Accountability Report Transmittal Form

Organization Name   University of South Carolina Beaufort

Date of Submission   September 15, 2011

Organization Director   Dr. Jane T. Upshaw, Chancellor

Organization Contact Person   Dr. Martha Moriarty

Organization Contact's Telephone Number   843-521-3137

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

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

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

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

Strategic Goals of the University of South Carolina Beaufort:

Teaching/Learning

USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, accountability, and a commitment to diversity. The University will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.

Research and Creative Activity

Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.

Service Excellence

USCB will be actively engaged at all levels in making all of our services student-centered, customer-focused, and excellence driven. Our campus and community relationships will be sustained by adherence to our core service values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional

needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.

Quality of Life in the University Community
USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.

Recognition, Visibility and Community Involvement
USCB will strive to complement and grow the region's strengths by continuing to develop the University's facilities, programs, activities, and community involvement. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations. It will provide Lowcountry citizens with educational opportunities for lifelong learning and cultural enrichment, and develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

USCB Core Service Values:
∗ Integrity ∗ Collaboration ∗ Innovation ∗ Responsiveness ∗ Accountability ∗ Excellence

2. Major achievements from the 2010-2011 year.

Achievements in Academic Affairs Unit
Accreditation
- Education Department received National Council on Accreditation for Teacher Education (NCATE) accreditation.
- Education Department received National Council for the Education of the Young Child (NAEYC) Accreditation.

New Programs
- Program Planning Summary for a B.A. in Communication Studies approved by CHE.
- Program Planning Summary for a B.A. in Elementary Education approved by Faculty.
- Certificate in Events Management approved by USC, CHE and SACS.
- Certificate in Gerontological Nursing approved by USC and CHE.
- Established an Environmental Health Unit and hired Environmental Health Manager.
- Repurposed the Sea Islands Institute

Faculty Achievements
- Faculty named SC Governor's Professor of the Year
- Faculty named (USC) Carolina Trustees Professor

Hired Faculty 2010-2011
- Full Professor, Social Sciences (2)
- Associate Professor, Department of Education—serves as Department Chair
- Assistant Professor, English and Theater
- Assistant Professor, Science and Mathematics (3)
- Nursing and Education Instructors (2)
- Visiting Professor in Mathematics and Visiting Assistant Professor, English and Theater

- Artist in Residence - serves as Art Consultant

Events
- Held first annual Art Festival on the Historic Beaufort Campus (HBC).

Registrar
- Hired new registrar with extensive capabilities in Banner Software implementation
- Conferred a total of 220 degrees this academic year.
- Successfully launched Resource 25, a room scheduling software.
- Built complete listing of all academic courses in new online USC student system.

Advising
- Assisted with the implementation of First Year Outreach Advising/Mentoring Program.
- Advised over 600 students and coordinated advisement services for remaining students.

Grants

Total Awards $791,091

Total Continuing Awards= $214,308 (active awards from previous years)
- Computational Science at the University of South Carolina Beaufort; National Science Foundation/SC EPSCoR/IDeA office, award for 2010-2011: $114,308
- Bluffton Water Quality Laboratory; Town of Bluffton, funding for 2010-2011 $100,000.

Total New Awards= $576,783
- Factors Affecting Plea-bargaining Decisions by Prosecutors and Defense Attorneys; National Science Foundation/City University of New York, $7,033
- A Celebration of Today's Southern Novel; SC Arts Commission, $650
- A Celebration of Today's Southern Novel; National Endowment for the Humanities/SC Humanities Council, $1,000
- Environmental Investigation of the Skeet Range at Marine Corp Air Station Beaufort; US Department of Defense/Army Corps of Engineers, $222,517
- Statistical Analysis of Body Mass Index (BMI) Data on 3rd, 5th and 8th Grade Students in the Beaufort and Jasper County School Districts; SC DHEC/Beaufort-Jasper-Hampton Comprehensive Health Services, $4,000
- USCB Engages the Arts; National Endowment for the Arts, $10,000
- Chaucer at the Speedway; Putting the Canterbury Tales in a 21st Century Cultural Context; National Endowment for the Humanities/SC Humanities Council, $1,000
- South Carolina IDeA Network of Biomedical Research Excellence (INBRE); National Center for Research Resources/NIH, $210,879
- Concours d'Elegance Attendees; Hilton Head Island Concours d'Elegance, $1,125
- Island Recreation Attendees; Island Recreation Association, $1,125
- Chaucer at the Speedway; Arts Council of Beaufort County, $500
- PASO Beaufort 2011-12; March of Dimes/Beaufort-Jasper-Hampton Comprehensive Health Services, $43,773
- USCB Center for the Arts; Coastal Community Foundation of SC, $3,000
- MGS: Release from Parasites Can Enhance Climate-Driven Range Expansion; SC Research Foundation, $2,982
- Beaufort Arts Center; Gaylord and Dorothy Donnelly Foundation, $5,000
- Red Fields/Green Fields; Town of Hilton Head Island, $5,000
- An Ecosystem-based Approach to Conducting Standardized Health Surveillance and Hearing Measurements in Wild Atlantic Bottlenose Dolphins (Tursiops truncatus)

Inhabiting the Indian River Lagoon, Florida; Georgia Aquarium/Florida Atlantic University, $26,000
- Beaufort Shrimp Festival Attendees; Beaufort Regional Chamber of Commerce, $2,250
- Hilton Head Island Economic Impact Analysis of Second Home Ownership; Hilton Head Island-Bluffton Chamber of Commerce, $23,949
- Monitoring of Coastal Wetland Plant Community Change Under a Regime of Sea Level Rise: Implications for Marsh Migration and Carbon Sequestration; National Oceanic and Atmospheric Administration/Western Carolina University, $5,000

Institutional Effectiveness & Research (IER) Office
- Director of IER served as President of the South Carolina Association of Institutional Research (SCAIR) and facilitated the planning for the state conference.
- Joined Voluntary System of Accountability (VSA).
- Administered the ACT CAAP Critical Thinking Test in order to assess and evaluate the strength of the general education curriculum.
- IER staff presented at Southern Association of Colleges and Schools (SACS) Annual Meeting in Louisville, KY, Southern Association of Institutional Research (SAIR) annual conference in New Orleans, LA, and the South Carolina Association of Institutional Research (SCAIR) annual conference in Columbia, SC.

Achievements in the Advancement Unit
- Produced a new view book for Admissions and the first USCB Admissions website
- Produced new recruiting materials for Athletics.
- In conjunction with the new Arts Initiative on the Historic Beaufort campus, initiated a completely new marketing program with the new Beaufort Visitors Bureau, including new web information on their site, a new print ad for their revamped visitors' guide and, most importantly, USCB's first kiosk in their new visitor's center.
- In response to the economic slump and budget reductions, re-structured the Advancement Unit to improve return on investment of our marketing dollars.
- Hired student interns in graphic design and to lead the USCB Facebook presence.

Achievements in Athletics Development
2010-11 Athletic All-Conference
Baseball – 4 team members
Men's Golf – 4 team members
Women's Golf – 2 team members
Men's Track and Field - 4 team members
Women's Track and Field - 2 team members
2010-11 NAIA All-Americans
- Men's Golf - 3 team members
- Women's Golf – one NAIA Honorable Mention All-American

Baseball
- 101th Win in 3 season
- 1st Conference win in the Sun Conference Tournament
- Player named Sun Conference Pitcher of the week (2-20-11)
- Player makes Gold Glove Baseball Team for the Sun Conference as a 3rd Baseman

Men's Cross Country
- 4th in Sun Conference Tournament

- 1st place finish at the Sand Shark Invitational

Men's Golf
- Sun Conference Champions!
- Third place finish at the NAIA National Tournament
- Player named GCAA Ping First Team All-American
- Two players were named to the All-Tournament Team at Nationals
- Six 1st Place wins out of 11 Tournaments

Men's Track and Field
- 4th in the Sun Conference Tournament
- Four athletes were National Qualifiers in Marion, IN

Women's Cross Country
- 3rd in the Sun Conference Tournament
- Player earns Sun Conference Champions of Character Award
- Player was a National Qualifier in Vancouver, WA

Women's Golf
- 3rd in the Sun Conference Tournament
- 18th place finish at the NAIA National Tournament
- Player came in 1st in the Conference Tournament as an individual
- Three players named Sun Conference Golfer of the Week
- Player tied for 2nd in the Long Drove Competition at the National Tournament
- Player named Champion of Character

Women's Track and Field
- 5th in the Sun Conference Tournament
- Two athletes were National Qualifiers in Marion, IN

Academics:

2010-11 Daktronics-NAIA Scholar Athletes
- Baseball (1), Women's Golf (2), Men's Golf (1) and Track and Field/Cross Country (2)

2010-11 Sun Conference Spring All-Academic
- Men's Golf (1), Women's Golf (3), Track and Field (2) and Baseball (2)

2010-2011 Capital One Academic All-American (CoSIDA)
- One Baseball player named All-District III College Division/ 2nd Team- Infield
- One Track and Field/Cross Country athlete named All-District 1st Team

Achievements in Community Outreach Unit
- Enrollment in OLLI classes increased by over 20% in 2010-2011. Enrollments increased from 9424 (Fall 09/Spring 10 Academic Year) to 13,395 for Fall 2010 and Spring 2011.
- The National Endowment for the Arts selected OLLI for a $10,000 matching grant to implement a Fine Arts Festival that includes multi-generational activities and a juried art show. Nationally renowned artist Jonathan Green was a featured guest speaker. More than 400 people gathered for Mr. Green's reception and lecture.
- 92% of respondents to a survey at the end of 2010-2011 special lectures replied that they strongly agreed that the event met their expectation. 90% also replied that they would attend another similar event.
- The USCB Lunch with Author Series proudly hosted six *New York Times* bestselling authors: Mary Kay Andrews, Steve Berry, Geraldine Brooks, Dorothea Benton Frank, John Hart and Lisa See.

- The USCB Festival Series experienced a 21% increase in ticket sales from the previous year. The Series also noted a 10% increase in the number of gifts for the annual Friends of the Festival campaign.

Achievements in Finance and Operations Unit
Controller/AP/Bursar
- Developed internal procedures to improve understanding and auditing of functions.
- Developing a training class for employees who request goods and services.
- Renovated office space to promote ease of use, efficiency and security.
- Established procedure to ensure and verify that financial aid is returned on time.

Procurement
- Improved internal procedures to ensure that proper procurement methods are followed.
- Developed a plan with the administration to assess the feasibility of adding a Women's Soccer team a year earlier to assist in student growth and retention.

Budget
- Maintained a balanced budget for FY 2011.
- Provided budget training for campus staff.
- Developing procedures to monitor grant budget obligations.

Human Resources
- Organized HR employee files/scanned each file into online database.
- Developed orientation packet that is sent to new hires.
- Conducted annual insurance enrollment sessions.
- Implemented a payroll HR/USCB deadline schedule.

Department of Public Safety
- Department of Public Safety received SLED NCIC approval
- Increased the number of certified police officers on campus.
- Six defibrillators added.

Facilities {at Hilton Head Gateway (HHG) campus}
- Planned, bid and began construction for 188 bed new student housing unit.
- Refurbished 273 beds of student housing for freshman.
- Bid and began construction of 2nd floor of Library that includes 5 classrooms, 24 faculty offices, tutoring rooms, and an academic success center.
- Bid and began construction for renovation of the business office area, the student services area, and the creation of a registrar suite in the Hargray Building.
- Planned for 152 new parking spaces on the east side of the HHG campus.
- Installed a new irrigation well to serve the HHG campus.
- Completed Athletic Facilities Master Plan
- Planned, designed, bid and began construction on new soccer field.

Facilities {at Historic Beaufort (HB) campus}
- Converted space for a ceramics lab to serve the Studio Art program.
- Renovated space in the Sandstone building to serve as a graphics arts lab.
- Library renovations, including converting a portion to "Outtakes", a Chartwells food service outlet.
- Facilitated the purchase of a building to house the Sea Islands Institute.
- Planned for the purchase and conversion of a private residence into student housing.

Achievements in Information Technology Services and Support Unit
- Helpdesk recorded and responded to 305 Special Event requests for IT support, an increase of 64% from previous year. Overall the ITSS team responded to over 1,100 work tickets this year.
- Streamlined Operating System and software deployment process for student, classroom, faculty and staff computers.
- Retrofitted the Student Lounge on the (HHG) Campus to a Computational Science Lab with 5 iMacs, 5 Linux and 20 Windows machines.
- Redesigned computer lab in Sandstone 111 to include 24 iMacs for Studio Art program.
- Supported the technology design and implementation of the HBC Library upgrade.
- Designed, installed and managed a satellite based, head–end distribution system for housing, replacing the previous system which was less effective and more costly.
- Built and integrated VMWare's VCenter for server virtualization.
- Migrated Exchange email from 2003 to 2010 version.
- Enhanced high definition video streaming between Historic Beaufort and Hilton Head Gateway Campuses. Installed satellite infrastructure to support Live in HD Metropolitan Opera events at the Center for the Arts. Upgraded audio and video capabilities**.**

Achievements in the Student Development Unit
- Increased number of applicants resulting in 10% increase in new freshman.
- Continued to develop our admissions strategy including the adding of regional recruiter.
- Signed Elite-to-Elite Agreement with Marine Corps to attract Marine Corps veterans.
- Participated in planning of Art Fair designed to recruit students for Studio Art program.
- Created new scholarships for Art, Hospitality, and transfer students from 2 year schools.
- Led the Enrollment Management Team to study student success and retention.
- Initiated the First Year Outreach program to engage students in the university.
- Hosted and completed Department of Education Audit.
- Planned and implemented Spring Career Fair.

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

Strategic objectives of the University of South Carolina Beaufort
I. Strengthen and expand academic offerings
II. Strengthen and expand student support services
III. Expand and diversify student population
IV. Support scholarship and the pedagogy of the faculty
V. Provide an environment conducive to teaching & learning
VI. Build the university's reputation and strengthen its base of support
VII. Develop appropriate partnerships that support the University's mission
VIII. Maintain access & affordability
IX. Improve service excellence university-wide

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

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

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

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

Section II - Organizational Profile

Description of the organization.

USCB is the state's newest four-year University offering degree programs to residents in the southeastern tier of South Carolina. USCB is comprised of two campuses: the Historic Beaufort (HB) Campus and the Hilton Head Gateway (HHG) Campus. The HHG Campus has on-site student housing. Both campuses offer undergraduate programs of study to over 1700 students. The college offers AA/AS degrees only to military personnel and dependents.

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

Educational programs and a wide variety of support services are offered through the seven units that make up USCB: Academic Affairs, Advancement, Athletics Development, Community Outreach, Finance & Operations, Information Technology Services and Support, and Student Development. USCB offers 14 baccalaureate degrees in: Biology, Business, Computational Science, Early Childhood Education, English, History, Hospitality, Human Services, Liberal Studies, Nursing, Psychology, Sociology Spanish, and Studio Art. In addition, the RN to BSN

program was approved by SACS to be offered online. Associate of Arts and Associate of Science degrees are offered only to active-duty military personnel and their dependents. The programs are delivered via traditional in-class instruction, and on-line. There are opportunities open to students who wish to study in other countries through Study Abroad.

A variety of services and educational opportunities are offered to the community through the following initiatives and partnerships:
- Articulation Agreements between USCB and the Technical Colleges
- Beaufort Regional Technology Center
- Continuing Education
- Fall and Spring Campus Days
- Heritage Golf Tournament
- Osher Lifelong Learning Institute
- Passport Agreement between USCB and Technical College of the Lowcountry
- Pathways to Success
- Return to College program for working professionals
- Sea Pines – Continuing Medical Education (CME)
- USCB Festival Series
- USCB College Awareness Program

2. Key student segments, stakeholder groups, market segments, as appropriate, and their key requirements/expectations.
Students and stakeholders expect quality academic programs and continuous improvement in the delivery of programs and support services.
Key Student Segments:
- On-campus students, including residents and commuter students
- Non-traditional students
- Area high schools in the SC and GA service area
- Students in Georgia counties (Bryan, Chatham and Effingham) who are eligible for in-state tuition
- Students from the Military Corp Recruit Depot at Parris Island and the Marine Corp Air Station.
- Transfer students from the USC System, technical colleges, and other institutions
- Student Athletes
- Continuing Education students from the service area

Stakeholder Groups:
Stakeholders include community residents, partners, businesses and agencies, legislators, donors, taxpayers, students, local school districts, employers, alumni, Chambers of Commerce and local economic development boards

Market Segments:
- Beaufort, Hampton, Colleton, Jasper, Charleston and Richland Counties in SC
- Bryan, Chatham and Effingham Counties in Georgia
- Market segments have expanded out-of-state and out-of-country with student housing

3. Your operating locations
- Historic Beaufort Campus in Beaufort, SC
- Hilton Head Gateway Campus in Bluffton, SC

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

Full-Time Employees		Part-Time Employees	
Faculty	**Staff**	**Faculty**	**Staff**
59	87	82	72
Total employees for the 2010-2011 year = 300			

5. The regulatory environment under which your organization operates
- Federal and state laws and regulations
- USC Board of Trustees
- South Carolina Commission on Higher Education (SCCHE)
- Commission on Colleges at the Southern Association of Colleges and Schools (SACS)
- Outside accrediting agencies including:
    a) National Council for Accreditation of Teacher Education (NCATE)
    b) National Association for the Education of Young Children (NAEYC)
    c) Collegiate Commission on Nursing Education (CCNE)

6. Your governance system
Governing Board
The Board of Trustees of the University of South Carolina governs the University of South Carolina Beaufort. The President of USC reports directly to the Board of Trustees. The Chancellor is the Chief Administrative Officer for USCB and reports directly to the President. The senior administrative leadership at USCB reports directly to the Chancellor.

Procedure for Development and Approval of Academic Policy and Practice at USCB
The USCB Faculty Manual was approved by the USCB Faculty Senate on April 13, 2007, USC President on July 27, 2007, and the USC Board of Trustees on August 10, 2007. The policies and practices therein were implemented in the 2007-2008 academic year. As outlined under the Preamble/Faculty Powers, the faculty, subject to review by the Chancellor, President, and Board of Trustees, has decision-making powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of USCB, and all other matters pertaining to conduct of faculty affairs, including discipline of their own members. Initiatives are introduced at the committee level and/to the Faculty Senate and once approved, forwarded to the Chancellor for consideration.

7. Your key suppliers and partners
Key suppliers:
- High schools in Beaufort, Hampton, Colleton, Jasper, Charleston and Richland counties
- High schools in Bryan, Chatham and Effingham counties in GA where students are eligible for in-state tuition
- Other high schools in SC, GA, Midwest and East Coast

- Local middle schools
- Community residents from the service area
- Community residents from Bryan, Chatham and Effingham counties in GA
- Active duty military and their family members
- Technical College System in SC and GA
- USC System and other four-year colleges
- Parents and family members
- Regional Small Business Development Center housed at USCB

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

Other USCB Partners and Affiliations include:
- Local social service agencies
- Local area school districts
- Local organizations and agencies
- Business and industry partners from the private and public sector
- Hospitals
- Local employers
- Non-profit agencies and organizations
- College Awareness Program
- Community Technology Centers
- Osher Lifelong Learning Institute at USCB
- Articulation agreements with other institutions for ease of transfer
- USCB Water Quality Laboratory funded by a grant from the town of Bluffton

8. Key competitors that directly compete for the same type of studies, research, and grants
- Other colleges and universities in the service area and the state

9. Principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation
Until seven years ago, Lowcountry residents had to travel more than 70 miles to attend a four-year baccalaureate degree-granting institution in the state of South Carolina. In 2004, USCB became the only baccalaureate degree-granting institution in the southeastern tier of South Carolina. The fourteen baccalaureate degree programs provide greater opportunity for Lowcountry residents to live and go to school in the USCB service area rather than moving away
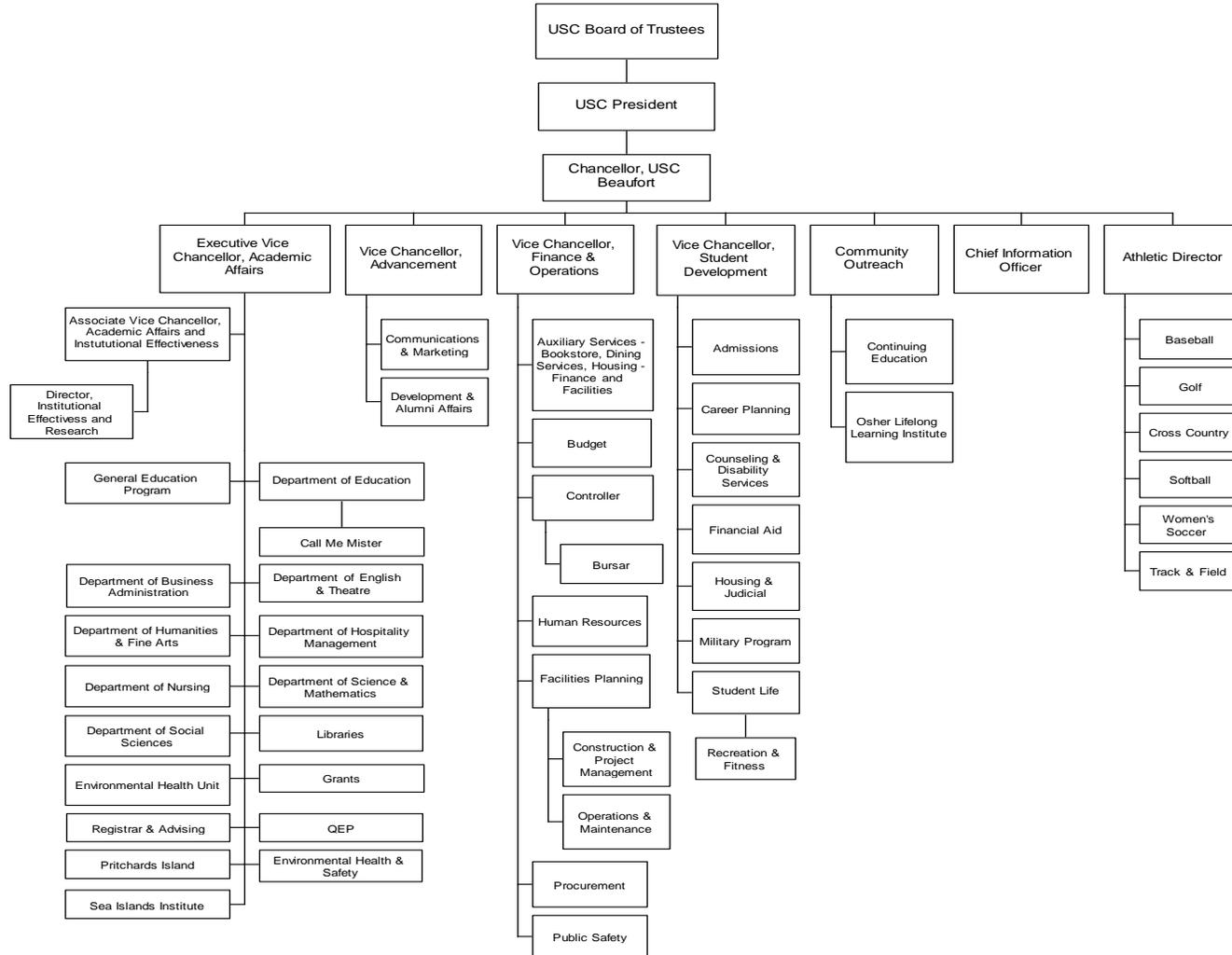
to attend a four-year institution, thereby increasing an educated workforce in the Lowcountry. USCB is technologically driven to be competitive with other institutions by offering courses via distance education delivery. USCB maintains the lowest tuition among public, four-year institutions in South Carolina.

10. Your performance improvement systems
- Employee Performance Management System (EPMS)
- Faculty and Administrator Evaluations
- Student Evaluation of Courses
- Institutional Effectiveness and Outcomes Assessment (IE-OA) Annual Reports
- Institutional Effectiveness and Strategic Planning Framework/Process
- Internal Academic and Support Services Program Reviews
- Institutional Effectiveness Annual Report to the SCCHE
- Academic Program Curriculum Evaluation by the USCB Curriculum Committee
- SC State Budget and Control Board Annual Accountability Report

11. Your Organizational Structure

University of South Carolina Beaufort
Areas of Administrative and Operating Responsibilities

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USC Board of Trustees
        │
USC President
        │
Chancellor, USC Beaufort
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Reporting to Chancellor, USC Beaufort:

- Executive Vice Chancellor, Academic Affairs
- Vice Chancellor, Advancement
- Vice Chancellor, Finance & Operations
- Vice Chancellor, Student Development
- Community Outreach
- Chief Information Officer
- Athletic Director

Executive Vice Chancellor, Academic Affairs
- Associate Vice Chancellor, Academic Affairs and Institutional Effectiveness
  - Director, Institutional Effectiveness and Research
- General Education Program
- Department of Business Administration
- Department of Humanities & Fine Arts
- Department of Nursing
- Department of Social Sciences
- Environmental Health Unit
- Registrar & Advising
- Pritchards Island
- Sea Islands Institute
- Department of Education
  - Call Me Mister
- Department of English & Theatre
- Department of Hospitality Management
- Department of Science & Mathematics
- Libraries
- Grants
- QEP
- Environmental Health & Safety

Vice Chancellor, Advancement
- Communications & Marketing
- Development & Alumni Affairs

Vice Chancellor, Finance & Operations
- Auxiliary Services - Bookstore, Dining Services, Housing - Finance and Facilities
- Budget
- Controller
  - Bursar
- Human Resources
- Facilities Planning
  - Construction & Project Management
  - Operations & Maintenance
- Procurement
- Public Safety

Vice Chancellor, Student Development
- Admissions
- Career Planning
- Counseling & Disability Services
- Financial Aid
- Housing & Judicial
- Military Program
- Student Life
- Recreation & Fitness

Community Outreach
- Continuing Education
- Osher Lifelong Learning Institute

Athletic Director
- Baseball
- Golf
- Cross Country
- Softball
- Women's Soccer
- Track & Field

12. Your Expenditures/Appropriations Chart

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

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 9,767,093	$1,520,000	$ 9,556,496	$ 1,200,500	$ 9,648,995	$ 1,105,000
Other Operating	$ 9,331,341	$ -	$ 10,559,810	$ -	$ 10,032,484	$ -
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 2,501,754	$ 314,243	$ 2,732,423	$ 261,146	$ 2,546,371	$ 239,714
Non-recurring	$ 138,376	$ -	$ 825,178	$ -	$ -	$ -
Total	$ 21,738,564	$ 1,834,243	$ 23,673,907	$ 1,461,646	$ 22,227,850	$ 1,344,714

Other Expenditures: None

Note:
The Non-recurring is the ARRA Federal Stimulus funds. In FY10 $138,376 was spent of the budget of $481,777.
In FY11 $825,178 was spent of the budget of $481,777.
The amount spent in FY11 includes the unspent residual funds from FY10.
All ARRA funds have been fully expended as of June 30, 2011.

13. Your Major Program Areas Chart

Program Number	Major Program Area and Purpose FY 08-09 Actual Expenditures	FY 09-10 Budget Expenditures FY 10-11 Appropriations Act			FY 10-11 Budget Expenditures			Key Cross References for Financial Results*
510	Instruction-Undergraduate and graduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	**State:**	1,834,243		**State:**	1,461,646		
		Federal:	1,702		**Federal:**	823,508		
			0	4,945,987	**Other:**	4,905,962		
			0	6,781,932	**Total:**	7,191,116		
		% of Total Budget:		31.20%	**% of Total Budget:**		30.38%	
511	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:**	0		**State:**	0		
			0	337,495	**Federal:**	675,220		
			0	140,079	**Other:**	134,901		
		Total:	477,574		**Total:**	810,121		
		% of Total Budget:		2.20%	**% of Total Budget:**		3.42%	
512	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	1,000		
		Other:	299,432		**Other:**	421,595		
		Total:	299,432		**Total:**	422,595		
		% of Total Budget:		1.38%	**% of Total Budget:**		1.79%	

Program Number	Major Program Area and Purpose FY 08-09 Actual Expenditures	FY 09-10 Budget Expenditures FY 10-11 Appropriations Act			FY 10-11 Budget Expenditures			Key Cross References for Financial Results*
513	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State:	0		State:	0		
		Federal:	57,100		Federal:	0		
		Other:	2,609,281		Other:	2,789,387		
		Total:	2,666,381		Total:	2,789,387		
		% of Total Budget:		12.27%	% of Total Budget:		11.78%	
514	Student Services-Student focused activities to Include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	State:	0		State:	0		
		Federal:	406,161		Federal:	56,572		
		Other:	2,445,677		Other:	2,574,952		
		Total:	2,851,838		Total:	2,631,524		
		% of Total Budget:		13.12%	% of Total Budget:		11.12%	
515	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State:	0		State:	0		
		Federal:	74,696		Federal:	0		
		Other:	2,530,416		Other:	2,775,679		
		Total:	2,605,112		Total:	2,775,679		
		% of Total Budget:		11.98%	% of Total Budget:		11.72%	
516	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	State:	0		State:	0		
		Federal:	2,419,828		Federal:	3,008,623		
		Other:	2,078,376		Other:	2,531,763		
		Total:	4,498,204		Total:	5,540,386		
		% of Total Budget:		20.69%	% of Total Budget:		23.40%	

Program Number	Major Program Area and Purpose FY 08-09 Actual Expenditures	FY 09-10 Budget Expenditures FY 10-11 Appropriations Act			FY 10-11 Budget Expenditures			Key Cross References for Financial Results*
517	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State:	0		State:	0		
		Federal:	0		Federal:	0		
		Other:	52,363		Other:	38,056		
		Total:	52,363		Total:	38,056		
		% of Total Budget:		0.24%	% of Total Budget:		0.16%	
518	Penn Center -Provide assessment and coordinate services to rural at-risk families on St. Helena Island.	State:	0		State:	0		
		Federal:	0		Federal:	0		
		Other:	0		Other:	0		
		Total:	0		Total:	0		
		% of Total Budget:		0.00%	% of Total Budget:		0.00%	
519	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State:	0		State:	0		
		Federal:	6,580		Federal:	0		
		Other:	1,499,148		Other:	1,475,043		
		Total:	1,505,728		Total:	1,475,043		
		% of Total Budget:		6.93%	% of Total Budget:		6.23%	
	Grand Total	State:	1,834,243		State:	1,461,646		
	Grand Total	Federal:	3,303,562		Federal:	4,564,923		
	Grand Total	Other:	16,600,759		Other:	17,647,338		
	Grand Total	Total:	21,738,564		Total:	23,673,907		

Category 1 - Senior Leadership, Governance, and Social Responsibility

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

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

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

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

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

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

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

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

procedures are contained in the Student Handbook, Faculty Manual, and the USCB and USC Policies and Procedures Manuals.

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

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

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

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

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

The flow of communication begins with senior administration who are the team leaders for their respective units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental meetings and in committee meetings. The feedback is used to meet the needs expressed by faculty and staff for continuous improvement in programs and services. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering to be a member of USCB committees. An Academic Awards Ceremony, presided over by the Chancellor and EVCAA that recognizes the accomplishments of faculty and students, is held annually. Faculty and staff are eligible for annual Pay for Performance

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

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

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

The Chancellor evaluates senior administrators annually. The Chancellor prepares a letter summarizing the evaluation and a signed acknowledgement memo of the evaluation is placed in the personnel file. In addition to these evaluations, USCB administers the Administrator 360 Degree Evaluation to the Chancellor and senior administration every three years, and is used to enhance the personal professional development of senior administrators at USCB.

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

The Department Chairs, some faculty, and some non-classified administrators are evaluated by the EVCAA annually, according to criteria set forth in the USCB Faculty Manual.

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

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

Senior administrators are evaluated once every three years by way of the USCB Administrator 360 Degree Evaluation process. Each senior administrator is evaluated by peers, direct superior and direct subordinates on interpersonal skills, judgment, leadership skills, management capabilities, and personal integrity. Senior administrators also report annually to the Chancellor on achievements of performance objectives and measures of their respective units and annual assessment plans.

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

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

The IEC is responsible for overseeing general education assessment as well as reviewing the academic and support units' assessment reports. Major assessment is done in concert with the USCB's mission and strategic plan. Academic programs and services are reviewed by internal and external constituencies such as the SCCHE, SACS, NCATE, NAEYC, CCNE, and the USCB Academic Program Review process. The Human Services Program is seeking external accreditation by the Council for Standards in Human Service Education. Peer review is the basis of all accrediting processes. Using a peer review process insures that decision making is data-driven, mission driven and strategic-plan based.

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

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

The USCB Crisis Management Team works closely with administrators to address events that could affect the health and safety of students, faculty, and staff or damage the reputation of USCB. In 2010, USCB hired an Environmental Health Manager to work closely with all departments on the issues of materials dispersal, environmental and hazardous waste as well as to conduct periodic environmental assessments of all campus operations.

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

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

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

Category 2 - Strategic Planning

Program Number and Title	Supported Organization Strategic Planning	Related FY 10-11 Key	Key Cross References for Performance Measures*
	Goal/Objective	Action Plan/Initiative(s)	
1 – Teaching and Learning	1) Strengthen and expand academic offerings 2) Provide an environment conducive to teaching and learning	1) Develop and implement degree programs to meet baccalaureate-level needs of the region 2) Provide adequate and appropriate facilities to support academic and administrative needs 3) Increase and strengthen connectedness among students, faculty, and staff	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.2-3 7.5-3 7.5-5
2 – Research, Scholarship and Creative Achievement	1) Support scholarship and the pedagogy of the faculty	1) Increase scholarship and research opportunities for faculty 2) Explore funding sources for research and scholarship 3) Increase student involvement in faculty research projects 4) Increase opportunities for artistic and cultural expression	7.4-1
3 – Recognition, Visibility, and Community Involvement	1) Build the University's reputation and strengthen its base of support 2) Develop appropriate partnerships that support the University's mission	1) Enhance relationships with key partners 2) Expand visibility via marketing and online initiatives	7.5-4 7.5-6
4 – Service Excellence	1) Expand and strengthen student support services 2) Expand and diversify the student population 3) Provide an environment conducive to teaching and learning 4) Improve service excellence university-wide	1) Recruit and retain a diverse student body 2) Provide high quality and accessible student support services 3) Increase retention and graduation rates	7.2-1 7.2-2 7.2-3 7.4-1 7.4-2 7.4-3 7.5-1 7.5-2
5 – Quality of Life in the University Community	1) Expand and strengthen student support services 2) Maintain access and affordability 3) Build the University's reputation and strengthen its base of support	1) Improve access and opportunity for student financial support 2) Improve communication of information and events	7.3-1

1. What is your Strategic Planning process, including key participants, and how does it address:
a) Your organizations' strengths, weaknesses, opportunities and threats;
USCB has engaged in systematic, University-wide strategic planning for many years. The strategic planning cycle is five years with annual updates. Strategic planning involves input from all members of the USCB community and a wide representation of external stakeholders. Ongoing and systematic assessment is vital to USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external agents such as SACS and SCCHE.

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

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

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

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

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

c) Shifts in technology, student, and community demographics, markets, student and stakeholder preferences, and competition;
Shifts in technology, student and community demographics, markets, and competition are addressed in the USCB Strategic Plan. The USCB ITSS staff continuously monitors changes in the market. Through participation in industry leading organizations, we are able to anticipate approaching shifts in technology and plan the implementation of those changes. There is on-going training for faculty in instructional technology to improve teaching methodology. A lecture capture system is being used to give students and faculty more control and access to course lectures using multiple sources such as computers, PDAs, iPods, and cell phones. The University has a forward-looking IT plan to respond to future technology needs of our students. The institution has been able to continue its IT plan with student technology support and lottery technology appropriations. However, this plan will be severely hampered should lottery appropriations be cut.

USCB uses census data and conducts long-term studies to identify student demographics and market segments. Students come from 37 states and 13 foreign countries. USCB has had the largest percent of Hispanic students among campuses in the USC System for the past six years. The IER office conducts a number of internal and external surveys such as the Graduating Student and Alumni surveys, National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) to gather information on student and community satisfaction. In addition, the Noel-Levitz Student Satisfaction Inventory was administered to collect data on students which provide important national, statistically significant responses regarding perception, satisfaction and engagement.

USCB's growth by 10% for five of the last six years since becoming a baccalaureate university has demonstrated the need for a four-year degree granting institution in the Lowcountry. In the fall of 2010, USCB's enrollment increased by 4%. The Lowcountry has been one of the fastest growing regions of the state over the past decade.

In addition to rapid growth in student enrollment from the four-county SC service areas, USCB has significantly increased its student population from within the state of SC. The opportunity for students to get a USC system education and experience living in the Sea Islands region of the state, in combination with the fact that USCB's tuition is most affordable for a baccalaureate degree in the USC system is proving attractive. USCB is also reaching into the nearby Savannah metropolitan area to attract undergraduate students. This new market offers much potential as Savannah is experiencing rapid population growth in Effingham and Bryan Counties. USCB's Hilton Head Gateway Campus is much more geographically accessible for students from Effingham County and for adult students employed by Gulfstream, JCB and other industries located along the Interstate 95 corridor. USCB offers in-state tuition to residents of the metropolitan Savannah area that includes Chatham, Effingham, and Bryan Counties.

Lastly, USCB is tapping new markets, particularly in the Midwest and East Coast. Using data collected by USCB and by Hilton Head tourism watchers, USCB is finding that families and students familiar with Hilton Head Island are visiting USCB, applying and matriculating. As the communications and recruiting program expands, we expect to grow in this market segment.

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

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

e) Long-term organizational sustainability and organizational continuity in emergencies
All units in conjunction with the IEC, annually review the mission and strategic plan to determine status of goals and objectives. A university-wide Strategic Planning Committee drafted the 2010-2015 USCB strategic plan following the aforementioned process to ensure continuity and stability.

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

f) Your ability to execute the strategic plan
USCB achieves its mission and goals using a four-phase Institutional Effectiveness and Strategic Planning Framework/Process.

USCB Institutional Effectiveness and Strategic Planning Framework/Process
Phase I: Analysis and Input Process
- There is University-wide analysis and input by all areas of USCB through responses to surveys and/or questionnaires or by other means (SWOT Analysis).
- Key performance areas (Academic Affairs, Advancement, Athletics Development, Community Outreach, Finance and Operations, and Student Development) analyze and/or identify:
  o The strengths and weaknesses of the internal environment of USCB that includes organizational performance and organizational design;

- o The political, economic, sociological, and technological forces of the external environment;
  - o The stakeholders of USCB;
  - o USCB's competition; and
  - o Resources of USCB.
- The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input.
- The Administrative Council Retreat is held to discuss results of the data analysis.

Phase II: University-Wide Plan
- Strategic goals and objectives are developed and/or revised for the USCB Strategic Plan.

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

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

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4)
The key strategic goals identified in the institutional analysis are actions to be taken and intended to lead to the improvement of the academic programs and support services at USCB. The goals are listed in the Strategic Plan and are used to develop unit plans and the IE-OA Reports. The Strategic Plan demonstrates the solid ground on which the institution stands because of planning and using the results of evaluation to achieve the mission and goals of USCB.
University Goals
1. Teaching and Learning
2. Research, Scholarship and Creative Achievement

3. Service Excellence
4. Quality of Life in the University Community
5. Recognition, Visibility, and Community Involvement

Strategic objectives

I. Strengthen and expand academic offerings

II. Strengthen and expand student support services

III. Expand and diversify student population

IV. Support scholarship and the pedagogy of the faculty

V. Provide an environment conducive to teaching & learning

VI. Build the university's reputation and strengthen its base of support

VII. Develop appropriate partnerships that support the University's mission

VIII. Maintain access & affordability

IX. Improve service excellence university-wide

Strategic challenges

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

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

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

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

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.
Key action plans/initiatives are identified in the Institutional Analysis of Phase I or by key performance areas in and of themselves. They are actions to be taken and intended to lead to the improvement of the educational programs and support services of USCB. They are listed in the USCB Strategic Plan, and the unit plans and are used to develop annual IE-OA reports. All of USCB's goals and objectives are geared toward the achievement of the mission.

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

The unit head oversees the development of unit plans and annual IE-OA Reports within their units. The action plans, known as IE-OA Reports address USCB's mission and goals, and the unit head's expectations for improvements in their areas. These plans are monitored throughout the year and allocations of resources are based on data driven assessment. The IEC monitors the

action plans and makes recommendations regarding the results of the IE-OA Reports to the Chancellor who then submits those with budget implications to the Budget Committee.

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

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

7. The agency's internet homepage address to access the strategic plan.
The strategic plan is available at
http://www.uscb.edu/about_us/offices/institutional_effectiveness_and_research/docs/USCB_201 0_to_2015_Strategic_Plan.pdf

Category 3 - Student, Stakeholder, and Market Focus

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

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

USCB has identified its markets based on geographic proximity and affinity to Hilton Head Island. A strategy for creating a diverse, lively campus by serving local residents of four counties in SC, the metropolitan Savannah area, the state of SC Midwestern/east coast communities with strong links to Hilton Head Island continues to be successful.

The office of University Advancement USCB developed a complete set of recruiting collateral, continues direct mail outreaches across the state and the eastern United States, enhanced its ways of building awareness of USCB to families on vacation, enhanced its website and use billboards more effectively. A magazine which reaches parents and community partners continues to improve. The institution won two CASE Awards and an Admissions Marketing Report Award for the quality of messaging it has developed. The Marketing and Recruiting Team consisting of the Vice Chancellor of Student Development, Assistant Vice-Chancellor for Enrollment Management and Recruiters are reaching more effectively outside our local area. With a powerful, marketing and recruiting approach and the development of a strategic enrollment plan, USCB will continue to develop a more comprehensive marketing and communications plan.

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

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

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?
The Office of Advancement established an alumni association that helps gather feedback from alumni. Unfortunately, the alumni magazine that was produced annually was cut this year due to severe state budget reductions. The unit continuously works to coordinate feedback from academic and support areas to evaluate student satisfaction and needs. Data is collected from prospective students on Prospective Students day twice a year and in the application for admission.

Graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, employer surveys, NSSE, the Noel-Levitz Student Satisfaction Inventory and internship surveys are given by the IER office to gain information on programs and services. Each academic program has an advisory board that provides support and feedback on academic programs.

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

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

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.
USCB responded to a broader spectrum of critical educational needs and interests of citizens by becoming the region's first baccalaureate degree-granting institution. Recognizing teaching as its primary function, USCB recruits and continuously develops highly qualified faculty members with current content knowledge, outstanding instructional skill, and a student-centered philosophy of education. Through its dedicated professional administration, faculty, and staff, we seek to provide a learning environment, which is technologically current, supportive of students with diverse interests and abilities, and dedicated to student success. On-campus housing, student programs and organizations and athletics are available to students to further engage them outside of the classroom while also cultivating a strong sense of community within USCB. In addition, associate degree programs are offered to military personnel and their families. As the region grows in population and complexity, USCB is becoming a key resource for intellectual, social, cultural and economic life for students and stakeholders.

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

The USCB Student Grievance Process and Procedure is published in the Academic Bulletin and in the Student Handbook. The purpose of the student grievance process is to furnish a student enrolled at USCB with a formal, standardized, and timely method for seeking a resolution when the student believes s/he has been treated unjustly or improperly by a faculty or staff member.

The Student Government Association (SGA) has developed cards and an online mechanism to collect student ideas and suggestions called "Your Voice" where complaints about university issues can be can be recorded. The SGA President sits on the Chancellor's Administrative Council and Cabinet and s/he takes the complaints to the administration for discussion and solution. In addition, the Chancellor meets with SGA several times a year, and hosts forums that all students are invited to attend.

Other stakeholders can voice complaints in a number of ways. The purpose of the Beaufort Employees Classified and Non-Classified (BEACON) organization is to coordinate employee suggestions concerning management and operations of USCB campuses, and promote the welfare of all employees. Complaints may also be taken to the USCB Human Resources office or to a unit supervisor. Faculty follow the grievance process and procedure outlined in the USCB Faculty Manual.

Category 4 - Measurement, Analysis, and Knowledge Management

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

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

Some of USCB's processes are mandated by external state and federal entities such as the state of SC and the SCCHE, Title II and Title IV and the Higher Education Act of 1965. As a state university, USCB is required to report annually on a range of indicators as part of the South Carolina's performance-based funding model. This level of assessment provides a broad overview of how well the institution is meeting its mission and serving the state. The scorecard approach also allows for benchmark comparisons with other colleges and universities within SC. Institutional effectiveness measures are also mandated by state law. All SC public colleges and universities must assess academic advising, library resources and services, student development,

general education, technology competency, and majors and concentrations on a rotating annual basis. Each institution determines the tools and methodologies it will employ for this level of assessment. Preparing for the accreditation processes of SACS, NCATE, NAEYC, CCNE, and the CSHSE, is another means by which USCB initiates self-studies that examine and track student learning, organizational performance, and allow us to measure progress relative to strategic objectives and action plans.

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

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

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?
Comparative data and information is selected according to the goals of the Strategic Plan. The annual IE-OA reports are used to assess goals and objectives for each unit and are the basis for the next year's plan. USCB has conducted many surveys to establish baseline data. Some examples include the NSSE and FSSE, the Noel-Levitz Student Satisfaction Inventory, and the ACT CAAP and Major Field Tests (MFT) for academic assessment. Also, USCB uses data available on the SCCHE website to compare to other similar institutions statewide. Integrated

Postsecondary Education Data System (IPEDS) produces an annual report that provides data which allows USCB to compare to other similar institutions. USCB strongly encourages and implements data driven decision making to improve and expand its academic programs.

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

Needed data is made available according to established USC policies. Access must be requested and approved based on job functions and duties. The Data Access Policy (http://www.sc.edu/policies/ppm/acaf702.html) and the Freedom of Information Policy (http://www.sc.edu/policies/ppm/hr100.html) provide additional information regarding the access of data. Additional aggregate data is shared through websites, presentations, and correspondence to key constituents.

6. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

USCB protects the security, confidentiality, and integrity of its records and maintains security measures to protect and back up data. The University follows standard confidentiality and security policies and procedures such as firewalls, redundancy systems, and password protection to ensure data integrity and availability. Incremental backups are done on a daily basis for local data. USC Columbia maintains critical data for USCB. Requests for data that may be required for decision making are handled by the department owning the data.

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

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

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

The Chancellor and Administrative Council meet biweekly and transmit the information from these meetings to their units through face to face meetings with staff and through the *University Weekly Update*. Unit heads are responsible for disseminating the information and ensuring that new guidelines, policy and procedures, best practices are being followed to make day-to-day decisions by staff and directors. The USC System holds system-wide meetings with the academic and support services units such as the registrar, admissions, institutional effectiveness, academic

affairs, finance, USCB leaders' council, student affairs, and financial aid where best practices are shared among colleagues. Best practices are learned from faculty and staff attendance at professional associations and conferences and brought back to USCB staff through transfer of knowledge and cross-training workshops.

Category 5 - Workforce Focus

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

The USCB leadership team creates, values, and promotes consistent communication at all levels of the organization through: 1) emailed information concerning various issues, 2) annual Employee Performance Management System (EPMS) evaluation meetings, and 3) Employee Recognition Awards Ceremony Programs. These forums are created as a strategy to empower employees, build morale, and facilitate communication by allowing employees to participate and provide feedback. They also allow for participation in the decision-making and strategic planning process of the agency. Managers should also encourage and motivate employees through the EPMS. The EPMS process is crucial in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, and evaluation of employee performance. The agency measures the "Meets by Default" rate (meaning the employee receives the "Meets Requirements" without feedback from the supervisor) on a monthly/annual basis and discusses the results with supervisors during monthly managers meetings. This measure provides senior managers a sense of the overall commitment that supervisors demonstrate with respect to employee development and the performance management process.

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

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

The EPMS is a crucial component in communicating, coaching, and empowering classified employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance. Faculty are evaluated through courses evaluations, an annual evaluation from the department chairs and/or EVCAA, faculty peer reviews, tenure and promotion processes and post-tenure reviews that are tied in with pay-for-performance merit raises as budget allows.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?
USCB is one University with two campuses. Effective communication is accomplished by the use of face to face contact, phone, email, Skype and interactive video technology to broadcast meetings between the campuses. Employees share time between the campuses to ensure that programs, courses, and services are available to all constituents. Faculty, staff, and administration are encouraged to attend conferences and professional development opportunities where best practices are shared and brought back to USCB staff through cross-training and transfer of employee knowledge through in-house training. The Chancellor delivers several updates during the month. Units hold regular meetings to inform, alert, and communicate to staff members. Lastly, the University Weekly Update is distributed to the entire institution.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?
Senior administration motivates and encourages employees through the EPMS. The EPMS is a crucial component in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance as budget allows.

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

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?
Senior leaders encourage employees to seek personal and professional growth opportunities that could lead to job enhancement and promotion. Senior leadership encourages staff to participate in education and training related to their responsibilities and incorporating the new information and strategies into the work culture through cross-training and in-service workshops. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth.

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

5. How does your development and learning system for leaders address the following:
 a) development of personal leadership attributes;
Training programs have been carefully developed to help employees increase their effectiveness by building and refining job skills and by gaining greater knowledge of USC System operations. Developmental programs prepare personnel for increased or new responsibilities and broaden individuals as a whole.

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

c) ethical practices;
Group facilitators are used to encourage discussion on Core Service Values that have been adopted. Staff were initially required to attend workshops and the Core Service Values have

become an integral part of the institutional effectiveness planning process. In addition, USCB utilizes the USC resources to bring institution wide training and education in this area.

d) your core competencies, strategic challenges, and accomplishment of action plans?
Each of the USCB offices represented on the institutional organizational chart, as well as all degree program administrators, are required to submit an annual IE-OA report. Administrators and faculty are required to identify their office/unit's purpose, specific goals for future years and the relationship to the major goals included in the USCB mission and Strategic Plan. An annual close out report is also required to identify the goals that have been met and those that have not.

This IE-OA report structure ensures that USCB's administrators are continuously evaluating their unit's core competencies and the manner in which the university's strategic challenges affect the accomplishment of action plans.

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

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

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

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

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

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

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

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

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

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

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

USCB has established a systematic prevention-based and community-involved approach to safety and health for all students, employees, customers, and visitors through the development and implementation of a Safety Committee. The Director of Public Safety, the Director of Maintenance, the Vice Chancellor of Finance, the Executive Vice Chancellor of Academic

Affairs, the Vice Chancellor of Student Development, the Associate Vice Chancellor of Academic Affairs, the Department Chair of Science and Mathematics and the Environmental Health Manager are members of this team which meets monthly. The Safety Committee members discuss, review and approved safety policies and programs, which then are submitted to the Chancellor for final approval. Once approved these policies and programs are implemented, executed and documented by either the Department of Public Safety or the Environmental Health Manager. The Department of Public Safety and/or the Environmental Health Manager direct on-going university-wide safety initiatives, collect and analyze safety related data, make recommendations for improvement, and monitor the implementation of recommendations and their effectiveness. The Department of Public Safety also tracks crime reports within the local jurisdiction, and submits an Annual Security Report in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

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

Category 6 - Process Management

1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?
USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our core competencies. Senior leadership and unit heads determine areas of emphasis for organizational involvement and support through USCB's ongoing Institutional Effectiveness and Strategic Planning Framework/Process initiatives and communicates information to administration, faculty, staff, and students via face-to-face meetings, committees, and weekly electronic updates. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA reports. The Director of IER compiles and analyzes the data from the institutional analysis in which the strengths, weaknesses, opportunities and threats of USCB are identified, along with the results of the IE-OA reports, and presents the information to the IEC, the Chancellor and the Administrative Council. Extensive discussions center on how best to address a variety of issues and how to develop appropriate strategies and objectives to advance the institution. In addition, Core Service Values that were defined by the institution are integrated into the daily workplace. Core competencies for students are identified in the General Education program.

2. What are your organization's key work processes?
With its mission of teaching, research, and service, USCB responds to regional needs, draws upon regional strengths, and prepares graduates to participate successfully in communities locally and across the globe.

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

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

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

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

The Student Development Unit provides student development services and programs that assist students in achieving educational, career, and personal goals. In addition, the unit strives to develop and maintain partnerships with other entities to better serve the educational needs of the geographic region. The Student Development Unit is responsible for admissions, financial aid, student housing, military programs and career and disability services.

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

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

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

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key work process requirements?
USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine our key learning-centered process requirements. Focus groups, needs assessment

surveys and extensive discussions with internal and external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. Each unit is responsible for identifying key learning centered processes for their area and identifies, assesses, and uses the results for improvement annually in the IE-OA Reports.

4. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?
New technology has been an important factor in continuous improvement in student learning and improved student satisfaction. Technology advances in recent years have positively impacted communication and other processes at USCB. Meetings and focus groups provide ongoing communication with those we serve in order to incorporate improvements within the institution.

5. How do you systematically evaluate and improve your work processes?
USCB uses the Institutional Effectiveness and Strategic Planning Framework/Process to continuously review and improve all University processes.

6. What are your key support processes and how do you evaluate, improve and update these processes to achieve better performance?
USCB's overall processes are reviewed on an annual basis using the Institutional Effectiveness and Strategic Planning Framework/Process.

As a relatively new four-year institution, USCB is establishing and documenting the basic business processes it has in place and those areas into which it needs to expand—as well as assessing the unit's effectiveness. In the Marketing and Communications area, a specific process, the storage of all files, was identified and responsibility for improvement assigned in one person's EPMS. In addition, the department uses client meetings to identify marketing opportunities and a list of messages, media and specific communications projects to address the opportunities. These are then followed up with a written report and a follow-up meeting within 4-6 weeks.

These customer assessments enable the unit to establish a program of customer led continuous improvement. Outreach assessments that continued in 2010-2011 are; (1) direct mail with directed response to the web page; (2) joint development of products with client units such as the Academic Units and Student Development that allows direct input in evaluating products and, assessments from parents and students on two prospective student visit days each year. In addition, USCB also administers the National Survey of Student Engagement (NSSE).

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

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

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

Resources are determined by three factors:

- State Appropriations
- County Appropriations
- Tuition and Fee Revenues

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

Category 7 – Organization Performance Results

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

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

Since 2004, USCB has grown from 6 to 14 baccalaureate degree programs. Chart 7.1-1 shows the growth in the number of baccalaureate degree programs. Sociology and Computational Science degrees were added during the 2010-2011 year.

Chart 7.1-1: Number of Baccalaureate Degree Programs

Chart 7.1-2: Students by Degree Type

Chart 7.1-3 Students By Major (Percentage)
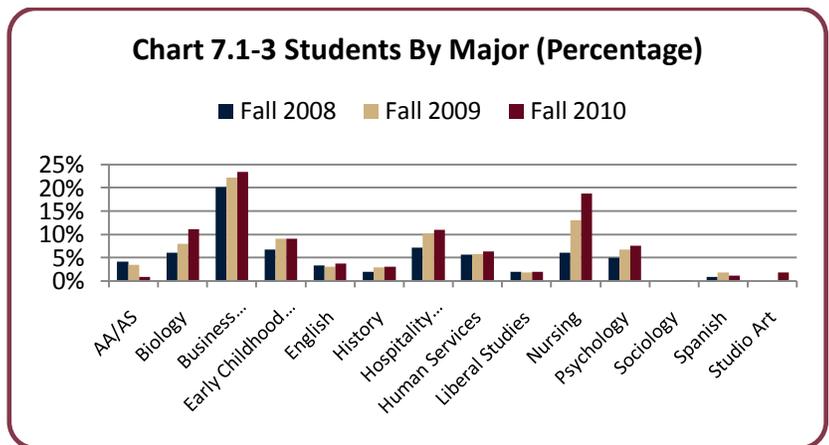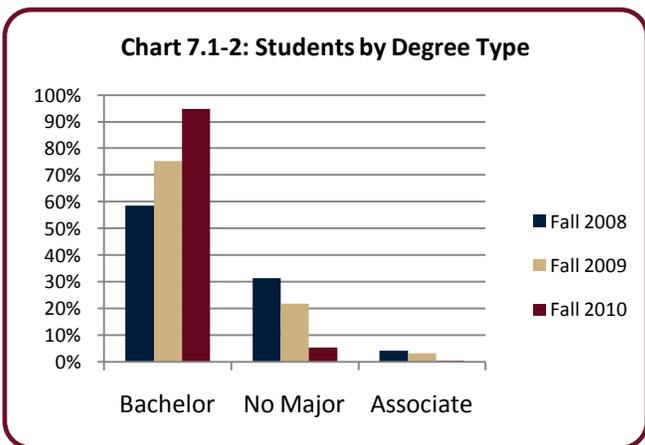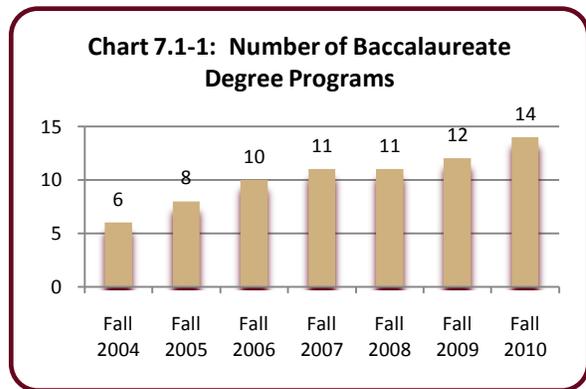
Charts 7.1-2 and 7.1-3 show the shift in students enrolled in bachelor degree programs instead of associate degree programs or "no major." This trend has developed as USCB has added more programs and students continue to declare majors. Associate degree programs are only available to active duty military personnel and their family members.

Chart: 7.1-4: Level of Academic Challenge

■ USC Beaufort ■ NSSE 2011

First Year   Senior
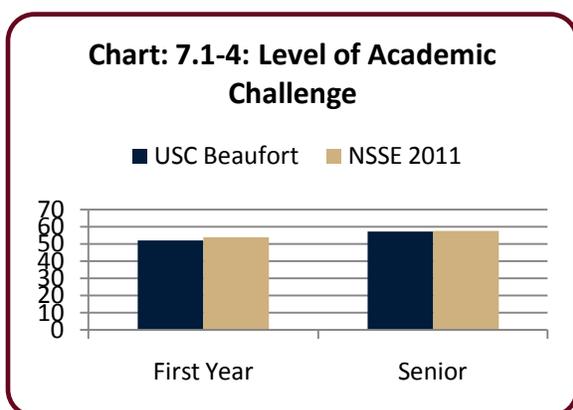
USCB participated in the National Survey of Student Engagement (NSSE) in Spring 2011. The results will be used for evaluating the Quality Enhancement Plan (QEP) as well as informing USCB on areas we can improve upon. Chart 7.1-4 shows the weighted mean comparison of USCB freshmen and seniors to national counterparts on the benchmark level scores related to academic challenge. According to NSSE, "Challenging intellectual and creative work is central to student learning and collegiate quality."

Chart 7.1-5: Active and Collaborative Learning Environment

■ USC Beaufort ■ NSSE 2011

First Year   Senior
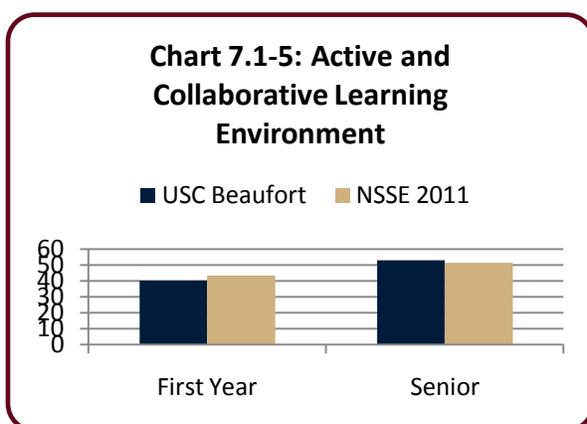
In the NSSE Benchmark comparison report for USCB, it states, "Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings." Chart 7.1-5 shows the weighted mean comparison for USCB against national data on benchmark scores related to active and collaborative learning. The NSSE survey will be administered once again in Spring 2012.
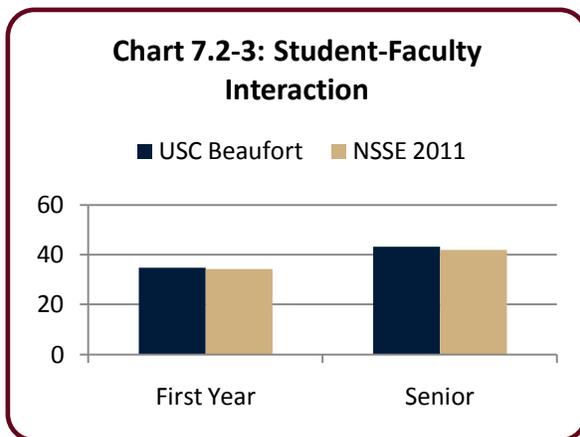
To aid in program assessment, the Psychology and Business programs administered the Major Field Tests. This data will be analyzed and used for continuous improvement of the degree programs. USCB also administers a Graduation (exit) Survey which is used to provide feedback to academic program administrators. Some departments use capstone courses and projects, portfolios, and scoring rubrics for assessment in the major.

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

Advisement surveys, student evaluations of teaching, Graduate (exit) Survey, Noel-Levitz Student Satisfaction Inventory and alumni surveys are used to measure student satisfaction. Comparative data for higher education institutions appears on the CHE website and appears on the websites of the 33 public colleges and universities in SC.
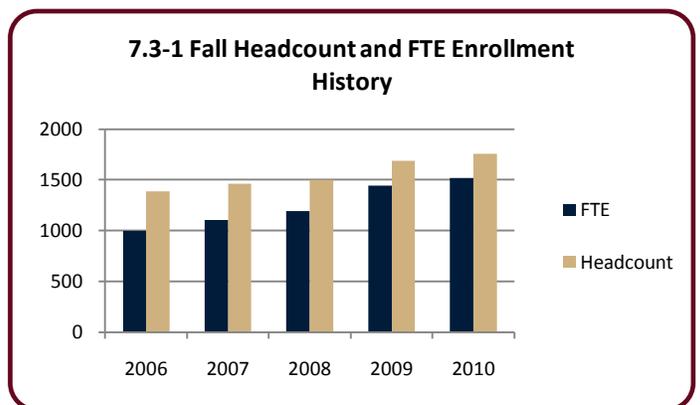
Chart 7.2-1: Instructors were accessible outside of the classroom.

	Percentage
Strongly Agree	~58
Agree	~38
Neutral	~2
Disagree	~1
Strongly..	~1
N/A	~1

Chart 7.2-2: Instructors were interested in my academic and personal development.

	Percentage
Strongly Agree	~51
Agree	~39
Neutral	~7
Disagree	~1
Strongly..	~1
N/A	~1
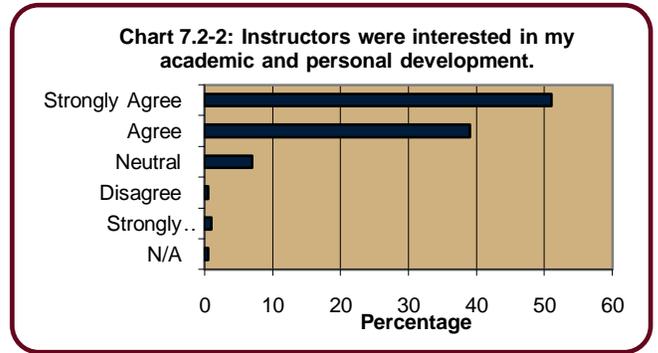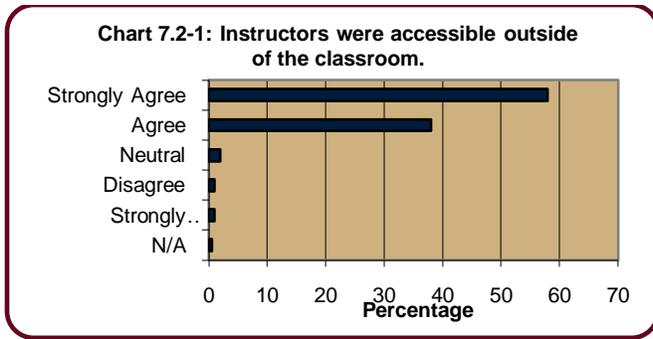
Charts 7.2-1 and 7.2-2 illustrate that USCB students are satisfied with the availability of faculty and the interest shown to them by faculty as reported on the 2011 Graduate (exit) Survey.

Chart 7.2-3: Student-Faculty Interaction

Legend: USC Beaufort, NSSE 2011

	First Year	Senior
USC Beaufort	~34	~43
NSSE 2011	~34	~41

Referring back to the 2011 NSSE results, Chart 7.2-3 shows the weighted mean comparison of USCB freshmen and seniors to national counterparts on the benchmark level scores related to student-faculty interaction. The NSSE report states, "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning." In fact, USCB improved in this area since 2010.

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

Levels are predicated based on current enrollment. Expanding enrollment allows the institution to grow and affords students a top notch education, safe environment, and state of the art infrastructure. Each semester enrollment is tracked to ensure that budget projections are on target. Chart 7.3-1 shows a steady rise in USCB headcount and FTE since Fall 2006.

7.3-1 Fall Headcount and FTE Enrollment History

Legend: FTE, Headcount

Year	FTE	Headcount
2006	~1000	~1400
2007	~1100	~1450
2008	~1200	~1500
2009	~1450	~1680
2010	~1520	~1750

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

Faculty receive annual evaluations from the department chairs and/or the EVCAA and from students via course evaluations. USCB uses the EPMS format to evaluate staff performance and gives them an opportunity to respond to the evaluation. Staff satisfaction can be discussed during

Beacon meetings as well as with their immediate supervisor. All employees are encouraged to seek professional development opportunities. In the 2010-2011 year, each tenure-track faculty member was awarded $1600 for professional development and the Faculty Development Committee received $10,000 to award on a competitive basis to other faculty. The Faculty Welfare Committee conducts faculty surveys that are shared with the administration. Faculty attend numerous professional development conferences and workshops to remain active in their fields, as the budget allows. The engagement and enthusiasm of USCB faculty is demonstrated by their success in securing external funding to support scholarship and research in their respective fields.

Chart: 7.4-1: Average External Funding Dollars per Full-Time Faculty Member

Chart 7.4-2: 2010 Average Faculty Salaries
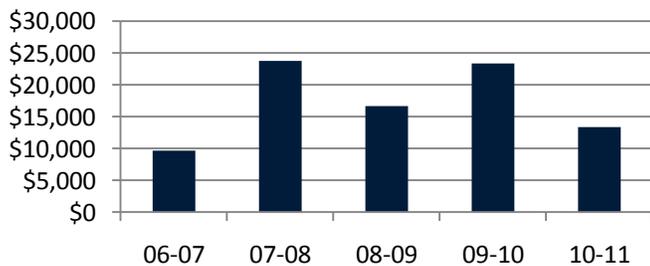
Chart 7.4.1 shows the average amount of external funding per full-time faculty member for the past five academic years.
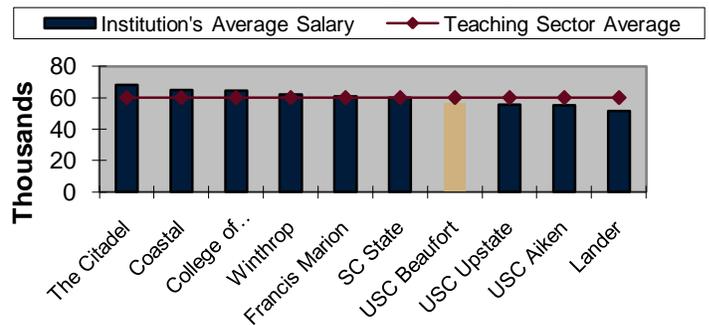
Chart 7.4.2 shows the average faculty salary comparison of USCB with other four-year institutions within South Carolina. This demonstrates that USCB is offering competitive faculty salaries.

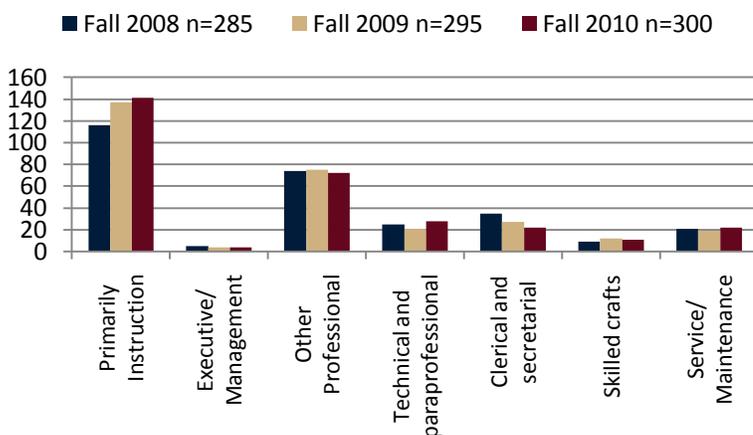**Chart 7.4-3: Employees by Category (Source: IPEDS)**

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

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and work system performance (include measures related to: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

Performance of key measures is monitored through the Institutional Effectiveness Cycle, using annual IE-OA reports from each unit. Retention and graduation rates are studied to identify trends. Chart 7.5-1 shows the retention rates of six cohorts. This is a one-year retention rate that shows the percentage of first year students (typically new freshmen) that started during fall of one year who returned to USCB in the fall of the next year. USCB became a baccalaureate degree-granting institution in 2004 and admissions standards have changed and strengthened over the years. The shift from a two-year to a four-year institution still affects

Chart 7.5-1: Retention Rates of New Freshmen After One Year

these numbers but USCB continues to study the retention of students and investigate ways to increase this percentage. Students who transfer within the USC System are not included in this rate. The USCB Enrollment Management Team (EMT) studied the 2005 cohort and discovered that poor academic performance was not a significant issue relating to retention. Many students left to pursue a major at another four-year institution not yet offered at USCB. Many transferred to USC, which could indicate they wanted a larger school experience. As USCB adds more majors and services, increases in the retention rate are expected to continue. In fact, the retention rate for Fall 2008 to Fall 2009 was the highest for USCB in more than ten years. The EMT continues to study the fluctuations in retaining students.

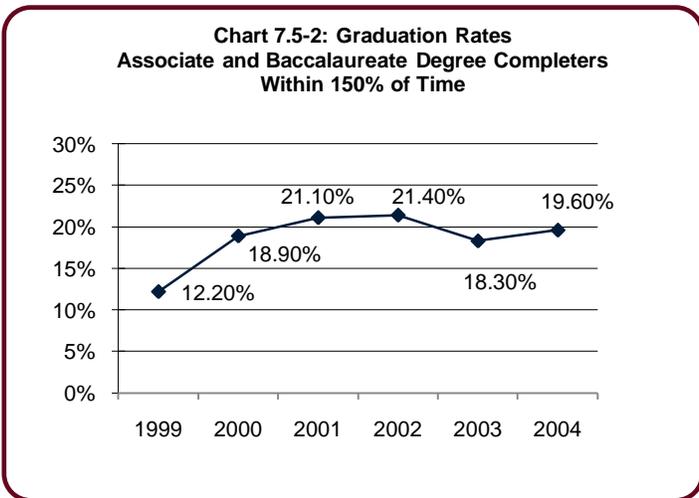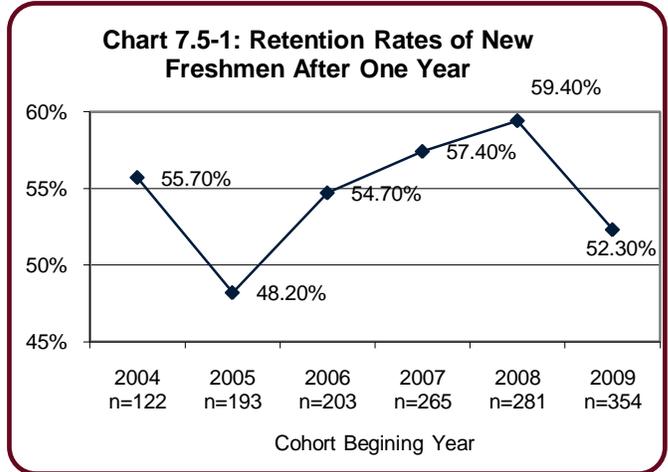Chart 7.5-2: Graduation Rates Associate and Baccalaureate Degree Completers Within 150% of Time

Chart 7.5-2 shows the graduation rates for associate and baccalaureate degree seeking students within 150% time to degree. USCB's cohorts prior to 2004 were only associate-degree seeking students, but the rates for 2000 forward include students who graduated within three years with an associate degree or six years with a bachelor's degree. The 2004 cohort was the first consisting of baccalaureate degree seeking students.

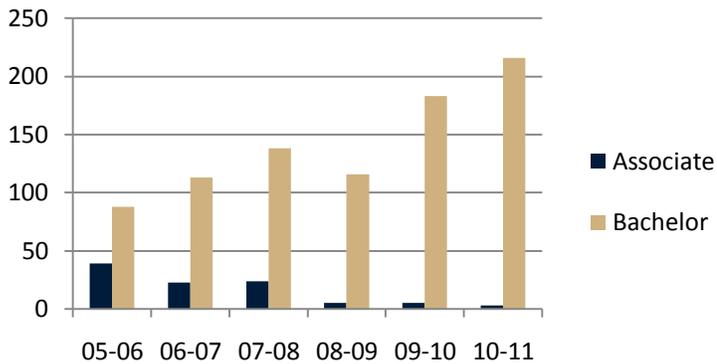**Chart 7.5-3: Degrees Awarded at USCB**

Chart 7.5-3 shows the number of degree awarded at USCB. This illustrates the decline in associate degrees awarded and an increase in baccalaureate degrees awarded as more programs become available and the university responds to regional needs. Once again, according to NSSE, "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus."

Chart 7.5-4: Supportive Campus Environment
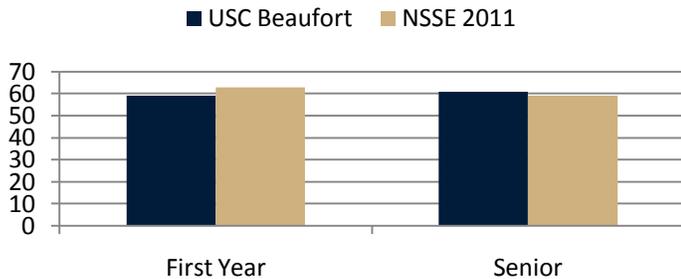
Our NSSE data (Chart 7.5-4) shows the weighted mean related to a supportive campus environment as slightly below the national average for first year students but even for seniors. Through the enhancement of student life activities, the new student center, and the growing athletics program, students will have more opportunities for social interaction on campus.

Chart 7.5-5: Enriching Educational Experiences
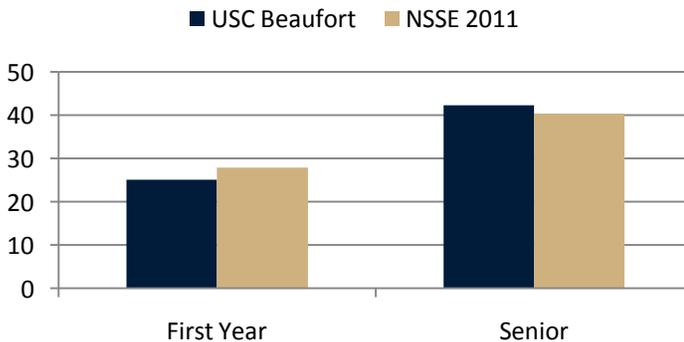
The NSSE report states, "Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge." Another measure of student development is the NSSE weighted mean related to enriching educational experiences. Chart 7.5-5 shows USCB first year students as slightly below the NSSE mean but the seniors are slightly above.

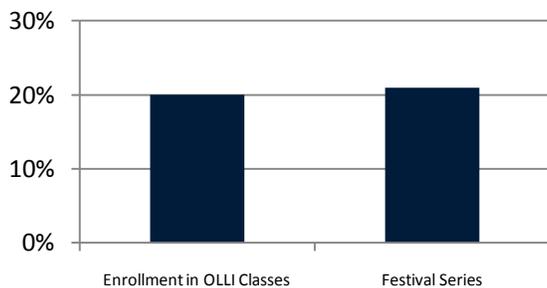**Chart 7.5-6: Percentage Growth in Community Outreach Educational Opportunities**

Chart 7.5-6 shows the growth in Community Outreach activities from 2009-2010 to 2010-2011. Enrollment in Osher Life Long Learning Institute (OLLI) classes increased by 20%, while attendance at the Lunch with Authors series remained flat. The USCB Festival Series experienced a 21% increase in ticket sales.

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

a) accomplishment of your organizational strategy and action plans

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

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

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

Ethical behavior is maintained by adherence to The Carolina Creed. Choosing to join the USC community obligates each member to a code of civilized behavior. Students conform to The Carolina Creed, the USCB Academic Code of Conduct, and the Student Code of Conduct. Students of USCB are expected to be honest and forthright in their academic endeavors. All members of the USCB community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others. Conduct rules, disciplinary penalties, and complete hearing procedures are contained in the USCB Student Handbook.

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

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

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

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

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

d. organizational citizenship in support of your key communities?

USCB enhances the quality of life of the Lowcountry by providing services and programs through various units, both academic and non-academic, which address the cultural and economic needs of the community. The 2011 NSSE survey showed that 46% of seniors who responded had participated in service learning projects as part of their academic requirements and 57% has participated in community service or volunteer work. USCB partners with

governmental, civic, community, cultural, arts, and educational groups to advance the quality of life of the region.

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

USCB and its staff play an important role in the leadership of various civic and community groups. For example, USCB supports Main Street Beaufort which exists to promote the city of Beaufort as a tourist destination and to support the businesses of Beaufort.

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

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

USCB partners to provide a venue (Center for the Arts) for the Beaufort Orchestra to perform concerts annually for the community. USCB provides for the community's cultural enrichment through the USCB Festival Series. The USCB Center for the Arts hosts community theater groups, popular concert series, exhibitions, gallery shows, and other cultural events for the community.

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