 3.1.2
60	Library Collection: E-books	60,672	62,626	--	July 1 -June 30	Internal Records	Annually	There is no quantitative target; rather, it is based solely upon client needs	2.2.1, 2.2.3, 3.1.2
61	Library Collection: Microform Units	79,433	79,896	--	July 1 -June 30	Internal Records	Annually	There is no quantitative target; rather, it is based solely upon client needs	2.2.1, 2.2.3, 3.1.2
62	Licensure Exams: Nursing	88.60%	84.20%	> 88.37%	April 1 - March 31	Baccalaureat Degree NCLEX-RN Pass Rate available at http://www.llr.state.sc.us/POL/Nursing/index.asp?file=NurPrograms.htm	Annually	Target is to exceed the Statewide pass rate	2.2.4
63	Licensure Exams: Praxis	100.0%	100.0%	> 99%	April 1 - March 31	Title II pass rates on Praxis available at https://title2.ed.gov/Public/DataTools/Tables.aspx	Annually	Target is to exceed the Statewide pass rate	2.2.4
64	Life Scholarship Retention Rates from Freshman to Sophomore	44%	44%	55%	August	SC CHE Scholarship Statistics available at http://www.che.sc.gov/DataPublications/SearchtheCHEDocumentCatalog.aspx	Annually	Total number of LIFE scholarship recipients to retain scholarship to their sophomore year divided by the total number of first-time Fall freshmen LIFE recipients; target is the overall state average for senior public institutions	2.2.1, 2.2.3

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
65	National Percentile Ranking of Quality of Academic Advisement among Freshmen	55%	46%	> 50%	August - May	National Survey of Student Engagement (NSSE)	Biennial	Percentage of institutions across the nation that completed the NSSE with an average rating of the quality of academic advising below that of the average rating received by USC Aiken; target is to be in the top half of institutions with improvement over the previous ranking	2.2.1, 2.2.3
66	National Percentile Ranking of Quality of Academic Advisement among Seniors	62%	60%	> = 60%	August - May	National Survey of Student Engagement (NSSE)	Biennial	Percentage of institutions across the nation that completed the NSSE with an average rating of the quality of academic advising below that of the average rating received by USC Aiken; target is to be in the top half of institutions with improvement over the previous ranking	2.2.1, 2.2.3
67	National Rankings and Recognitions: US News & World Report (Overall - Private and Public Colleges in the South)	23	18	< 18	September - September	USNWR available at http://www.usnews.com/rankings	Annually	target is to rise in the overall rankings relative to both privates and public institutions	2.1.3, 2.1.5
68	National Rankings and Recognitions: US News & World Report (Public Colleges in the South)	2	1	1	September - September	USNWR available at http://www.usnews.com/rankings	Annually	target is to remain as the top ranked school in the southern region	2.1.3, 2.1.5
69	Net price	\$10,707	\$11,300	< \$12,451	July 1 - June 30	NCES College Navigator available at http://nces.ed.gov/collegenavigator	Annually	Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, and the weighted average for room and board and other expenses.	2.1.2, 2.1.3

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
70	NSSE - General Education: Analyzing Numerical and Statistical Information	3.31	2.98	> 2.82	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to analyzing numerical and statistical information; target represents the average rating provided by all seniors across the nation who completed the NSSE	1.2.1
71	NSSE - General Education: Developing or Clarifying a Personal Code of Values and Ethics	2.99	3.04	> 2.82	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to developing or clarifying a personal code of values and ethics; target represents the average rating provided by all seniors across the nation who completed the NSSE	1.2.1
72	NSSE - General Education: Solving Complex Real-world Problems	3.01	3.01	> 2.82	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to solving complex real-world problems; target represents the average rating provided by all seniors across the nation who completed the NSSE	1.2.1

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73	NSSE - General Education: Speaking Clearly and Effectively	3.28	3.29	> 2.94	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to speaking clearly and effectively; target represents the average rating provided by all seniors across the Nation who completed the NSSE	1.2.1
74	NSSE - General Education: Thinking Critically and Analytically	3.55	3.35	> 3.32	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to thinking critically and analytically; target represents the average rating provided by all seniors across the Nation who completed the NSSE	1.2.1
75	NSSE - General Education: Understanding People of Other Backgrounds	2.94	3.01	> 2.81	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to understanding people of other backgrounds; target represents the average rating provided by all seniors across the Nation who completed the NSSE	1.2.1

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76	NSSE - General Education: Working Effectively with Others	3.21	3.20	> 3.05	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to working effectively with others; target represents the average rating provided by all seniors across the Nation who completed the NSSE	1.2.1
77	NSSE - General Education: Writing Clearly and Effectively	3.43	3.34	> 3.05	August - May	National Survey of Student Engagement	Biennial	Average rating provided by seniors on a 4 point scale to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to writing clearly and effectively; target represents the average rating provided by all seniors across the nation who completed the NSSE	1.2.1
78	NSSE - Students Engaged in Research Projects	18%	32%	> 24%	August - May	National Survey of Student Engagement	Biennial	Percent of seniors who have indicated that they have worked with a faculty member on a research project; target represents the national percent of seniors across the nation who completed the NSSE that responded similarly	1.2.1, 1.2.2

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79	NSSE :Percent of Seniors Who Report Participating in Community Service or Volunteer Work	62%	51%	51%	August - May	National Survey of Student Engagement	Biennial		Number of seniors respondents who have indicated that they spend at least 1 hour per week on community service or volunteer work while at the university divided by the number of senior respondents; target is the national percent of seniors across the nation who completed the NSSE that responded similarly 2.3.1, 2.3.2
80	NSSE: Academic Support	83%	83%	> 72%	August - May	National Survey of Student Engagement	Biennial		Number of senior respondents who indicated "quite a bit" or "very much" to the question of how much the institution provided the support to help students succeed academically; target represents the percent of seniors across the Nation who completed the NSSE similarly 2.2.4
81	NSSE: Diverse Interactions	64%	84%	> 73%	August - May	National Survey of Student Engagement	Biennial		Number of senior respondents who indicated that they often or very often had discussions with people who were different from them in terms of their religious beliefs, political opinions, personal values, or race divided by the number of senior respondents; target represents the percent of seniors across the Nation who completed the NSSE that responded similarly 1.1.2

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82	NSSE: Percent of Seniors to Report Gaining Job Skills and Knowledge	83%	73%	> 68%	August - May	National Survey of Student Engagement	Biennial	Number of senior respondents who indicated "quite a bit" or "very much" to the question of how much their experiences at the institution has contributed to their knowledge, skills, and personal development with respect to acquiring job or work related knowledge and skills divided by the number of senior respondents; target represents the percent of seniors across the Nation who completed the NSSE similarly	2.1.1, 2.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2
83	NSSE: Percent of Seniors Who Report Having Studied Abroad	8%	4%	14%	August - May	National Survey of Student Engagement	Biennial	Number of senior respondents who indicated that they participated in a study abroad program divided by the number of senior respondents; target represents the percent of seniors across the Nation who completed the NSSE that responded similarly	1.1.2
84	NSSE: Percent of Seniors who Report Participating in Research Projects	18%	32%	> 24%	August - May	National Survey of Student Engagement	Biennial	Number of senior respondents who indicated that they had worked with a faculty member on a research project divided by the number of senior respondents; target represents the percent of seniors across the nation who completed the NSSE similarly	1.2.1, 1.2.2

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85	NSSE: Socially Supportive Environment	63%	67%	> 63%	August - May	National Survey of Student Engagement	Biennial	Number of senior respondents who indicated "quite a bit" or "very much" to the question of how much the institution provided the support for the student to thrive socially; target represents the percent of seniors across the Nation who completed the NSSE similarly	1.1.2, 2.2.1, 2.2.2, 2.2.3
86	NSSE: Student Participation in Internships and Co-ops	56%	55%	> 50%	August - May	National Survey of Student Engagement	Biennial	Number of senior respondents who indicated that they had completed an internship, co-op, student teaching, clinical placement, or other field experience divided by the number of senior respondents; target represents the average percentage of all seniors across the nation who completed the NSSE	2.3.1
87	Number of Attendees at Training Sessions and Workshops	662	818	>=818	July 1 - June 31	Internal records of professional development workshops	Annually	Sum of attendees at workshops across three areas: HR, Center for Teaching Excellence, and Sponsored Programs; target is to match or surpass the number of offerings in the previous year	3.1.2
88	Number of Full-time Faculty	131	136	143	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time instructional Staff per Federal definition; target represents National peer group median value on November 1, 2013	3.1.2
89	Number of Full-time Staff	200	198	242	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time non-instructional staff per Federal definition; target represents National peer group median value on November 1, 2013	3.1.2
90	Number of Magellan Scholars	51	63	> 59	July 1 - June 30	Internal Sponsored Program records	Annually	Cumulative number of Magellan Scholars; target is to exceed the total of all other non-Columbia USC campuses combined	1.2.1, 1.2.1, 1.2.2

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91	Number of Students on Probation	202	211	< 211	August - May	Internal analyses	Annually	Numebr of students who were placed on academic probation for the academic year; target is to decrease this number over previous value through appropriate academic interventions	2.2.1, 2.2.3
92	Number of Students Suspended	133	150	< 150	August - May	Internal analyses	Annually	Numebr of students who were placed on academic suspension for the academic year; target is to decrease this number over previous value through appropriate academic interventions	2.2.1, 2.2.3
93	Number of Training Sessions and Workshops	44	62	>= 62	July 1 - June 30	Internal records of professional development workshops	Annually	Sum of workshops across three areas: HR, Center for Teaching Excellence, and Sponsored Programs; target is to match or surpass the number of offerings in the previous year	3.1.2
94	Number of Transfer-in students	311	223	> 253	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of transfer-in students as reported to IPEDS during the Fall semester; target is to be above the national peer group median value	2.1.2
95	Number of USCA Bachelor Degrees Awarded	531	536	521	July 1 - June 30	NCES IPEDS Data Center	Annually	Sum of awarded degrees for summer, fall and spring terms; target represents National Peer group median value from 2013	1.1.1, 1.1.2, 2.1.1, 2.2.1, 2.2.4
96	Number of USCA Masters Degrees Awarded	13	16	66	July 1 - June 30	NCES IPEDS Data Center	Annually	Sum of awarded degrees for summer, fall and spring terms; target represents National Peer group median value from 2013	1.1.1, 1.1.2, 2.1.1, 2.2.1, 2.2.4
97	One year after Graduation - Alumni Overall Satisfaction with the Academic Program	94.60%	90.40%	> 90.4%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey partricipants; target is to improve upon the rates of satisfaction	1.1.1, 2.1.1

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98	One year after Graduation - Alumni Satisfaction with Class Scheduling	87.50%	85.90%	> 85.9%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	2.2.4, 3.2.2
99	One year after Graduation - Alumni Satisfaction with the Availability of Faculty	90.90%	81.80%	> 81.8%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	1.2.1, 1.2.2, 1.2.3, 3.1.2
100	One year after Graduation - Alumni Satisfaction with the Level of Academic Challenge	89.30%	85.90%	> 85.9%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	1.1.1, 1.2.1, 1.2.2, 3.1.1, 3.3.2
101	One year after Graduation - Alumni Satisfaction with the Quality of Instruction in their Major	94.60%	86.70%	> 86.7%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	1.1.1, 1.2.1, 1.2.2, 3.1.2, 3.3.2
102	One year after Graduation - Alumni Satisfaction with their Interactions with Administrators	82.10%	82.40%	> 82.4%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	2.2.4

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103	One year after Graduation - Alumni Satisfaction with their Major Program of Study	90.00%	86.70%	> 86.7%	July 1 - June 30	Internal Alumni Survey	Annually	Number of survey participants who indicated they were satisfied or very satisfied divided by the number of survey participants; target is to improve upon the rates of satisfaction	1.1.1, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.2.4
104	Operations Expenditures per FTE	\$1,259	\$1,192	<= \$1,192	July 1 - June 30	Internal records	Annually	Operational expenditure divided by the annualized student FTE; target is to stay or lower operational costs relative to the previous year	3.3.1
105	Overall Number of USCA Degrees Awarded	544	552	722	July 1 -June 30	NCES IPEDS Data Center	Annually	Sum of awarded degrees for summer, fall and spring terms; target represents National Peer group median value from 2013	1.1.1, 1.1.2, 2.1.1, 2.2.1, 2.2.4
106	Percent of Alumni with a Job Highly Related to their Major Following Graduation	42.90%	36.20%	> 36.20%	July 1 -June 30	Internal Alumni Survey	Annually	Number of respondents on the alumni survey who indicated their employment was highly related to their major program of study divided by the number of respondents on the alumni survey	2.1.1, 2.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2
107	Percent of Course Sections Offered Online	3%	4%	> 4%	August - May	Internal schedule of classes analyses	Annually	Number of course sections with an online method of instruction divided by the number of course sections for Fall and Spring semesters; target is to increase the percent of online course offerings	1.2.3
108	Percent of Entering Freshmen who State Academic Reputation was Important or Very Important as Reason for Coming to USCA	69.20%	64.90%	>51.6%	Fall entering freshman cohorts	Internal surveys given to entering students during orientation	Annually	total number of entering freshmen who indicated academic reputation was important or very important in their decision to come to USCA divided by the total number of entering freshmen; target is the average percentage for public 4 year colleges as determined by CIRP	2.1.5

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109	Percent of Entering Study Body indicating they Intend to Transfer	14.10%	23.30%	< 8.4%	Fall entering freshman cohorts	Internal surveys given to entering students during orientation	Annually	total number of entering freshmen who indicate that they intend to transfer to another institution divided by the total number of entering freshmen; target is the average percentage for public 4 year colleges as determined by CIRP	2.1.2
110	Percent of First-time Full-time Freshman Receiving Any Type of Aid	97%	97%	92%	July 1 - June 30	NCES IPEDS Data Center	Annually	Total number of first-time full-time fall freshmen to receive aid divided by the total number of first-time full-time fall freshmen; target is the national peer group median value	2.1.2, 2.1.3
111	Percent of First-time, First-year Students Residing in University Housing	52%	56%	> 56%	August - December	Internal Housing Data	Annually	Number of first-time, first-year students from the Fall semester residing in University housing divided by the number of first-time, first year students from the Fall semester	2.1.5, 2.2.2
112	Percent of Full-time Faculty who are Female	51.90%	53.70%	50.90%	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time instructional staff per Federal definition who are female divided by Total number of full-time instructional staff per Federal definition; target represents National peer group 75th percentile value on November 1, 2013	3.1.2
113	Percent of Full-time Faculty who are Minorities	24.40%	27.90%	>19.3%	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time instructional staff per Federal definition who are non-white divided by Total number of full-time instructional staff per Federal definition; target represents the National peer group's 75th percentile value on November 1, 2013	3.1.2

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114	Percent of full-time Faculty with Terminal Degrees	100.00%	100%	91.30%	November 1, 2013	SC CHE Document Catalog - Report FAU0012 available at http://www.che.sc.gov/DataPublications/SearchtheCHEDocumentCatalog.aspx	Annually	Total of all full-time slotted instructional staff, including the rank of instructor with terminal degrees as defined by SACSCOC in their primary teaching area divided by the total of all full-time slotted instructional staff; target is the average value of the comprehensive teaching sector in the State	3.1.2
115	Percent of Full-time Staff who are Female	58.50%	57.60%	57.60%	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time non-instructional staff per Federal definition who are female divided by Total number of full-time non-instructional staff per Federal definition; target represents National peer group median value on November 1, 2013	3.1.2
116	Percent of Full-time Staff who are Minorities	24.00%	24.70%	24.50%	November 1, 2013	NCES IPEDS Data Center	Annually	Total number of full-time non-instructional staff per Federal definition who are non-white divided by Total number of full-time non-instructional staff per Federal definition; target represents the National peer group's 75th percentile value on November 1, 2013	3.1.2
117	Percent of Student Body Residing in University Housing	27%	27%	> 27%	August - December	Internal Housing Data	Annually	Number of students residing in University Housing divided by the number of students in the student body	2.1.5, 2.2.2
118	Percent of Student Body that is Female	65.50%	63.90%	65.10%	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of students enrolled on the fall freeze date who were female divided by the total number of students enrolled on the fall freeze date; target represents the national peer group's 75th percentile value on the fall freeze date	1.1.2, 2.1.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
119	Percent of Student Body that is Minorities	38.00%	39.00%	39.00%	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of students enrolled on the fall freeze date who were non-white divided by the total number of students enrolled on the fall freeze date; target represents the national peer group's 75th percentile value on the fall freeze date	1.1.2, 2.1.2
120	Percent of Students Satisfied with Advising	85.30%	86.70%	> 86.7%	July 1 - June 30	Internal Academic Advisement Satisfaction Survey	Annually	Total number of respondents satisfied or very satisfied divided by the total number of survey respondents; target is to increase satisfaction over the previous year	2.2.1, 2.2.3
121	Percent of Students Satisfied with Availability of their Academic Advisor	93.70%	93.90%	> 93.9%	July 1 - June 30	Internal Academic Advisement Satisfaction Survey	Annually	Total number of respondents satisfied or very satisfied divided by the total number of survey respondents; target is to increase satisfaction over the previous year	2.2.1, 2.2.3
122	Percent of students who took at Least One Online Course	10.60%	10.70%	> 10.7%	December, 2013	Fall Student Course Enrollment records	Annually	Unduplicated count of students who have enrolled in an online class during the Fall semester divided by the number of students enrolled in the Fall semester; target is to increase the percent over the current rate	1.2.3
123	Percent of Undergraduates from South Carolina Receiving State Scholarships	46%	42%	> = 43%	August - December	SC CHE Scholarship Statistics available at http://www.che.sc.gov/DataPublications/SearchtheCHEDocumentCatalog.aspx	Annually	total number of Fall undergraduates who received a scholarship divided by the total number of in-state enrolled students; target is the overall state average	2.1.2, 2.1.3
124	Program efficiency metric (pending development)	--	--	--	July 1 - June 30	Internal audit	Triennial	Specifics are still under development but it will be some form of program cost to revenue generated type of analysis for academic programs	3.1.1, 3.2.1, 3.2.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
125	Public Service Expenditure per FTE Student	\$808	\$805	\$669	July 1 - June 30	NCES IPEDS Data Center	Annually	Total Public Service Expenditure / Annualized Full-time Equivalent Student; target represents National peer group 75th percentile from 2013	2.1.1, 2.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2
126	Rankings Givens as Reason for Coming to USCA	22.70%	27.30%	> 8.6%	July 1 - June 30	Internal Alumni Survey	Annually	Number of respondents on an alumni survey who indicated that rankings in national magazines was a very important factor divided by the number of respondents on the alumni survey; target is the national rate for public 4 year colleges as reported by CIRP	2.1.5
127	Ratio of the Number of Alumni Who Take 4 Months or More to Find Employment Following Graduation to the Unemployment Rate	5.37	4.86	< 4.86	July 1 - June 30	Internal Alumni Survey	Annually	Number of respondents on the alumni survey who indicated it took 4 or more months following graduation before they found employment divided by the number of respondents on the alumni survey factored by the South Carolina unemployment rate during the period following graduation; target is to decrease the ratio over the previous values	2.1.1, 2.3.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2
128	Research Expenditures per FTE	\$350	\$436	> \$256	July 1 - June 30	NCES IPEDS Data Center	Annually	Research expenditure as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is to be above the national peer group's 75th percentile value	3.3.1, 1.2.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
129	Return on Investment - Cumulative Additional Annual Earnings of USC Aiken Alumni as a Result of Having a Degree	\$222,634,119	\$253,558,858	> \$253,558,858	July 1 - June 30	Internal data analyses	Annually	The difference in cumulative annual earning as a result of USC Aiken alumni gaining a bachelor's degree over a high school diploma (i.e., total number of USC Aiken undergraduate alumni times the median salary for individuals with a bachelor's degree in South Carolina as reported by the US Census Bureau minus the total number of USC Aiken undergraduate alumni times the median salary for individuals with a high school diploma in South Carolina as reported by the US Census Bureau); target is continual growth	2.3.1, 2.3.2; 3.3.1
130	Revenue per FTE	\$15,028	\$15,776	\$19,394	July 1- June 30	NCES IPEDS Data Center	Annually	Total revenue as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is the national peer group median value	2.1.3, 2.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 4.2.1
131	Six year Graduation Rate	43%	42%	> 44%	October 25, 2013	NCES IPEDS Data Center	Annually	Total number of first-time full-time fall freshmen to graduate within a 6 year period divided by the total number of first-time full-time fall freshmen; target is to be above the national peer group mean value	2.2.1, 2.2.3
132	State Appropriate per FTE	\$2,113	\$2,448	\$3,448	July 1- June 30	NCES IPEDS Data Center	Annually	State appropriations as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is the national peer group's 25th percentile	3.3.1, 4.2.1

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
133	Student Achievement Measure	78.40%	73.90%	> 73.90%	October 25, 2013	College Portrait and Student Achievement measure Initiative available at http://www.studentachievementmeasure.org/participants	Annually	Number of the USC Aiken First-time Full-time freshman cohort from 6 years ago who have graduated or who are still enrolled at an institution of higher learning somewhere in the Nation divided by the number of USC Aiken first-time full-time freshmen from 6 years ago	2.2.1, 2.2.3
134	Student Satisfaction with Bookstore Services	3.83	4.15	> 4.31	July 1 - June 30	National Association of College Stores Customer Satisfaction Survey	Biennial	Average unweighted rating of satisfaction on a 5 point scale across 24 measures of service; target is to exceed the industry standard	2.2.1, 2.2.3
135	Student Satisfaction with Quality of Housing Services	5.54	5.29	> 5.14	July 1 - June 30	EBI Survey of Residence Satisfaction	Annually	Average rating of satisfaction on a 7 point scale; target is to exceed the peer group average rating	2.1.5, 2.2.2
136	Student Services Expenditures per FTE	\$2,335	\$2,361	\$1,927	July 1- June 30	NCES IPEDS Data Center	Annually	Student Services expenditures as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is the national peer group median value	3.3.1
137	Student-Computer ratio	6.0	5.8	6	July 1 - June 30	Internal records	Annually	Fall headcount divided by the number of desktop computers recorded by Computer Services Division	2.2.1, 2.2.3
138	Student-Faculty Ratio	16.3	15.5	17	October - November	NCES IPEDS Data Center	Annually	Fall headcount as reported to IPEDS divided by the number of instructional staff as reported to IPEDS; target is the National peer group's median value	3.1.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
139	Student-Staff Ratio	15.2	14.1	15.4	October - November	NCES IPEDS Data Center	Annually	Fall headcount as reported to IPEDS divided by the number of non-instructional staff as reported to IPEDS; target is the National peer group's 75th percentile value	3.1.2
140	Total Student Contacts through Services Provided by Career Services	2,234	2,065	> = 2,500	July 1 - June 30	Internal Program review metrics	Annually	Total of all contacts through presentations, Career Panels, DISCOVER assessments, non-credit internships and experiential learning, employment, etc. for the fiscal year	2.3.1
141	Tuition & Fees	\$9,024	\$9,308	< \$9,730	July 1 - June 30	NCES IPEDS Data Center	Annually	Tuition and mandatory fees to attend full-time for Fall and Spring combined as reported to IPEDS; target represents the national peer group's 75th percentile value	2.1.2, 2.1.3
142	Tuition Revenue per FTE	\$5,119	\$5,206	\$5,283	July 1 - June 30	NCES IPEDS Data Center	Annually	Total tuition revenue as reported to IPEDS on the Finance Survey divided by the annualized student FTE; target is the national peer group median value	2.1.2, 2.1.3
143	Turnover rates	13%	14%	< 10%	July 1 - June 30	Internal HR records	Annually	Total of resignations, terminations and retirements divided by total slotted employees	3.1.2
144	Utility Costs - Electricity (Percent Change from Previous Year)	4%	8%	< = 0%	July 1 - June 30	USC Accounting Intranet	Annually	Total of electricity expenditures for the current fiscal year minus the total of electricity expenditures for the previous fiscal year divided by the total of electricity expenditures from the previous fiscal year; target is to have a negative change.	3.3.1

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145	Utility Costs - Natural Gas (Percent Change from Previous Year)	-7%	37%	< = 0%	July 1 - June 30	USC Accounting Intranet	Annually	Total of natural gas expenditures for the current fiscal year minus the total of natural gas expenditures for the previous fiscal year divided by the total of natural gas expenditures from the previous fiscal year; target is to have a negative change.	3.3.1
146	Utility Costs - Water (Percent Change from Previous Year)	-5%	-6%	< = 0%	July 1 - June 30	USC Accounting Intranet	Annually	Total of water expenditures for the current fiscal year minus the total of water expenditures for the previous fiscal year divided by the total of water expenditures from the previous fiscal year; target is to have a negative change.	3.3.1
147	Workman Comp Claims	8	7	0	July 1 - June 30	Internal HR records	Annually	Count of individuals who filed Workman Comp Claims	3.1.2
148	Work-Related Injuries and Illnesses	2	3	0	July 1 - June 30	Internal HR records	Annually	Count of individuals who experienced work-related illness or injury; target is to have no loss work time	3.1.2