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Agenda Item 4.02.G

Dr. Conrad D. Festa
Executive Director

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From: Dr. Vermelle Johnson, Chair, and Members, Committee on Academic Affairs and Licensing

VJB/qmm

Consideration of Mission Statement Revisions

Summary

The following institutions have requested that the Commission approve changes to their Mission Statements. Changes were submitted in fulfillment of requirements for Performance Finding Indicator 1C, Approval of a Mission Statement. A summary explanation for each institution follows, with a single staff recommendation for all requested changes at the end of the summary explanations. The mission statements, with changes shown, are attached at the end of the document.

Greenville Technical College

Greenville Technical College requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the Greenville Technical College Area Commission on November 3, 2004. The mission statement is attached at the end of the document.

Commission staff has reviewed the revised statement and found that the overall statement is largely similar to the existing mission statement. In addition to editorial changes, the proposed statement recognizes the institution's growth by increasing the number of "curriculum" students from 10,000 to 13,600, and the number of continuing education registrations from "approximately 50,000" to "over 52,000." The proposed mission statement also adds the following item to its list of fundamental beliefs:

ENTREPRENEURISM - The college encourages and promotes innovative ideas, projects, and efforts to improve services to the community.

University of South Carolina

The University of South Carolina has requested that the Commission on Higher Education review and approve a revised mission statement. The revised statement was approved by the University of South Carolina Board Of Trustees on June 30, 2004.

Commission staff has reviewed the revised statement and found that, in addition to minor editorial changes, the changes in the proposed mission statement fall in several categories. These include:

- Replacing "USC Columbia" with "USC," emphasizing USC's location in the state capital, and replacing the heading "Columbia Campus" with the heading "Flagship Campus in Columbia."
- Recognizing the name change of USC Spartanburg to USC Upstate.
- Recognizing USC Beaufort's change in status to a senior institution.
- Changing the name of the Graduate Regional Studies program to Extended Graduate Campus program.

The change in the mission statement designating USC as the flagship campus is intended to designate the Columbia campus as the flagship campus of the USC system.

Staff Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the revised mission statements for Greenville Technical College and the University of South Carolina.

Greenville Technical College

INSTITUTIONAL MISSION

The mission of Greenville Technical College, is one of the largest urban, public two-year colleges in South Carolina, serving a fall headcount of more than 10,000 in curriculum, and an annual headcount of approximately 50,000 in both curriculum and continuing education. The mission of the college is to provide the highest quality learning opportunities primarily to the residents of Greenville County through exceptional postsecondary programs and services. The college serves approximately 13,600 individual curriculum students fall semester and has over 52,000 registrations annually in continuing education.

The college's curricular offerings include (1) technical courses, certificates, diplomas, and associate degrees in business, health sciences, engineering technologies, industrial technologies, and public service; and (2) university transfer courses and associate degrees in the arts and sciences. The college also provides an extensive offering of continuing education courses for both occupational advancement and personal interest, as well as economic development services (e.g., special schools) that encourage business and industrial growth in the predominantly manufacturing community. In addition, developmental courses are available to prepare students to enter a program of study or to take the General Educational Development tests. Upon completion of their educational goals, the majority of graduates either are employed in fields related to their programs of study or transfer to four-year colleges and universities. In addition to specific technical skills, graduates have opportunities to acquire competence in critical thinking, problem solving, written and oral communication, computing, teamwork, and other skills that enhance their professional careers.

Since the college is an open admission institution, students come from diverse socioeconomic and educational backgrounds. Affordable education is provided at times and locations convenient to students. Faculty and staff are student-centered, and flexible, and recognized as well as outstanding in their fields. Various educational support services are provided to facilitate the teaching/learning process and to enhance the academic and personal development of the student, including an emphasis on articulation with local high schools and other colleges and universities.

Greenville Technical College pursues its mission based on these fundamental beliefs:

EXCELLENCE -

The college is dedicated to ~~excellence~~ achieving highest quality through continuous improvement of personnel, programs, and physical environment. Each area is held accountable for assessing the attainment of its intended outcomes.

FLEXIBILITY INNOVATION-

The college initiates and promotes new programs and services to provide state-of-the-art education to meet the changing needs of the community.

ACCESSIBILITY -

The college believes that every individual deserves an educational opportunity. Therefore, the college is accessible to any resident, both by location and flexible scheduling.

COMPREHENSIVENESS - The college offers a diversity of educational programs and services to meet the lifelong learning needs of a global community.

LEADERSHIP -

The college is a catalyst for innovation in the educational arena and through partnering with the *global* community.

COMMUNITY -

The college believes that teamwork, communication, and service contribute to quality education.

ENTREPRENEURISM -

The college encourages and promotes innovative ideas, projects, and efforts to improve services to the community.

~~APPROVED BY AREA COMMISSION, MAY 17, 2000~~

UNIVERSITY OF SOUTH CAROLINA MISSION STATEMENT

Approved by the Board of Trustees - April 1997 (June 30, 2004)

The primary mission of the University of South Carolina, a multi-campus public institution serving the entire ~~State~~ *state* of South Carolina, is the education of the state's diverse citizens through teaching, research and creative activity, and service.

Teaching

The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world. A particular strength of the University of South Carolina is the excellence, breadth, and diversity of the institution's faculty.

Research

Convinced that research and scholarship, including artistic creation, are essential for excellent teaching, the University pursues aggressively an active research and scholarship program. The University is dedicated to using research to improve the quality of life for South Carolinians.

Service

Another important facet of the University's public mission is service -- to its community, state, nation, and the world in such areas as public health, education, social issues, economic development, and family support systems.

Founded in 1801 in Columbia, the University of South Carolina began providing programs in communities statewide in the 1950s and 1960s. At that time, a network of campuses was established in response to community initiative and support for accessible, affordable educational programs principally for local citizens. In the 1970s, the Aiken and Spartanburg (*now USC Upstate*) senior campuses were granted the authority to award baccalaureate degrees. *The Beaufort campus was given this same authority in 2002.* While the regional campuses, the senior campuses, and the Columbia campus all pursue teaching, research, creative activity, and service, ~~they do~~ *each does* so with an emphasis suited to ~~their~~ *its* individual campus missions.

~~Columbia Campus~~ *Flagship Campus in Columbia*

As a major teaching and research institution, USC ~~Columbia~~, *located in the state capital in Columbia*, has long offered a comprehensive range of undergraduate and graduate programs through the doctoral level. With a mission of teaching, research, and service, USC ~~Columbia~~ addresses the state's needs for master's level, professional, and doctoral education, for conducting and sharing research, and for responding to statewide and regional demands for educational resources and professional expertise.

~~USC Columbia~~ *The University of South Carolina* aspires to national and international stature as it provides equitable access to its opportunities, resources, and activities.

Senior Campuses

Separately accredited by the Southern Association of Colleges and Schools (SACS), Aiken, Beaufort, and Spartanburg Upstate take as their primary mission the delivery of basic undergraduate education to their respective areas. These senior campuses also offer graduate-level coursework through the University's ~~Graduate Regional Studies~~ *Extended Graduate Campus* program, and *sometimes* offer master's degree programs in response to regional demand.

Regional Campuses

Accredited with USC Columbia by the Southern Association of Colleges and Schools, the regional campuses in Beaufort, Lancaster, Allendale (Salkehatchie), Sumter, and Union principally provide the first two years of undergraduate education, as well as selected associate degree programs mainly for their locales. The regional campuses also provide for the completion of bachelor degrees by offering selected upper-division course work in conjunction with the Aiken, Beaufort, Columbia and Spartanburg Upstate campuses, as well as some graduate education through the University's ~~Graduate Regional Studies~~ *Extended Graduate Campus* program. In addition to providing these programs, the regional campuses bring the resources of the entire University to citizens throughout the state.