

Section I: Executive Summary

Vision, Mission and Values

Approved by the S.C. Commission on Higher Education, May 30, 2006

Approved by USC Board of Trustees, June 29, 2006

Vision: The *University of South Carolina Upstate*, having distinguished itself as “the metropolitan university of South Carolina,” anticipates earning recognition as one of the leading metropolitan universities of the nation.

Mission : The *University of South Carolina Upstate* aims to become one of the Southeast’s leading “metropolitan” universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University’s primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master’s degrees in response to regional demand. USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.

Curricula and services are designed for the University’s students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities. The University’s metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate’s economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

Core Values: The University’s core values not only serve as the philosophical underpinnings of the institution’s mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Upstate affirms that...

People come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and

partners are the University's most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be goodwill ambassadors for the University, and to advance its reputation and its metropolitan mission.

Stewardship of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

Integrity as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

Major Achievements from Past Year (2012 – 13)

- Ranked #1 Top Public Regional College in the South - 2013
- New Academic Degree Programs established
 - MS – Informatics
 - MSN – Clinical Nurse Leader
 - MEd – Visual Impairment
- launched two undergraduate degree programs as part of USC system (Palmetto College) – RN-BSN, and BS in Criminal Justice
- New International Partnerships established (AASCU Sino-American Partnership)
- SACS reaffirmation granted (10 years); CCNE reaffirmation
- Established high technology small business entrepreneurship incubator at The George Dean Johnson, Jr. School of Business
- Raised \$350,000 to support upgrades and renovations to the simulation center in the Mary Black School of Nursing.
- Presented with the South Carolina Engaged Community Partner Award (through South Carolina Campus Compact)
- Established the first full-time Training Office
- Hired an Athletic Academic Counselor
- Implemented Banner system
- Designated Tree Campus USA for fifth year in a row
- Expansion of Alternative Break program to 4 Spring Break trips, including international trip to Nicaragua
- Began participation in AmeriCorps*VISTA program with 2 assigned positions
- First full year as a member of the SC Campus Compact
- Selected as one of 3 sites nationwide to host Break Away's Alternative Break Citizenship School
- Disability services established alternative testing labs for online and paper testing, with video camera surveillance, on the Spartanburg and Greenville campuses.
- Launched 24/7 desk operations in residence halls.
- 20% increase in transfer students living on campus (from 2011/12 to 2012/13)
- The Upstate student-athletes averaged above a 3.0 GPA in both semesters (3.135 fall, 3.134 spring) for the first time since academic performance began being tracked 10 years ago.
- The softball team became the first program at Upstate to win an A-Sun Tournament championship and became the first team to compete in an NCAA Tournament on the Division I level.

Key Strategic Goals for Present and Future Years

The institution has six goals that we are focusing on:

1. Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career/professional objectives
2. Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.
3. Support implementation of outstanding academic programs.
4. Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.
5. Create enrollment capacity to meet the needs of the growing Upstate population.
6. Pursue excellence in human resources, organizational effectiveness, financial, technological and workforce management and resource sustainability.

Strategic Challenges

Key Strategic Challenges	
Educational	<ul style="list-style-type: none"> - For residents over the age of 25, Spartanburg has a very low percentage of college graduates -20.7% Bachelor's and above, compared to 24.0% statewide and 28.5% nationwide (2011). Post-secondary degree attainment is undervalued in the community. - High utilization of academic space- makes course scheduling and sequencing difficult.
Operational	<ul style="list-style-type: none"> - Lack of user-friendly, integrated data systems - Process inefficiency because of lack of systems support and - Undermanned in many areas because of scarce resources and poor parity funding at the state level
Human Resources	<ul style="list-style-type: none"> - Lack of state funding results in less competitive salaries and higher student to faculty ratios - Maintaining staffing levels is difficult in various departments commensurate with the growth of campus programs - Current reliance on adjunct faculty due to a lack of slots needs to be addressed
Financial	<ul style="list-style-type: none"> - Shrinking high school population in SC impacts competition for enrollment - Funding for master plan development (no state-issued bonds for many years) - Funding for scholarships to address accessibility problems related to cost of attendance - Lack of parity funding among state institutions
Community Related	<ul style="list-style-type: none"> - Increase community collaborations and partnerships with service learning, research support, and contract work - Increase community awareness and enrollment (in both Spartanburg and Greenville)

How the Accountability Report is used to Improve Organizational Performance

The accountability report is used as a resource to aid in effectively managing the University. It allows management to step back from their individual disciplines and responsibilities and view the institution as a whole. It also provides a framework for the analysis of our current goals, objectives, and tactics that we have prioritized for the upcoming year and to make modifications as needed.

Section II: Organizational Profile

Main Educational Programs and Services and the Primary Method of Delivery

USC Upstate has a wide variety of educational programs, primarily undergraduate. All undergraduate educational programs have classroom instruction as the primary method of delivery; however, several programs offer distance education via the internet and teleconference.

Academic Programs

Undergraduate Majors: Art Education, Art Studio, Biology, Business Administration and Economics, Chemistry, Communications, Commercial Music, Computer Information Systems, Computer Science, Criminal Justice, Early Childhood Education, Elementary Education, Middle Level Education, Special Education/Learning Disabilities, Physical Education, Secondary Education, Engineering Technology Management, English, History, Information Management and Systems (Health Information), Interdisciplinary Studies, Mathematics, Nursing, Political Science, Psychology, Sociology, and Spanish.

Graduate: Early Childhood Education, Elementary Education, Special Education: Visual Impairment, Informatics

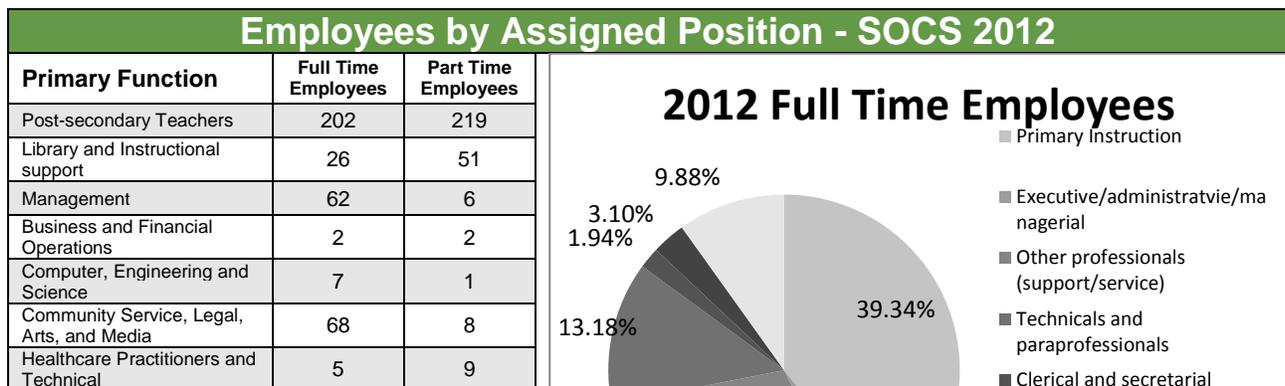
Expectations and Key Requirements

Requirements & Expectations					
Students	FTF	TS	NTS	DES	GS
Competitive Affordable Tuition	X	X	X	X	X
High Quality Faculty	X	X	X	X	X
Quality Academic Programs	X	X	X	X	X
Comprehensive Academic Support Services	X	X			
Course Availability (scheduling)	X	X	X	X	X
Financial Aid/Scholarship Assistance	X	X	X	X	
Updated Facilities and Technology	X	X	X		
Co-curricular Activities and Involvement	X	X			
Placements for Graduates	X	X	X	X	
Alumni	<ul style="list-style-type: none"> Enhanced institutional stature to add value to their degree Networking opportunities 				
Employers	<ul style="list-style-type: none"> Access to well-prepared employees 				
Faculty/Staff	<ul style="list-style-type: none"> Competitive compensation Opportunities for professional growth and development 				
Parents	<ul style="list-style-type: none"> Safe environment Quality academic programs Comprehensive Academic Support Services Affordable quality education 				
State	<ul style="list-style-type: none"> Quality education for S.C. Students Compliance with standards 				
Accrediting Agencies	<ul style="list-style-type: none"> Compliance with standards 				
FTF- First Time Freshmen, TS – Transfer Students, NTS- Non-Traditional Students, DES – Distance Ed. Students, GS- Graduate Students					

Operating Locations

USC Upstate’s main campus and administrative operations are in Spartanburg. The George Dean Johnson, Jr. College of Business and Economics is located in downtown Spartanburg. Upper division education courses are also offered in Sumter via two-way conferencing, and upper division nursing courses (RN-BSN) are offered entirely on-line or a hybrid in class and online. Upper division courses in a variety of majors including business, nursing, education, Information Management Systems, Engineering Technology Management, Informatics, and Communication (Mass Media, Public Relations are offered in Greenville through the University Center.

Number of Employees by Category



Service	57	19
Office and Administrative Support	80	37
Natural Resources, Construction, and Maintenance	15	0
Production, Transportation and Material Moving	0	13
Total	524	365

Regulatory Environment

The administrative policies and procedures of USC Upstate are governed by the administrative policies and procedures of the University of South Carolina. The academic policies and procedures within the USC Upstate Faculty Manual have been developed and approved by the faculty of USC Upstate and also approved by the USC Board of Trustees. USC Upstate is also governed by the South Carolina Commission on Higher Education whose purpose is to serve as the state’s coordinating board for public higher education by acting as an advocate for higher education and as an oversight entity for the State. Educational accreditations include:

Institution	Date of Last Visit	Agency
USC Upstate	2012	Commission on Colleges of the Southern Association of Colleges and Schools
Programs	Date of Last Visit	Agency
Education	Spring 2011	NCATE
Business*	Spring 2010	AACSB
Nursing	Fall 2011	CCNE
Computer Science	2009/2011 (Interim)	ABET
Engineering Management Technology	2008	ABET
IMS and Healthcare Informatics	2010	CAHIIM
Art and Graphic Design	2007	NASAD

USC Upstate is committed to complying with all state and federal regulations including, but not limited to: FERPA, FMLA, OSHA, DHEC, EPA, Clery Act, ADA, Civil Rights Acts, and other employment acts.

Governance System

USC Upstate is led by Chancellor Thomas Moore. Chancellor Moore is charged by the USC Board of Trustees with achieving the mission and vision approved by the Board. The Chancellor is also charged with running the day-to-day operations of the University in compliance with all state, federal, and accrediting agency guidelines. The Chancellor’s Cabinet consists of eight of the Chancellor’s direct reports who are responsible and directly accountable for various administrative and academic enterprises on campus. The Senior Vice Chancellor for Academic Affairs has appointed a dean to lead the college, each professional school and the library.

USC Upstate is also advised by the Spartanburg County Commission for Higher Education. The Commission holds in trust the land on which the University sits on behalf of Spartanburg County.

The Commission has legal responsibility for use of the property, land acquisition and condemnation. The Commission is also responsible for recommending the choice of the Chancellor. The Commission is composed of seventeen members appointed by the Governor on the recommendation of the resident members of the Spartanburg County Legislative Delegation for terms of four years each.

Key Suppliers and Partners

USC Upstate has a broad list of key suppliers and partners. Many of them play significant roles in assisting USC Upstate in the achievement of the mission, vision, values, and strategic plan.

Key Suppliers/Partners	Role
High Schools	Supply USC Upstate with quality students as entering freshmen
Two-Year Institutions	Supply USC Upstate with qualified transfer students
USC Columbia	Provides central coordination of many administrative functions and serves as a source of strategic support
Alumni	Source of student referrals, financial and institutional support, and advice
Employers	Source of jobs for graduates and assist in identifying changing needs in community
Community Partners	Source of advisory, financial and institutional support

Key Competitors

Since approximately 94% of USC Upstate students are from within South Carolina, our competitors are primarily other S.C. institutions. USC Columbia, Clemson, Winthrop, Spartanburg Community College and Greenville Technical College are the top competitors for incoming freshmen. Articulation agreements are in place for the two year institutions to make it easier for students to transfer to USC Upstate and new agreements called *Direct Connect* were put into place in 2010-11 with several two-year schools. Wofford and Converse Colleges are the primary competitors for local private funding, and all other public agencies within the state are competitors for state funding.

Principal Factors in Determining Competitive Success (KEY CHANGES TAKING PLACE THAT SIGNIFICANTLY IMPACT COMPETITIVE SITUATION)

There are three primary areas for consideration in determining USC Upstate’s principal factors for competitive success; they are competition for funding, competition for faculty and competition for students.

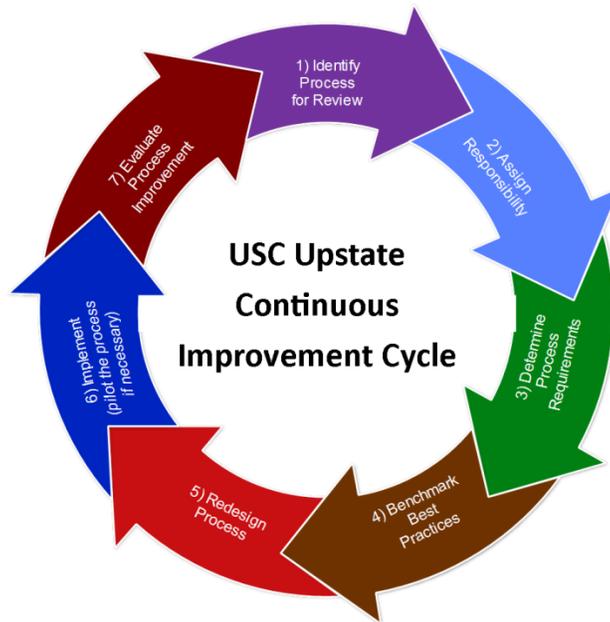
Funding: Competition for state funding, both capital and operating funds, comes from all state agencies, including the other S.C. higher education institutions. Currently there is no defined level of support from the state for higher education, nor is there a defined methodology for determining how monies allocated to higher education will be allocated between institutions for capital projects or operating allocations. State funding has diminished considerably over the past five years, to the point that less than 15% of our budget is from the state. Figure 7.3.2 demonstrates that USC Upstate students are funded on average approximately \$1,243 per student lower than South Carolina students at the other teaching institutions. Although enrollment continues to grow, funding remains static, so the institution will be more adversely impacted. Lower levels of funding also affect our ability to attract and retain faculty.

Faculty: Competition for faculty is a key consideration in the continued growth and evolution of USC Upstate. To continue making progress in recruiting quality faculty, it is imperative for USC Upstate to remain competitive in the areas that faculty rank high as determinants in position considerations: competitive salaries, quality and quantity of space/facilities and lab space allocations, technology infrastructure, participation in decision-making, campus culture and image, and opportunities for research and professional growth.

Students: Competition for students comes from other universities, public and private, and two-year institutions within South Carolina. Business and industry also compete for students, as many students graduating from high school choose to work rather than continue their education. Approximately 94% of USC Upstate students are residents of South Carolina.

Performance Improvement Systems

The diagram below demonstrates the continuous improvement process used across the institution to evaluate, redesign and implement process improvements. During the redesign process, all stakeholders are consulted to determine process requirements. Also, key process measures are decided upon to allow for process evaluation upon implementation. Each year, several processes are designated for review during the annual planning cycle.



It should also be noted that many of the administrative processes that are critical to the overall operation of the University are only partially executed by USC Upstate employees. In situations where process workflow is divided between the campuses, process redesign is more cumbersome and requires involvement of multiple stakeholders (all USC campuses) to define process requirements. Additionally, archaic student information, finance and human resource systems that are housed centrally at USC limit the types and amounts of system enhancements that can be made to streamline administrative processes.

Expenditures Chart

Upstate Accountability Report Appropriations/Expenditures Chart						
Base Budget Expenditures and Appropriations						
	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$33,290,462	\$6,350,000	\$34,143,766	\$6,459,365	\$34,301,982	\$7,318,519
Other Operating	\$42,818,213	\$ -	\$45,289,713	\$-	\$47,279,010	\$-
Special Items	\$ -	\$ -	\$-	\$-	\$-	\$-
Permanent Improvements	\$ -	\$ -	\$-	\$-	\$-	\$-
Fringe Benefits	\$9,215,308	\$1,449,843	\$10,056,529	\$1,740,754	\$9,594,307	\$1,729,800
Non-recurring	\$ -	\$ -		\$-	\$-	\$-
Total	\$85,323,983	\$7,799,843	\$89,490,008	\$8,200,119	\$92,175,299	\$9,048,319

Other Expenditures		
Sources of Funds	FY 10-11 Actual	FY 11-12 Actual
Supplemental Bills	\$0	\$0
Capital Reserve Funds	\$0	\$0
Bonds	\$0	\$0

Major Program Areas Chart

H34-Upstate Major Program Areas							
Program Number	Major Program Area and Purpose	FY 11-12 Budget Expenditures			FY 12-13 Budget Expenditures		Key Cross References for Financial Results*
502	Instruction	State:	7,799,843		State:	8,200,119	7.2.4
503		Federal:	0		Federal:	0	7.3.1 7.3.2

504		Other:	17,456,304		Other:	18,239,549		7.3.3
505		Total:	25,256,147		Total:	26,439,668		7.3.4
		% of Total Budget:			28.22%			29.54%
	Auxiliary	State:	0		State:	0		7.3.5
507		Federal:	0		Federal:	0		
508		Other:	3,512,549		Other:	3,993,230		
509		Total:	3,512,549		Total:	3,993,230		
		% of Total Budget:			3.93%			
	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		7.3.5
496		Federal:	2,549		Federal:	39,285		
		Other:	184,422		Other:	132,963		
		Total:	186,971		Total:	172,248		
		% of Total Budget:			0.21%			
	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State:	0		State:	0		7.3.3 7.3.5
497		Federal:	1,249,267		Federal:	1,346,759		
		Other:	809,196		Other:	839,594		
		Total:	2,058,463		Total:	2,186,353		
		% of Total Budget:			2.30%			
	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		7.3.3 7.3.5
498		Federal:	0		Federal:	0		
		Other:	5,910,471		Other:	6,674,031		
		Total:	5,910,471		Total:	6,674,031		
		% of Total Budget:			6.60%			
	Student Services-Student focused activities to include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	State:	0		State:	0		7.3.3
499		Federal:	537,047		Federal:	377,407		
		Other:	8,783,732		Other:	9,065,149		
		Total:	9,320,779		Total:	9,442,556		
		% of Total Budget:			10.42%			
	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		7.3.3 7.3.4 7.3.6
500		Federal:	0		Federal:	0		
		Other:	8,631,753		Other:	9,168,233		
		Total:	8,631,753		Total:	9,168,233		
		% of Total Budget:			9.65%			
	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		7.3.3
501		Federal:	10,865,792		Federal:	11,006,910		
		Other:	13,382,642		Other:	14,545,684		
		Total:	24,248,434		Total:	25,552,594		
		% of Total Budget:			27.10%			
506	Institutional Support-	State:	0		State:	0		7.3.1

Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	Federal:	0		Federal:	0		7.3.2 7.3.3
	Other:	6,198,416		Other:	5,921,095		
	Total:	6,198,416		Total:	5,921,095		
	% of Total Budget:		6.93%			6.62%	
Grand Total	State:	7,799,843		State:	8,200,119		
Grand Total	Federal:	12,654,655		Federal:	12,770,361		
Grand Total	Other:	64,869,485		Other:	68,519,528		
Grand Total	Total:	85,323,983		Total:	89,490,008		

Below: List any programs not included above and show the remainder of expenditures by source of funds.

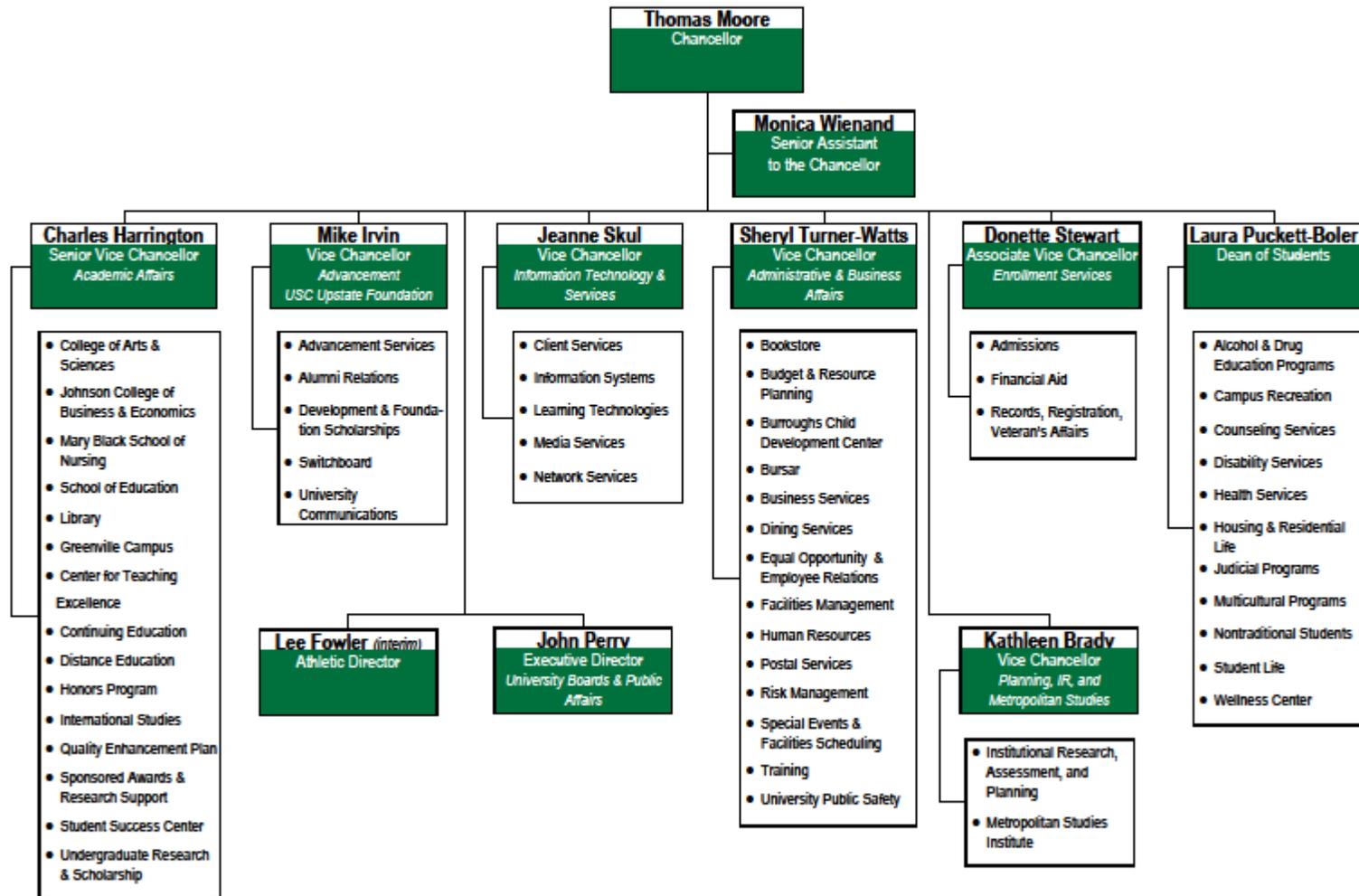
Remainder of Expenditures:	State:		State:
	Federal:		Federal:
	Other:		Other:
	Total:		Total:
	% of Total Budget:		% of Total Budget:

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

University of South Carolina Upstate

(Revised 07.22.2013)

Click a department heading to view a detailed org chart of that area.



For modifications to this document, contact Terry Smith at (864) 503-5533.

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?

USC Upstate’s mission, vision, values and strategic goals create a strong foundation for establishing an environment of continuous improvement. The leadership system and organization, including the Chancellor’s Cabinet, the Senior Vice-Chancellor’s Deans’ Council, and expanded Academic Affairs Council, were designed to support cross-functional participation, communication, decision-making, and accountability in support of the achievement of the mission and goals.

Senior leaders participate in an annual retreat to review and discuss organizational performance. Key performance indicators (KPIs) data are reviewed in an environmental scan report created by the Strategic Issues Advisory Committee. Leading issues on campus are identified, and recommendations tactics are prioritized for the upcoming year. Following the retreat, senior leaders work with the faculty and staff to create operational plans compatible with resource allocations. These are shared with faculty, staff and external stakeholders.

Senior leaders work to support the core values by keeping the focus on students, working diligently to provide a good workplace for all employees and continually operating within budget.

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

USC Upstate leadership employs a strategy of adaptive alignment to ensure the mission, vision and strategic plans remain current and compelling. Annual review of organizational performance and planning tactics allows for modifications to programs and initiatives to ensure effectiveness and best use of resources. The leadership team regularly reviews funding streams and creates various options to allow organizational progress even in economic downturns. Regular review of division/department capabilities creates an agile organization to support continuous improvement.

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

Senior leaders promote an environment that fosters and requires legal and ethical behavior by ensuring awareness of and compliance with university policies, e.g. BTRU 1.2 “Dishonest Acts and Fraud” and BTRU 1.18, “Conflict of Interest” and HR 1.02 USC Ethics Policy. Review of policies is done with the Chancellor’s cabinet on a regular basis. Additionally, many departments are governed by their own code of ethics and ensure compliance with them. Several USC offices work to monitor a variety of compliance issues across all campuses including: internal audits, procurement reviews, procurement card expenditure audits, EEO complaint processing, etc.

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

Continuous learning for faculty and staff are supported in numerous ways on campus. Free tuition for one course per semester is offered to each full time employee after six months of employment, and there are training initiatives focused on institutional policies and procedures for new employees to aid in their quick assimilation to the campus. A full time Training Coordinator ensures that employees receive the full range of required and supplementary training. Technology training, OSHA training, and other professional development is supported through offerings on campus that are open to all employees. Training and conference funds are available through department budgets and institutionally funded grants.

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

Each year senior leaders review the personnel in each division, giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline are put into place to ensure cohesion of responsibilities and minimal loss of organizational memory. Senior leaders work with employees continuously and during the EPMS (annual review) process to identify emerging leadership skills. Employees are encouraged to engage in professional development opportunities, participate in campus committees and cross-train on various tasks to increase knowledge and experience.

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?

Senior leaders have created such an environment through shared accountability and responsibility for organizational improvements. Communication with employees is handled both formally and informally to include University Days in which the Chancellor speaks directly to faculty and staff to set the tone and direction for much of what will be focused on in the next year and to recognize superior performance. Senior leaders also meet weekly and participate in a shared agenda that encourages information sharing and cross-functional discussions on a variety of topics. This information is shared with direct reports during division and department meetings. The USC Upstate News RSS feed, created and updated daily by University Communications, is a consistent means of communication with all faculty and staff and is a venue for supervisors to offer positive reinforcement by sharing various department/faculty/staff accomplishments with the campus.

Senior leaders are involved in faculty and staff rewards and recognition. High performance is recognized through merit increases for employees when there are funds available. All employees are invited to participate in the nominations and selection of the Classified Employee of the Year. Each nominee, the individual who nominated them, and the employee's supervisor are invited to a luncheon hosted by the Chancellor. The employee selected as the Classified Employee of the Year is recognized at the annual May Day Employee Picnic along with recognition of all employees receiving Years of Service Awards. Faculty awards for 1) Excellence in Teaching and Advising and 2) Scholarly and / or Creative Pursuits are given during the graduation ceremony each May.

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?

Senior leaders receive annual feedback from faculty and staff on the services, programs, etc. within their area of responsibility. This feedback includes satisfaction with performance and service orientation of each department. The Chancellor, Senior Vice Chancellor and the Deans, are reviewed by the faculty within their department(s). All Vice Chancellors, Deans and department heads receive an annual review from their direct supervisor at the conclusion of academic year. The chancellor receives regular feedback and a formal annual review from the President of the USC System.

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?

In accordance with the nature of metropolitan universities, USC Upstate is highly attuned to societal responsibilities and impacts on the communities within which it operates. Senior leaders and responsible departmental leaders collaborate directly with community agencies, organizations and

leaders to better gauge the impact of the various programs and services of USC Upstate. The Chancellor has recently appointed a task force to review environmental sustainability issues for our campus and charged it with making recommendations for action. The newest building on campus, the Health Education Complex is LEAD certified. The matrix below identifies several of the processes and indicators used to track compliance.

Process	Practices	Performance Indicators
Legal & Safety	<ul style="list-style-type: none"> - Workers Comp - Fire Audits - Crime - Hazardous Waste 	<ul style="list-style-type: none"> - Accident rates - Follow ups and compliance issues - # of incidents on campus - # of incidents on campus
Ethics and Equity	<ul style="list-style-type: none"> - EEO - Diversity - ADA 	<ul style="list-style-type: none"> - # of complaints - Percent of minorities and female employees - Dollars spent upgrading campus and # of complaints
Accreditation	<ul style="list-style-type: none"> - SACS - Program specific accreditation 	<ul style="list-style-type: none"> - Maintaining certification - Maintaining certification

Figure 1.9.1

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, faculty and staff, and the organization's students contribute to improving these communities.

USC Upstate is a member of The Coalition of Urban and Metropolitan Universities. We ascribe to the *Declaration of Metropolitan Universities* which charges college and university leaders to partner with, and respond to, our community in teaching, research and professional enterprises. This is a cultural expectation that is mirrored in the work of all divisions/departments on campus. Listed below are examples of community partnerships and jointly sponsored projects:

- The Johnson College of Business and BMW run summer camps for high school students with strong aptitudes in math and science
- The Mary Black School of Nursing and Spartanburg Regional Health Care System have come together to create the *Joint Center for Nursing Research and Scholarship*
- The Johnson College of Business is opening a business incubator on its third floor, providing more opportunity for businesses to interact with students and faculty.
- The Center for Child Advocacy Studies provides supportive resources to the interdisciplinary minor program in Child Advocacy Studies (CAST) and addresses critical training needs for partner agencies working in child abuse prevention.
- The Spartanburg Science Center and CAS collaborate to offer adult programs such as a workshop on the History and Science of Beer Brewing.
- The School of Education works collaboratively with area preK-12 school districts to meet the needs of both preservice and inservice teachers.
- The Metropolitan Studies Institute (MSI) collects, analyzes and reports community indicators data for the Spartanburg Community Indicators Project. The MSI also engages in select community-based research and program evaluation studies in response to community needs / requests throughout the Upstate and beyond.

Category 2: Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address: A. Your organizations' strengths, weaknesses, opportunities and threats B. Financial, regulatory, and other potential risks C. Shifts in technology, student and community demographics, markets, student and stakeholder preferences and competition, D. workforce capabilities and needs, E. Long-term organizational sustainability and organizational continuity in emergencies F. Your ability to execute the strategic plan?

The development of the strategic plan is a collaborative effort across the institution and involves the Chancellor, the Chancellor's Cabinet, Academic Deans, Strategic Initiatives Task Force, Department Chairs and Directors. The goals of the institution are reviewed each year and conceptually will remain constant for the next several years with gradual evolutions and updates based on the current institutional opportunities and challenges.

A) The strategic issues task force has the responsibility for collecting data and other qualitative information to be used as a situational analysis. This task force was appointed by the Senior Vice Chancellor for Academic Affairs and is made up largely of academic representatives. The task force is charged with gathering data, facilitating round table discussions, reviewing best practices and making recommendations. The task force is not a decision making group but rather delivers an annual report to be used by others as a situational analysis when decisions are being made and priorities are being established.

B) Each tactic proposed for the upcoming year that requires additional funding undergoes a cost/benefit analysis prior to budget prioritization and the allocation of new/additional funds. Senior leaders report throughout the year on financial and regulatory information that is within their purview to ensure that all senior leaders are aware of any issues/concerns.

C) Senior leaders are kept aware of the latest shifts in technology through the Department of Information Technology Services including data warehousing, personal computing, data security and teaching in the classroom. Changes in student and community demographics are collected from numerous sources, e.g. State Department of Education, IPEDS, local Chamber of Commerce and various offices on campus. This information is analyzed at both the institution and department level and factored into long and short term action plans as appropriate.

D) Workforce capabilities and needs are discussed during an organizational review at the cabinet retreat each year and during the budgeting process. All request for additional staffing are considered during the annual budget process.

E) One of the primary means of assuring organizational sustainability is through constant strengthening of the organizational structure. The organization is reviewed annually to ensure strategic alignment of personnel in support of the institutions mission and goals. As turnover occurs, position responsibilities are reviewed and position descriptions are updated to ensure the position is not only relevant but is structured to add the most value to the organization. The budget process is another key to long term sustainability; the budget process was created to allow for timely decisions and actions based on funding availability. Funding of projects and new initiatives is often handled in stages to allow senior leaders a better grasp of intuitional finances prior to committing funds. Additionally, a campus incident plan was created and implemented this past year targeting increased awareness and knowledge among faculty and staff to reduce risk and liability.

F) The ability of the organization to execute the strategic plan is assured through many of the same means that assure organizational sustainability. The primary variable affecting the achievement of

the strategic plan is ensuring tht appropriate resources are available – personnel with the appropriate skills, capital funding, and operational funding.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (section 1, question 4)

In the strategic planning cycle, a form of environmental scans is created annually by the Strategic Initiatives Task Force, and strategic challenges/priorities are identified in a report for the Chancellor’s Cabinet. A review of the challenges allows for modification of the goals and supporting strategic objectives as needed. The objectives are developed with a focus on ensuring a consistent approach in action plans and strategies to address both long-term and short-term challenges and opportunities.

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

USC Upstate’s strategic planning process is broad based and cyclical and was established to allow for process review and critique, targeting continuous improvement of the process. Prior to beginning the annual planning cycle, feedback on the process is gathered from a broad audience to allow for immediate improvements as the cycle begins. Throughout implementation and deployment, progress is regularly reviewed within the divisions/departments. Any lags or fluctuations in progress due to unanticipated events re reported to senior leaders, and plans are refined accordingly.

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.

During the annual planning retreat discussion is targeted on the priorities for the upcoming year, and senior leaders identify the priorities of all divisions. Once priorities are agreed upon, each senior leader works within their division to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff toward the achievement of tactics prioritized for the upcoming year.

Tracking of completion and progress on annual tactics is managed in a decentralized manner through senior leaders working with their departments to capture and report progress on annual tactics. Throughout the year, as senior leaders meet with their divisions, operational plans are reviewed and progress is reported. At the end of the academic year, the Office of Administrative and Business Affairs facilitates a “wrap up” of the annual plans with the senior leaders into a consistent institutional format.

A major component of the retreat is focus on resource allocation. Determinations are made as to whether initiatives require additional resources. All initiatives requiring additional resources are then prioritized, and after the budgets are approved by the state, leaders are notified as to which initiatives were funded and which remain unfunded. Unfunded initiatives can remain on the tactics tracking list, allowing them to be carried forward into the next year.

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

Each senior leader works within their division(s) to develop annual operational plans and synchronize their priorities to support achievement of the agreed upon tactics. This cascading of operational plans through every department in support of the prioritized tactics allows the institution to mobilize the majority of faculty and staff towards the achievement of tactics prioritized for the

upcoming year. A summer mini-retreat is also held for senior leaders to review all tactics from each department across campus to ensure there is alignment of resources- both human and financial. The strategic objectives and annual tactics for each department are also posted on the University website.

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

Tracking of completion and progress on annual tactics is managed in a decentralized manner as senior leaders work with their departments to capture and report progress on annual tactics. Written documentation of progress is captured throughout the year in a consistent tracking format used by all divisions and departments. Progress on highly prioritized institutional projects is reported throughout the year to the Chancellor and other senior leaders, e.g. the Chancellor’s Cabinet and the Dean’s Council. During these mid-year updates, senior leaders learn of progress, roadblocks or concerns. This allows for a quick response from the cross-function teams to address any issues rather than waiting until the end of the year to report that a project has stalled. At the end of the academic year, the Office of Administrative and Business Affairs facilitates a “wrap up” of the annual plans into a consistent institutional format that is published on University’s website.

7. If the organization’s strategic plan is available to the public through the organization’s internet homepage, please provide an address for that plan on the website.

http://www.uscupstate.edu/about_upstate/planning/strategic/default.aspx?id=10172

Strategic Planning		
Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 12-13 Key Action Plan/Initiative(s)
1	Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career /professional objectives.	<ul style="list-style-type: none"> - Continue to push for parity to allow equal funding of faculty, etc - Grow dual enrollment - Grow and further implement Upstate Direct Connect - Address imbalances in full-time/part-time faculty - Expand service-learning opportunities for students - Enhance and expand the University Honors Program - Expand the Undergraduate Research Symposium - Create a new wet lab in Smith Science Building for upper division courses. - Design and implement Faculty Development to focus on andragogy
2	Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.	<ul style="list-style-type: none"> - Development and implementation of <i>Agoge</i> freshman orientation program - Increase number of students working on campus - Increase large scale student events with broad appeal - Enhance University participation in Upstate International programming - Increase programs and services that promote diversity and inclusion - Continue renovating the Villas (both internal and external modifications). New laminate flooring and new kitchen cabinets installation over the summer. - Install blinds and sound attenuation to the great room in URC to allow for better utilization of the room
3	Support implementation of outstanding academic programs.	<ul style="list-style-type: none"> - Increase diversity of faculty - Accreditations- Nursing, Engineering Technology Management, Informatics, Art and Business. - To promote recruitment and retention of faculty, identify, cultivate, and solicit donors to support professorships and endowed chairs. - Plan and implement new academic programs: MS in Health Sciences, BA in Family and Child Studies, BS in Exercise Science, BA in Theatre, BS in Sports Management - Create, develop and implement marketing plans and publications to gain support for funding and construction of the new Information Commons.

<p>4</p>	<p>Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.</p>	<ul style="list-style-type: none"> - Advance the development of land surrounding the residential campus in collaboration with Pacolet Milliken Enterprises LLC - Support the private development of Spartanburg downtown's Montgomery Building for student residential housing and commercial activities. - Create strategic plan and campaign goals for the USC capital campaign. Fundraising goal could be \$50 million, to coincide with the 50th anniversary of USC Upstate in 2017. - Participate in the full implementation of the 40/30 initiative (Creation of the College Hub, etc) - Aggressively promote faculty accomplishments - Increase the number and visibility of University-hosted conferences, colloquia, and symposia. - MSI: Continue to coordinate the data management and reporting portion of the Spartanburg Community Indictors project.
<p>5</p>	<p>Create enrollment capacity to meet the needs of the growing Upstate population.</p>	<ul style="list-style-type: none"> - Continue to push for parity to allow equal funding of faculty, etc - Train for and implement Banner student module - Revise academic catalog to include all new department codes for all academic courses - Implement electronic document management system for enrollment services - Train for and implement Resource 25 scheduling software to move all class scheduling to electronic format - Continue to explore opportunities for migrating existing degree programs online - Continue expanding Direct Connect - Develop and implement Enrollment Management strategy for adult learners, including Return-to-Learn and Veterans - Build an Adult Recruitment Web site and develop needed materials to promote specific degree offerings, in collaboration with Enrollment Services. - Begin Banner payments - Convene regular meetings of business and industry, K-12, economic and regional development representatives in the Upstate to monitor and respond to existing and emerging vocational training and other educational needs
<p>6</p>	<p>Pursue excellence in human resources, organizational effectiveness, financial, technological and workforce management and resource sustainability.</p>	<ul style="list-style-type: none"> - Train for and implement Resource 25 scheduling software to move all class scheduling to electronic format - Create plan to incorporate into the USC capital campaign. Fundraising goal - \$50 million, to coincide with the 50th anniversary of USC Upstate in 2017. - Begin process of electronic document management for financial aid and student record information. (Banner) - Continue development of the campus master plan with further the development of the lower quad and completing the "fit and finish" of campus with the campus entrance projects - Work with various constituents to implement energy conservation initiatives - Create the USC Upstate Capital Projects Foundation to separate capital projects from the educational foundation - Additional security infrastructure on campus- cameras, card access to buildings, and emergency call boxes on campus - Add sound attenuation and lighting enhancements to the large multipurpose room in the University Readiness Center - Replace the HVAC chiller in CLC with a more energy efficient system (funding – energy saving grant) - Install new softball stadium drainage system - Complete Phase 1 for the Administration Building - Implement projects with deferred maintenance proviso funding. - Network services will install an alternate Internet path, while increasing bandwidth from 200 to 400 Meg - Network Services will migrate faculty / staff email to Microsoft Office 365 - Network Services will design and procure a new server room - Client Services will continue to migrate printers to the MPS to discourage the use of inkjet printers and encourage departments to set up and print to a general held queue, thereby generating significant savings to the University - Clinet services will promote the use of Microsoft SharePoint, as well as build and train departments to increase efficiency, collaboration and responsiveness to the needs of our students.

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?

Our mission statement defines the “citizens of the Upstate of South Carolina” as the focus of the programs and services delivered by the institution. It is the intention of the University to offer a broad range of major curricula in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. The academic deans and academic administrators work with Enrollment Services and the many two year schools and high schools in the Upstate area to gain a better understanding of student’s educational interest. The deans and other academic administrators also network with local businesses and professional organizations, e.g. the Chamber of Commerce, and survey businesses and alumni in the Upstate to gain a better understanding of the employment needs/demands and the need for continuing education. As needs are identified and ideas for new programs are being reviewed, the department proposing a new program is charged with reviewing the current offerings from other institutions in the Upstate to avoid program duplication, projecting student enrollment based on similar programs around the state, projecting faculty needs, cost and other program expenditures. All program proposals must also be approved by USC, S.C. Commission on Higher Education and SACS when appropriate.

Recent Program Changes	Basis for Decision
Condensed online program within Information System Management for a minor in business administration.	Targeting the return-to-learn audience. the Department of Informatics to design a modification to the IM&S program to compete in the return-to-learn market. The key features of the program modifications involve: online/distance education options for all courses above the Gen Ed level, variable-paced courses ranging from 5-15 weeks, and student-selectable lecture topics to allow course customization. The resulting “condensed, online, return-to-learn” IM&S program therefore involves the addition of distance education options for those courses in the curriculum that currently do not have distance education deliveries. No new courses are being created and no live courses are being changed. Resident students will still take the live courses on the USC Upstate Spartanburg and Greenville campuses. However, non-resident students, those unable to attend either USC Upstate campus, will have a degree completion path involving distance education courses pushing the threshold to essentially 100%.
Addition of an MS in Informatics	This graduate program was designed to meet the needs of local employers who expressed a need for highly skilled employees at the Master’s level. No other graduate programs in the Upstate exist in Informatics. After extensive study and refinement of curricula, this program is accepting students effective Fall 2013.
Addition of a Certificate in Child Advocacy Studies	Faculty senate approved this certificate program based on need expressed throughout the state and based on results of the “Silent Tears Survey” conducted by USC’s Metropolitan Studies Institute. This program was designed to address lack of preparation and training of front line child abuse workers in the Upstate and throughout South Carolina.
Addition of Bachelor’s of Science in Engineering Technology Management	Upstate businesses strongly encouraged USC Upstate to initiate this program. No four-year colleges or universities in the state currently offer an ETM program. Thus, in collaboration with five technical colleges, USC Upstate started this program so businesses would have college-educated supervisors in the field of engineering technology management.

Figure 3.1.1

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?

A variety of listening and learning strategies have been adopted by the senior leadership team and individual divisions/departments to maintain a consistent awareness of the needs and expectations.

Stakeholders – Methods for Listening and Learning	
Prospective Students & Parents	Fabulous Fridays (parents and prospective students visit campus)
New Students & Parents	New student orientation, Transfer student orientation, Advising Center/Faculty Advisors, EBI Student Satisfaction Survey, Placement Test, Parent Newsletter, Parent website
Current Students	Student Government Association meeting with Senior Leaders, Advising Center/Faculty Advisors, Center for Student Success, Classroom Presentations – Student Surveys (Pre- & Post), Exit Surveys, General Education Assessments, Residential Housing Surveys
Employees	Annual employee surveys of all administrative areas, Annual faculty feedback for academic leaders, Conversations with the Executive Vice Chancellor
Alumni & Donors	Alumni Surveys, Upstate Magazine, Web page, Alumni Board, E-mail correspondence, Events, Social Media, Letters, Stewardship events
Employers	Career Center Advisory Team (internal & external employers), Recruitment Events- Employer Surveys, Employer Job Postings – Follow-up Survey, Career Center Webpage (Employers & Students)
Community Partners	University Review Magazine, One-on-one meetings with senior leaders, Chancellor’s community organization speaking engagements, participation in on-campus advisory boards, Metropolitan Studies Institute.
USC System & Board of Trustees	USC System Meetings, USC Board of Trustees Meetings

Figure 3.2.1

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

Much of the data and information collected and analyzed is facilitated through the Office of Institutional Research, Assessment and Planning. The data is disseminated to senior leaders and to the Strategic Issues Advisory Task force for review and decision making. All assessment data are analyzed to ensure programs and services are meeting the expectations of the stakeholders and complying with established standards. The continuous improvement cycle is followed to ensure that improvements and enhancements are made based on the feedback received.

USC Upstate also participates in a number of national studies that provide a mechanism for comparative program analysis and trend analysis. The EBI graduate exit surveys for nursing, business and education are examples of an assessment surveys administered to all students nearing graduation. The results will be compiled and reported from EBI in an electronic format with comparable data for other participating institutions.

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

USC Upstate uses a variety of methods to gather information on student and stakeholder satisfaction. In-house and nationally normed surveys are administered either on a regular schedule or as needed in the case of evaluations of satisfaction with specific events or programs. Depending upon the type of data gathered, information is disaggregated or segmented to determine variances by particular variable like student gender or faculty rank. Results are used to inform decision-making as action plans are developed to address any issues.

Instrument	Stakeholders	Frequency
Educational Benchmark Exit Survey	Seniors - Business, Nursing, Education	Every three years.
ACUHO-I/EBI Resident Study	Housing	Every three years.
Freshman Student Experience Survey	All freshmen from the previous academic year	Every three years
Transfer Surveys	All Transfers from the previous academic year	Every three years
Graduate Surveys	All graduates from the previous academic year	Every three years

Student Opinion Polls	Current Students	End of every course
First Year Initiative Survey	Students in Univ. 101	Every other year
Departmental Surveys for all departments on campus	Students, Faculty, Staff, Community Partners, Alumni	Ongoing
Department Surveys – Counseling Services, Disability Services, etc...	All Faculty/Staff/Students or service population	Annually
Major Surveys – Engineering Technology Management, English, Nonprofit, etc...	Current Students taking courses in each area	Annually
Academic Department Graduate Surveys— Education, History, Engineering Technology Management, etc...	Graduates from the previous year	Annually
NSSE – National Survey of Student Engagement	Current Freshmen and Seniors	Every three years
FSSE – Faculty Survey of Student Engagement	All faculty	Every three years
Senior Surveys	School of Education Seniors	End of fall and spring semesters
Graduate VI Course Outcomes Evaluations	All graduate VI course enrollees	Each semester
Faculty Survey of Administrators	All Faculty	Annually
Employee Satisfaction Survey	All Faculty and Staff	Annually
Employer Surveys (Education, Graduate Education, Engineering Technology Management)	Employers of Graduates	Every or every other year
Administrative Area Surveys	All Faculty and Staff	Annually
SmartPulse employee satisfaction tool	All Faculty and Staff	Annually
Event Satisfaction surveys	Event Participants	At conclusion of events

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.

Building positive relationships with students and stakeholders begins at the pre-enrollment stage. Enrollment Services markets the University and its programs and services while trying to engage potential students, parents, and guidance counselors with our campus community through efforts such as Fab Fridays, Juniors Scholars, Summer Scholars, Open Houses, guidance counselor luncheons, etc. Once a student has decided to attend USC Upstate, the student and parents receive further information with regard to joining the campus community (i.e. orientation registration, housing application, meal plan information, financial aid award letter, student employment opportunities, special mailings about campus programs and initiatives, etc.). At summer orientations, students and parents are introduced to the campus culture, policies and procedures, faculty members, important campus resources, etc. Students are immersed in student and academic culture. Parents participate in their own orientation sessions and are able to access different offices/services on campus in one location via the Information Fair. These early connections built with students and parents establish important relationships that ensure continued communication that contributes to student retention, student learning, and satisfaction with the University in general.

Once the student enrolls and arrives on campus, various other programs, initiatives, and services assist in helping students form intentional connections with other students, faculty, and staff. Student Affairs and Athletics provide programs, student activities, and support systems. In academics, first year students are exposed to several different options that provide intentional integration (i.e. University 101, learning communities, comfort communities, “Preface” common

reading and writing experience for freshmen, residential life academic programming, etc.). Enhanced student performance is generally a by-product of these special programs and initiatives, as measured by increased student success in the classroom and increased retention. There are additional academic support initiatives that also focus on improving classroom student performance (i.e. supplemental instruction, tutorial services, Early Intervention Program, increased smart/enhanced classrooms to improve classroom learning through technology, disability services, opportunity network (federally funded TRIO Student Support Services program), etc.).

Many of these campus initiatives attempt to reach distinct student groups, but certainly they are not mutually exclusive. Much emphasis is placed on freshmen because their first year successes contribute significantly to their retention and graduation rates. Within the freshman cohort exists other individual groups such as on-campus students, University 101 students, students in learning communities, opportunity network students, supplemental instruction participants, etc. These groups are intertwined to provide a broad based approach to reaching students in multiple venues and developmental stages. Transfer students are another group of stakeholders that need specific attention and the university is beginning to explore ways to reach these students to ensure their success. Parents also play a key role in their student's success and Enrollment Services and other key offices such as the Center for Student Success and Student Affairs contribute to building those positive relationships – before students arrive on campus until they graduate and beyond. Other key stakeholders may refer to alumni, community members involved in university programs, initiatives, and advisory boards, community youth and senior citizens that may benefit from service learning initiatives and other programs that support our metropolitan mission.

Category 4: Measurement, Analysis, and Review of Organizational Performance

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?

USC Upstate's mission, values, and strategic plans serve as the platform for the development of institutional key performance indicators (KPIs) to track daily operations and organizational performance. In selecting KPIs, particular attention is paid to the alignment and integration of data into a performance management system that aids leaders and stakeholders in monitoring institutional progress. Consideration is also given to the availability of comparable data from other institutions to allow for benchmarking and the ability to collect and analyze longitudinal data to determine cause and affect relationships.

Indicators of student learning are determined primarily by the faculty of the institution as required by our regional accrediting agency, SACS. Faculty committees determine the stated student learning outcome objectives, means of assessment and criterion for successful achievement. The data collected on the student learning outcomes is used to make changes in pedagogy, curriculum, and academic support services.

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

Performance data are regularly used in decision making throughout the institution, including, but not limited to, admission, enrollment, student achievement, student satisfaction, and retention and graduation data, budget projections, space projections, budget analysis, personnel data, health, risk and OSHA data. Many of these data sets are compiled either on a consistent cycle and reported

broadly across the institution or compiled by the Strategic Issues Advisory Committee and used as the basis of their annual recommendations for strategic planning.

Selection, collection, alignment of data at the institutional level is facilitated through the chancellor’s cabinet and the Strategic Issues Advisory Committee. Both groups collect and analyze a variety of data for use in decision making and planning. The data collected and the subsequent actions based on analysis are shared across the institution through division/department meetings.

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

USC Upstate’s key measures are broad in scope and are designed to give an overview of progress and achievement in several areas of institutional performance to various stakeholders. The key measures are intended to create a balanced focus on students, faculty/staff and other stakeholders and also to inform responsible individuals and departments of relevant issues and performance discrepancies. The key measures are kept current through the selection of comparative data based on the most appropriate data available.

Key Measures	Data/Indicators Reviewed
Student Quality	Incoming freshmen analyses (GPA, SAT, HS Rank), Analysis of transfer student performance on Gen Ed assessments, Transfer student GPA, Enrollment, Scholarship Funding
Student Success	Freshmen to sophomore retention, six-year graduation rates, Life/Hope Scholarship retention, professional exam pass rates, major field test scores, standardized and in-house general education assessments (CAAP, Proficiency Profile, IDI, etc...), tutorial services participants, academic performance data, FYI Survey (First Year Initiative)for University 101 students, MAP-Works for first-year student retention efforts; University Freshmen, Transfer, Graduate, and Alumni surveys, Department student satisfaction surveys, use of Early Intervention Program and success of students contacted, success of students participating in University 101, learning communities and supplemental Instruction, professional exam pass rates, analysis of graduates
Student Satisfaction	Residential Life Survey, NSSE and EBI surveys on a rotating basis, FYI Survey targeting experiences of UNV 101 students, Alumni Surveys, Freshmen, Transfer, and Graduate Surveys, Student event satisfaction surveys
Finance	Tuition, State Appropriations, Enrollment, Greenville Credit Hour Production Scholarship Funding, Grants, CIB Funding
Faculty/Staff	Terminal Degrees, Competitive Salary, Satisfaction, Student/Faculty Ratio, Full-Time vs. Part-Time Faculty Ratio
Operational Efficiency/ Effectiveness	Student/Faculty Ratio, Degrees Awarded, State Appropriations/Student FTE Space Utilization, Master Plan Development, Student Credit Hours per Faculty
Educational Compliance	Degree program accreditations (Nursing, Education, Engineering Technology Management, Computer Science, etc...); SACS accreditation

Figure 4.3.1

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?

USC Upstate has established a group of peer institutions for data comparisons on key measurements, in addition to regular comparisons to all South Carolina teaching institutions. The comparative data gathered and used from these selected institutions will be both quantitative and qualitative to allow benchmarking of best practices when performance variances are noted in addition to tracking of progress on key indicators.

National and regional data are used in comparisons as available. A few examples include: CUPA HR (College and Universities Professional Association for Human Resources) salary data is used for comparing faculty salaries by discipline and rank; NACAS (National Association of College

Auxiliary Services) data is used for comparisons of institutional auxiliary services and support services, i.e. what is the average square footage maintained by a full time custodial employee; participation in the Delaware Study permits access to teaching cost and productivity comparative data for each discipline designated for review.

Comparative data from a number of national studies is also used for academic and administrative assessments, e.g. ACUHO- Resident Assessment, the Collegiate Assessment of Academic Proficiency (CAAP), EBI Undergraduate Nursing, Education and Business Exit Assessments, EBI First Year Initiative (University 101) Survey.

Institutional trend data are also analyzed consistently to support decision making in a variety of areas – enrollment projections, tuition and budget decisions, personnel decisions and operations management.

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

Senior leaders recognize the importance of having relevant, reliable and accurate data available in a timely manner. Institutional data is updated regularly to reflect the most current data available for trend analysis and is made available through the web and regular reporting for faculty and staff to access as needed. Data not housed on the web nor contained in a report can be obtained by submitting a data request to the Office of Institutional Research, Assessment and Planning or the Finance/Budget Office. Data accuracy is often validated through triangulation with USC Columbia’s Office of Institutional Assessment and Compliance and the South Carolina Commission on Higher Education.

Data security is a priority for senior leaders who have established an expectation for the campus to comply with industry standards. As the awareness of potential issues arise, plans are created and action taken to ensure the implementation of the appropriate policies and procedures.

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

To ensure data integrity, USC has published a chart of data stewards; anyone wanting to use a particular data set must go through the data stewards to ensure data integrity. Also, published data comes from the data stewards. Timeliness of data is an issue with the complex and archaic data systems that are used by the USC System. A new data system has been selected and will be implemented in the next several years.

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

Review of KPIs is one primary method of determining priorities for continuous improvement. As data is collected and reviewed, results are disseminated and analyzed for needed changes or enhancement to operations. If performance data is not trending towards the targeted outcome or data trends change dramatically, senior leaders and responsible department leaders’ work together to analyze the data and develop mid-cycle changes or adaptations.

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

Policies, procedures and best practices are often documented to aid in transferring and maintaining organizational and employee knowledge. Departments benchmarking best practices within their functional areas generally network with other institutions or our identified peer institutions to learn and share ideas about best practices. At an institutional level, senior leaders appoint cross functional teams to identify best practices on a variety of issues both internally and externally and the teams are

charged with communicating their various findings to the campus community. In instances where improvements are needed and internal expertise is insufficient, consultants with an expertise in the area are brought in to work directly with the departments to identify areas of opportunity and aid in developing improvement plans based upon current best practices.

Category 5 – Faculty and Staff 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?

Senior leaders openly discuss targeted improvements in the alignment of personnel and work processes. Discussions and decisions focus on ensuring that processes are seamless and that value is added during each step. Departments also align the administrative outcomes for their office with the mission of their department and the University. These outcomes are assessed annually and a report is submitted to the committee to review and provide feedback on the Administrative Assessments. A committee uses a standardized rubric to provide feedback in a consistent manner; a section of the rubric is dedicated to providing feedback on the alignment of the departmental actions and achievements with the overall institutional goals. USC Upstate has initiated a universal review date for the employee performance management system. The timing of the cycle for reviews intentionally lines up with the institutional and departmental planning cycle for the year to aid in facilitating a more formal feedback and planning loop.

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

Faculty, staff and students achieve effective communication through various means, see Table 1.1.1. Email is used as the daily standard communication method by faculty, staff and students. The university website is another means of supporting consistent, effective communication with faculty, staff, students and other stakeholders by providing access to a wealth of information including faculty/staff on-line directory, policies, course syllabi database, master calendar of all events on campus, strategic plan, campus department overviews, applications, admissions and financial aid information for students, etc. Division, department, and committee meetings are also used to share information. The USC Upstate RSS news feed is another means that is used to keep campus updated.

Knowledge, skills and best practices are shared across campus in both formal settings and informal settings including committee meetings, colloquiums, research symposium, departmental meetings, Chancellor’s Cabinet, Academic Affairs Council, Staff Council, etc. Ideas and best practices are shared during training sessions on campus. In some instances, the trainer may have suggestions and participants are allowed to share their own experiences and procedures for handling particular issues.

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?

Clear expectations are paramount for employees to perform at the highest level and for the institution to achieve its mission and meet its strategic goals. In the recruitment process, supervisors review and update job duties and ensure that requisite knowledge, skills and abilities are clearly stated within the position description prior to beginning the recruiting process.

Staff: Annually, through the Employee Performance Management System, supervisors provide feedback on the employee’s job performance and achievements during the past year. The supervisor and employee also review the employee’s position description and reaffirm job expectations. The supervisor and the employee collaborate on specific objectives for the employee to accomplish

during the upcoming year. The objectives assigned are directly linked to the department tactics and the institutions tactics for the upcoming year to allow all employees to see the “larger picture” and how the achievement of their objectives impacts the overall progress of the institution.

Faculty: Faculty are provided annual reviews from their supervisors and receive summarized feedback from the students in their courses through an end of course evaluation process. Tenure-track faculty are reviewed by a committee of their peers and colleagues as they work through the promotion and tenure process.

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Each year senior leaders openly discuss and review the personnel in each division giving particular consideration to positions in which the current employees are near retirement. If retirement or other changes are imminent, a plan and timeline is put into place to ensure cohesion of responsibilities and minimal loss of organizational memory as retirements or other changes occur within the organization. Senior leaders also review the organizational structure and department responsibilities to ensure the organizational alignment is appropriate for supporting the goals of the institution.

The institution does not currently have a formal process for supporting career progression for staff. Each individual supervisor works with the employees within their department through the annual EPMS process to make assignments of objectives that could be developmental in purpose or plan for training or mentoring in the upcoming year. Career progression for faculty is mapped out and governed by the promotion and tenure process which is documented in the faculty manual.

5. How does your development and learning system for leaders address the following: a) development of personal leadership attributes; b) development of organizational knowledge; c) ethical practices; d) your core competencies, strategic challenges, and accomplishment of action plans?

Leadership workshops are offered each semester and are open to current supervisors and others that may want to attend for development to prepare for more responsibility; examples of workshops that are offered on a rotating basis are: situational leadership, DISC profile, effective communication, etc. Leaders can also use dollars in their budgets to attend external workshops. Organizational knowledge is acquired primarily through training provided to all new supervisors within their first thirty days with the university, in addition to on-the-job training and mentoring. Ethical practices are addressed in a variety of ways, 1) responsibility forms are issued and signed before employees are given access to a variety of information and 2) ethics policies are covered with leaders annually. Institutional core competencies, strategic challenges and tactics/action plans are covered with new leaders as a part of their institutional orientation. Since every department participates in the creation of the annual tactics plans in support of the larger strategic plan, as well as the budgeting process, it is imperative for all leaders to understand the process and their role in the process.

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

Staffing levels are reviewed by benchmarking other institutions and reviewing minimum requirements of departments and work distribution. To supplement full-time staffing levels, many offices use part-time employees and students workers. The EPMS process is used to gauge skills and competencies of the workforce and to create development plans for preparation for future responsibilities. Staffing capacity needs are evaluated by identifying job duties and evaluating for skills required for a hiring situation or skills needed for development purposes.

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

Our recruitment process is an open process. At a minimum, all positions are posted on the Human Resources webpage and additional advertising is done at the direction of the hiring manager. All staff applications are reviewed by Human Resources for minimum qualifications and then passed along to the hiring manager/search committee for review. All hires are based on review of credentials/qualifications and best fit for the position and the organization. The biggest issue in retaining employees is maintaining competitive salaries both with faculty and staff. Efforts initiated to retain employees include actively engaging employees in the administration/operation of the university, maintaining competitive pay and benefits, tuition reimbursement, and the option to apply for other positions after one year in the most current position.

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?

Education, training and development opportunities are identified at several levels throughout the organization: 1) campus-wide needs, 2) division/department needs, 3) individual needs, and 4) compliance needs. Campus-wide needs are identified through the strategic planning cycle and are intended to address developmental issues from the macro level, e.g. the development and implementation of a new faculty and staff orientation or software training for all employees to prepare for the introduction of new or upgraded software on campus.

Division/department needs are identified either through departmental discussions of topics that could benefit the department or through performance issues, such as, on-going issues with specific processes that may need to be reinforced through training. These training needs are addressed primarily through the division/department leader working with subject matter experts (SME's) on the USC Upstate campus, the USC campus, or contracting with an authority in the area.

Individual training needs are identified primarily through the supervisor and the employee and are based on specific skills the employee needs to be successful in their job. Individual training needs are handled in various ways depending upon the need. Employees can sign up to attend technology training sessions offered on campus and on-line technology training is also available. CD's on a variety of topics are available for loan to employees throughout the year and a variety of personal and professional workshops are offered on campus throughout the year. One-on-one training is also provided on specific university policies and procedures.

Compliance training needs are identified across campus primarily by offices or departments responsible for ensuring compliance, e.g. OSHA training is implemented annually and is coordinated by the office of risk management.

Transfer of skills into the workplace is encouraged/reinforced by the supervisors in the departments. Most of the skill refinement comes through repetitive use of the new skill over a period of time and if needed, the employee can attend another training session or follow up with the trainer for further support. do you evaluate the effectiveness of your workforce and leader training and development systems?

All participants in training workshops/seminars on campus receive a follow-up survey about the workshop. The feedback from the workshop is sent to the instructor/department that sponsored the training to aid in continuous improvement of workshops. Also, each participant is solicited for feedback on any additional training and development that should be provided on campus. Our training evaluations are generally level 1 & 2 evaluations; we will continue working to move our training evaluations to the next level to ensure transfer of the skills to the work place.

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

USC Upstate uses a variety of incentives to encourage and motivate employees to develop and utilize their full potential.

- Employees are eligible for tuition reimbursement after six months of employment.
- Faculty can apply for institutionally funded grants through the Teaching Excellence Committee (TEC); over \$150,000 in grants are being awarded annually.
- Faculty are granted sabbaticals to allow time to focus on their scholarly endeavors.
- Staff and professional employees are encouraged to continue development in their trade or professions and can be rewarded through merit pay increases or bonuses
- Administrative employees are encouraged to participation in professional organizations, attend conferences, etc.
- Employees are eligible to apply for positions on campus to advance their careers if they have the requisite skills.

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

The institution monitors faculty and staff well-being, satisfaction and motivation through a variety of measures. Surveys are implemented each year to gauge satisfaction with many of the services, programs and processes on campus and a satisfaction survey covering broad-based topics is implemented every other year. Faculty and staff have representative committees (faculty welfare committee and staff council) in which issues can be channeled to senior management in a systematic manner. Leaders participate in many open forums on campus that allow for frequent dialogue on issues as they arise, e.g. faculty senate meetings. Human Resources uses exit surveys for employees leaving the university to help gather additional information about areas of satisfaction and dissatisfaction.

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

Data from the programs, services and processes satisfaction surveys are shared directly with the departments that are responsible for implementation/improvements. The data is also shared with the supervisors and senior leaders responsible so the information can be used when developing specific departmental tactics for the next year. Issues that are identified and are considered institutional as opposed to departmental, e.g. issues that arise from the broad-based survey, are discussed with the senior leaders as opportunities for improvement and plans are created targeting improvements/resolutions.

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

USC Upstate maintains a healthy, safe and secure workplace through a variety of University programs and processes. Under the umbrella of the Department of Public Safety, the Office of Risk Management conducts robust construction site inspections, facilitates OSHA safety trainings, coordinates vehicle driving safety programs and advances the Disaster Resistant University program. Additionally, the Office of the Fire Marshal conducts regular fire safety inspections of campus buildings and life safety systems, fire safety training and periodic evacuation drills. The Police Department conducts regular patrols and inspections of buildings, fields and grounds, conducts criminal investigations, supports the institution's' healthy lifestyle campaign by enforcing the University's Tobacco Free Initiative, promotes vehicle safety through traffic enforcement, and continuously monitors campus CCTV, fire, burglary, and severe weather systems.

The Police Department also works with faculty, staff and students to conduct crime prevention training on a variety of subjects including the PIP program (Partners in Prevention) and Rape

Aggression Defense (R.A.D.) and student safety escort services. A campus incident management plan has been developed and implemented. The plan is tested periodically through mock emergency training scenarios. Building and Floor Coordinators represent an integral component of the plan and receive training on an annual basis. Moreover, emergency phones are located at each building and at strategic open space locations throughout campus; both with direct connection to the Police Department. A campus master security plan has been developed which includes expansion of access control systems, closed-circuit television systems and emergency phones. Highlighting the University’s safety program is “SpartAlert,” a campus emergency notification system which alerts faculty staff and students of emergency or potentially dangerous situations in or around campus through cell phone, text messaging and the University phone system.

Lastly, University Health Services (primarily a student focused service) is located on campus and staffed with a nurse practitioner and a number of nurses. These medical professionals also act as first-responders to work-related, non-life threatening injuries.

Category 6: Process Management

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

The core competencies for USC Upstate were developed by our senior management team, students, faculty, staff and community partners. They are reflected in our missions and vision statements are reflected in our processes and programs.

Institutional Core Competencies	
<ul style="list-style-type: none"> – Student Focused – Diversity/Multiculturalism – Strategic Leadership – Tactical Management 	<ul style="list-style-type: none"> – Community Engagement – Flexibility /Adaptability – Data Driven – Action Oriented

2 What are your organization’s key work processes?

See 6.3.1

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

As new processes are designed and current processes are re-engineered, the stakeholders involved in or affected by the process are consulted. The discussions are intended to define the expected outcomes – cycle time, cost, and deliverables – identify constraints and issues, map each step of the process and identify improvements and efficiencies that may be gained through the use of technology. Additionally, we have created a feedback mechanism for each division/department on campus to collect feedback on operations and services to facilitate feedback from faculty, staff, students, alumni, community partners and others directly to the departments on an on-going basis.

Key Work Processes	Stakeholder Input
Education	Assessment, student opinion polls, alumni and first year surveys
Academic Support	Assessment, alumni and first year surveys, faculty feedback
Recruitment	First year student surveys, parent surveys, faculty feedback
Human Resources	Employee surveys, supervisor feedback, employee exit surveys
Finance/Accounting	Auditors, students/parents, accrediting agency
Fund Raising	Advisory board, alumni board, faculty/staff and student government association
Public Relations	Department input, student government association, employee surveys

Safety and Security	Student government association, employees surveys, accrediting agency
Figure 6.3.1	

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 process design or process review is handled by cross-functional teams, including students, faculty, staff, administrators, and/or external stakeholders as appropriate. This team considers the operational issues, technology issues, and expected outcomes relative to their charge, investigates various approaches to achieving the desired goals, determines which approach would be most effective and efficient within these constraints, and creates an implementation plan for the process. An example of one such process redesign is the student opinion poll (SOP) process. Because every student in every course each semester is given the opportunity to provide anonymous feedback to the faculty, the process and technology that were being used were deemed inefficient. To redesign the process, a task force was created to look at the entire process step by step as defined below in Figure 6.4.1

Process Steps	Stakeholder(s)	Issues	Outcome
Create SOP questions	Faculty Committee, faculty senate	<ul style="list-style-type: none"> – Are questions relevant to all areas? – Is the number of questions appropriate? – Do questions provide useful information for faculty? 	A standardized set of questions was developed for all courses
Define the administrative steps in the process	Faculty, administrative assistants, assessment representative, and IT	<ul style="list-style-type: none"> – What makes current process cumbersome? – What administrative steps are <u>necessary</u> to protect the validity of the process? 	The current process was deemed unwieldy. In order to protect the integrity of SOPs, neither faculty nor students could handle SOPs more than necessary.
Determine best technology to support	Representative group – faculty, assessment, administration, IT, and finance	<ul style="list-style-type: none"> – What systems are available that meet the needs and are cost-effective 	Class Climate was determined to be the strongest option.
Implementation	Faculty, assessment, IT, finance, administrative assistants	<ul style="list-style-type: none"> – How can the new process be implemented seamlessly? 	Upstate began using its Class Climate SOPs during Maymester 2008.
Figure 6.4.1			

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

Outcome based evaluations are conducted in an on-going format on processes to provide the necessary data for making adjustments to improve outcomes and satisfaction. As we work to improve our process evaluation efforts, in-process evaluations will be added to aid in quicker identification of areas where processes are not meeting the established standards/metrics. As assessment data are collected, the departments responsible for the processes work to revise strategies and action plans to continually improve results. Many of the results are disseminated across various departments and committees to allow for broad based participation and planning for enacting new initiatives aimed at improving results.

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

Key Support Processes, Evaluation Methods, Processes for Improving		
Key Support	Evaluation Methods	Process for Improving/Updating

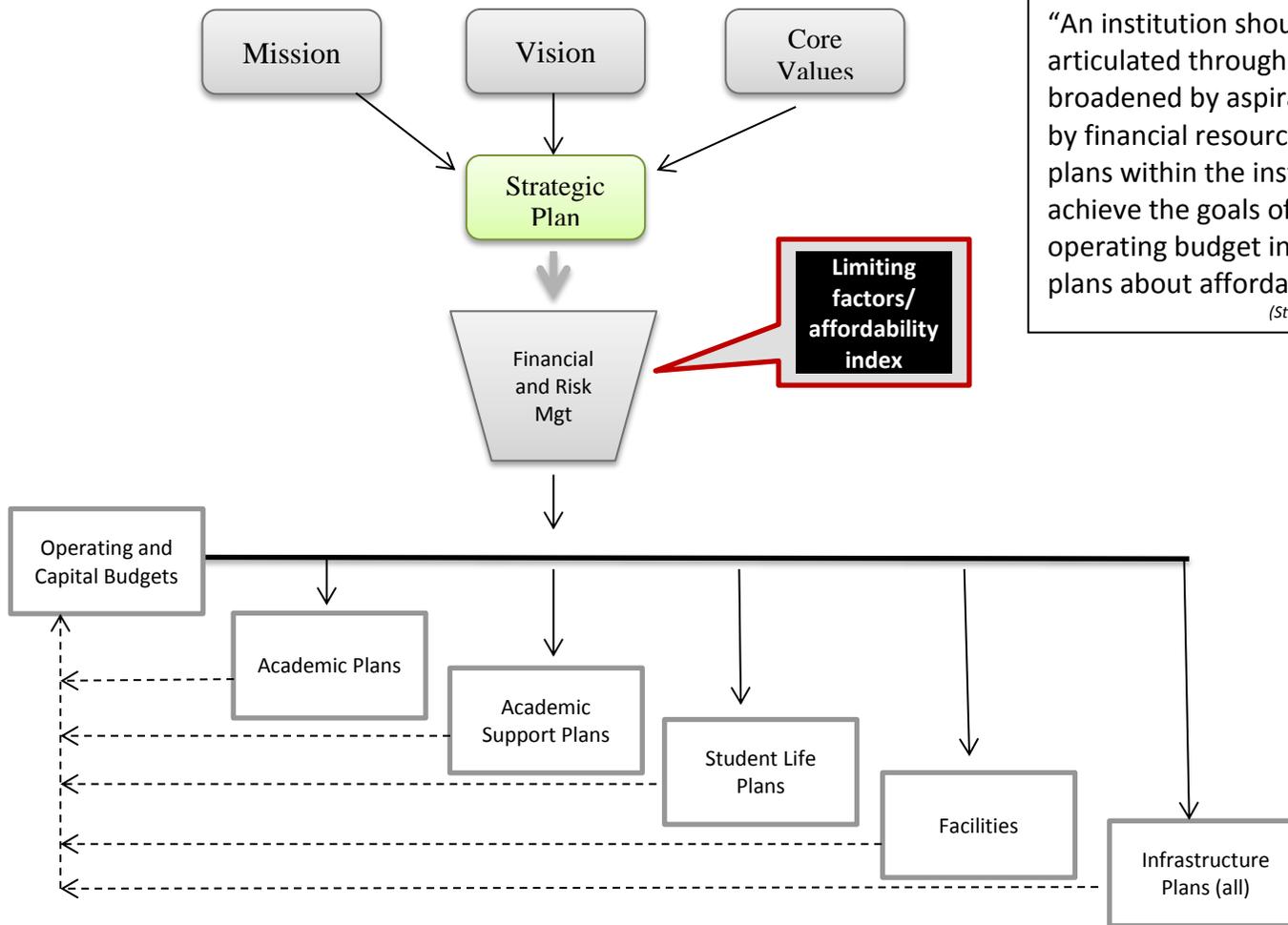
Processes		
Academic Support	# of users, course grades of students using services vs. grades of non-users, satisfaction surveys.	Submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
Recruitment	# of student participants, contacts, and presentations; satisfaction surveys; collaboration between areas to ensure maximum utility institutional awards; enrollment targets; efficient processing analyses; internal and external audits.	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
Human Resources	Workforce surveys, # employees meets by default EPMS, surveys on satisfaction with learning opportunities, % new hire employee paperwork completed on-time and accurately, # EEO complaints	All data are reviewed by the human resources staff with a focus on improving outcomes. Improvement interventions include process redesign with stakeholder involvement, improved communications, program evolution, etc.
Finance/ Accounting	Review of findings of internal and external audits; including attainment of benchmarks and plans for future improvement; review of committee evaluation reports and feedback; review of subsequent reports on implementation and outcomes of improvement measures	Review and revise operational procedures based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports; forecasting of future revenue and expenditures in comparison to historical trends.
Fund Raising	Evaluation results will be based on dollars raised and contacts made in comparison to previous years. Additional criteria include number of new prospects identified and progress being made as they are moved toward a gift.	Better use of donor database to identify and track prospects. Additional training through professional seminars and associations.
Public Relations	Survey of Web site analytics, client needs and satisfaction surveys, collaboration between areas to ensure maximum efficiency and effectiveness, and committee evaluation of reports and provision of feedback	Continual implementation of latest technology to Web sites, review and revision based on findings of internal and external audits, committee evaluation of reports and provision of feedback, and additional training through professional seminars and associations.
Computing	Evaluation of logs and reports from Impulse Safe Connect, Google Analytics, Track IT help desk software and satisfaction surveys.	Information is gathered, evaluated and reviewed with a focus on improving customer service, technology efficiencies, effectiveness and user support.
Facilities Maintenance	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures	Review and revision based on findings of internal and external audits; submission of annual reports, including attainment of benchmarks and plans for future improvement; committee evaluation of reports and provision of feedback; subsequent reporting on implementation and outcomes of improvement measures
Campus Safety/ Security	Evaluation of crime/safety and security statistics data, number of incidents on fire inspections and client satisfaction surveys.	Continue to work with Building Coordinators to raise awareness and improve fire inspections. Improve campus infrastructure and networks to improve campus climate.
Figure 6.6.1		

USC Upstate key support processes are designed to enhance and/or facilitate student learning, student success, and student satisfaction. New key support processes or the need for change in key support processes are identified in two ways: 1) identification of a need through the planning process and 2) identification of a need through surveys and needs assessments. In both scenarios, after the need is identified, the responsible individuals/ departments are asked to collaborate appropriately to design and implement an effective solution. As processes are designed or re-engineered, process assessments are built in through the Plan, Do, Check, Improve (PDCI) cycle to ensure continuous improvement.

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?

To ensure adequate budgetary and financial resources are available and determine needs for current and new initiatives there are three budget and financial management activities that are performed.

1. A budget development process that is directly linked to the University's strategic plan in which all operating units are involved in identifying and coordinating the financial operations and priorities. During this process, priorities are analyzed to determine specific strategies and resources available for implementation. Some allocations are contingent upon the final funding available and are phased in or delayed to insure adequate revenue is available.
2. An institutional planning process to establish long-term strategic goals and annual tactics that are to be accomplished within the available resources. During this process recurring needs and new initiatives are assessed to determine prioritizes. Budget development and management responsibilities are clearly defined for all operations to fully assess resource needs and properly align those needs with unit performance.
3. A revenue determination and tracking system to provide generated revenue projections for all sources, driven primarily by enrollment is also flexible in accommodating changes in state resources. The annual budget plan is subject to several revisions during the budget development process. Also, the Budget Office provides tracking reports for both revenue and expenditures throughout the year in addition to current, on-line budget information available to all operating units.



“An institution should be driven by its mission, articulated through a strategic plan that is broadened by aspiration and vision, and limited by financial resources. Each of the individual unit plans within the institution is established to achieve the goals of the strategic plan. The operating budget informs each of the individual plans about affordability of activities.
(Strategic Financial Analysis for Higher Education. 2010)

Category 7 – Organizational Performance Results

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?

USC Upstate uses many indicators to evaluate student performance including trend data to aid in assessing the continuous improvement efforts, and comparable data to aid in benchmarking.

Graduation Rates and Freshmen to Sophomore Retention Rates: Six year graduation rates is an indicator that USC Upstate has been focused on for several years. For comparison purposes, graduation rates are reported as a six year rate and only track students that start at USC Upstate as first time freshmen. The six year graduation rate for first time freshmen has been inconsistent for many years. As demonstrated in Figure 7.1.1, the six year graduation rate is impacted most directly by retention of the incoming freshmen into their sophomore year. USC Upstate graduates approximately 60% of freshmen who return for their sophomore year, reiterating importance of freshmen persistence.

Recognizing the variability in the first-time freshmen retention rate and the understanding of the direct cause-effect relationship between retaining freshmen into their second year and overall graduation rates, decisions have been made to create and implement a variety of student support services, programs and strategies targeting freshmen success. The initiatives that have been implemented long enough to capture data are: university 101, supplemental instruction, an early intervention program and MapWorks a program designed to aid students in self-identifying areas of concern. The data collected on each of these programs are viewed as “lead” indicators for improving student success and the retention of first-time freshmen. The data on these programs is shared with faculty and staff that assist students in making decisions. Organizationally, residential life was moved to the assistant Vice Chancellor of Student Success to allow better coordination and focus on residential students with the academic support center.

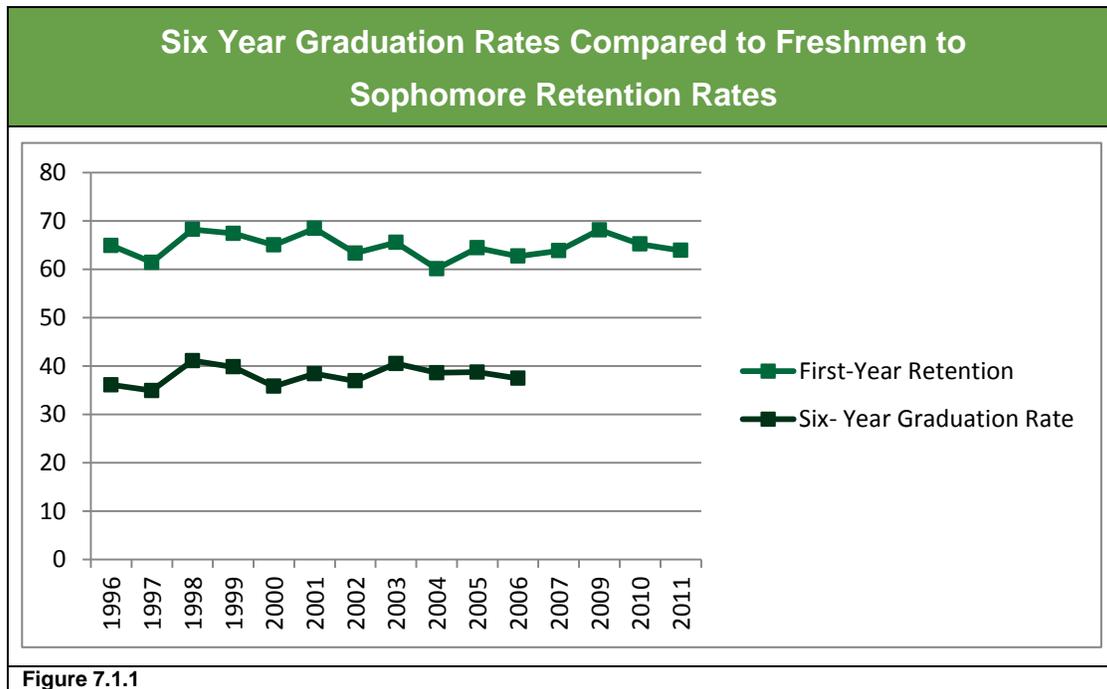
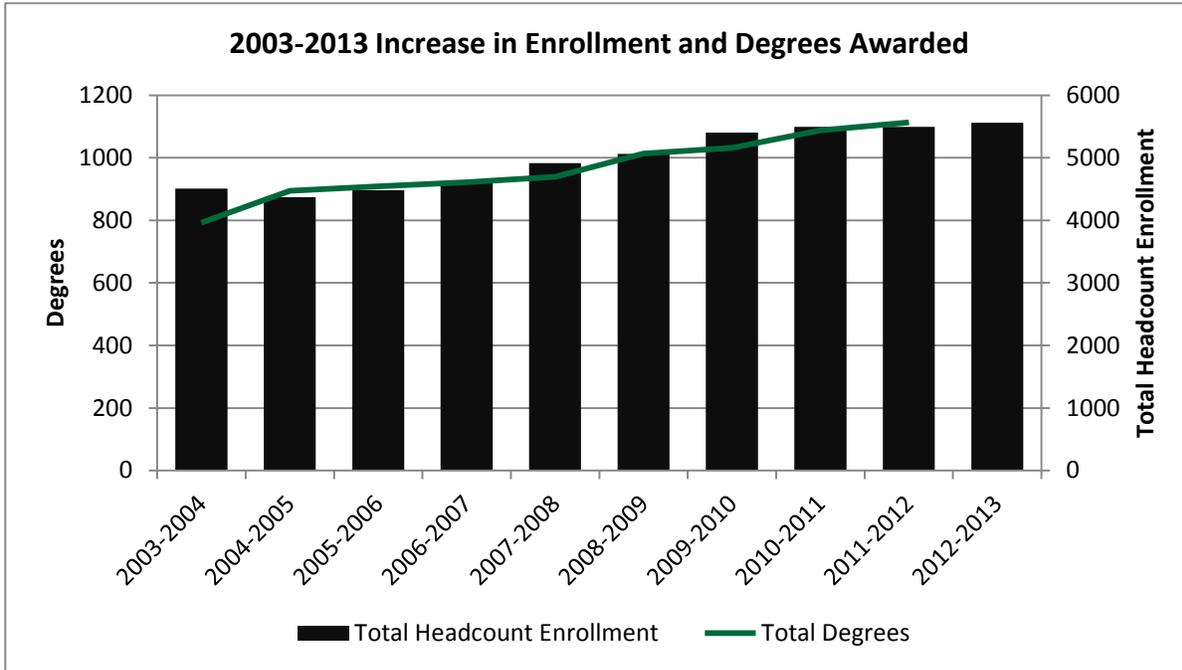


Figure 7.1.1

Degrees Awarded

The number of degrees awarded by USC Upstate has increased significantly, see Figure 7.1.2.



General Education Competency Assessments: Attainment of General Education competencies is assessed longitudinally of both freshmen and seniors to evaluate learning gains as a result of general education courses and other educational experiences at USC Upstate. While differences across years have not been found significant, differences between freshmen and seniors have, in most cases, been statistically significant at at least the $p < .05$ level. clearly reflecting student learning and increased knowledge and skills.

Additionally, most of these assessments are nationally normed and therefore provide national comparison data. Generally, the performance of USC Upstate freshmen is below the national average for freshmen while the performance of USC Upstate seniors is above the national average for seniors. Below are results of these assessments.

Competency 1: Written and Oral Communication

Assessment Rubric in Senior Seminar—2011	
<i>Range: 1 (poor)-6 (good)</i>	
<i>Mechanics/Grammar: 4.48</i>	<i>Organization: 4.66</i>
1-2: 7 (4%)	1-2: 6 (3%)
3-4: 75 (40%)	3-4: 64 (34%)
5-6: 105 (56%)	5-6: 117 (63%)
Assessment Rubric in SSPH 201—Fall 2010	
<i>Range: 1 (poor)-6 (good)</i>	
<i>Mechanics/Grammar: 4.57</i>	<i>Organization: 4.53</i>
1-2: 9 (4%)	1-2: 4 (2%)
3-4: 84 (40%)	3-4: 94 (45%)
5-6: 118 (56%)	5-6: 113 (54%)
Assessment Rubric in Senior Seminar—Spring 2010	

Range: 1 (poor)-6 (good)	
Mechanics/Grammar: 4.68 1-2: 1 (1%) 3-4: 35 (35%) 5-6: 65 (64%)	Organization: 4.71 1-2: 3 (3%) 3-4: 31 (31%) 5-6: 66 (66%)

CAAP Essay Aggregate Results

	Spring 07 Seniors	Fall 07 Seniors	Fall 08			Spring 09 Seniors	Fall 09 Seniors	Spring 11 Seniors
			SEGL 101	SSPH 201	Senior Sem			
N	455	349	208	259	363	439	207	213
Composite	3.20	2.98	2.97	3.00	3.27*	3.24	3.2	3.33
Essay 1	3.25	2.90	3.12	3.13	3.21	3.40	3.3	3.45
Essay 2	3.15	3.06	2.93	3.00	3.23*	3.20	3.2	3.21
	Fall 11 Freshman	Fall 11 Seniors	Fall 12 Freshman	Spring 13 Seniors			National Freshman	National Seniors
N	108	136	57	117			5358	4928
Composite	3.20	3.25	2.9	3.4*			3.1	3.3
Essay 1	3.39	3.24	2.9	3.4*			3.1	3.3
Essay 2	3.00	3.25*	2.9	3.3*			3.1	3.2

*the Senior scores are significantly higher than Freshman scores (p<.05)

Competency 2: Scientific Investigation and Quantitative and Logical Reasoning

<p>CAAP Science Results Fall 2012—Seniors</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 59.07 60.9</p> <p>Range=51-69</p> <p>USC Upstate Percentile: 41st</p>	<p>CAAP Science Results Fall 2012—Freshmen</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 58.36 58.4</p> <p>Range=52-71</p> <p>USC Upstate Percentile: 53rd</p>
<p>CAAP Science Results Fall 2011—Seniors</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 60.2 60.9</p> <p>Range=51-70</p> <p>USC Upstate Percentile: 48th</p>	<p>CAAP Science Results Fall 2011—Freshmen</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 56.4 60.9</p> <p>Range=49-63</p> <p>USC Upstate Percentile: 37th</p>
<p>CAAP Science Results Fall 2010</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 59.0 60.9</p> <p>Range=51-70</p> <p>USC Upstate Percentile: 41st</p>	<p>CAAP Science Results Spring 2010</p> <p>Upstate Nat'l</p> <p>Scaled Score Avg 61.1 60.9</p> <p>Range=40-80</p> <p>USC Upstate Percentile: 56th</p>

Proficiency Profile Mathematics Skill Area

Score	Seniors Spring 2013 (N=136)			Freshmen Fall 2012 (N=93)					
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*			
Mathematics	115.81	5.76	113.72	111.0	4.9	111.78			
Score	Seniors Spring 2012 (N=156)			Freshmen Fall 2011 (N=105)					
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*			
Mathematics	113.82	5.73	113.72	110.03	4.75	111.63			
Score	Spring 2011 (N=205)			Spring 2010 (N=168)			Spring 2008 (N=460)		
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*
Mathematics	113.78	5.73	113.72	112.79	5.53	114.30	113.72	2.18	114.30

	Seniors Spring 2012 (N=156)			Freshmen Fall 2011 (N=105)					
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient			
Mathematics, Level 1	65%	17%	18%	30%	32%	37%			
Mathematics, Level 2	33%	27%	40%	10%	20%	70%			
Mathematics, Level 3	7%	23%	70%	2%	6%	92%			
	Spring 2011 (N=205)			Spring 2010 (N=168)			Spring 2008 (N=460)		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Mathematics, Level 1	59%	27%	15%	59%	21%	20%	59%	24%	17%
Mathematics, Level 2	28%	31%	41%	27%	30%	42%	30%	28%	42%
Mathematics, Level 3	9%	17%	74%	6%	15%	79%	9%	18%	74%

Competency 3: Critical Thinking

Proficiency Profile Critical Thinking Skill Area

	Freshmen Fall 2012			Seniors Spring 2013				
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*		
N	93			136				
Total Score	434.4	12.21	437.61	454.96	17.3	446.85		
Critical Thinking Subscore	109.01	5.32	110.09	113.82	6.28	112.69		
	Seniors Spring 2012			Freshmen Fall 2011				
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*		
N	156			105				
Total Score	446.22	16.67	446.32	431.65	10.94	438.99		
Critical Thinking Subscore	112.4	5.97	112.51	108.29	4.61	110.45		
	Spring 2011			Spring 2010			Spring 2008	
	Upstate Mean	SD	National Mean*	Upstate Mean	SD	National Mean*	Upstate Mean	SD
N	205			168			460	
Total Score	447.3	17.16	446.25	442.64	18.5	447.94	447.37	17.9
Critical Thinking Subscore	112.85	5.98	112.53	111.42	5.88	112.27	112.83	6.2

*Among Master's (Comprehensive) Colleges and Universities I & II

	Seniors Spring 2012 (N=136)			Freshmen Fall 2012 (N=93)					
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient			
Reading, Level 1	85%	6%	9%	48%	24%	28%			
Reading, Level 2	49%	26%	25%	13%	20%	67%			
Critical Thinking	8%	26%	65%	1%	4%	95%			
	Seniors Spring 2012 (N=156)			Freshmen Fall 2011 (N=105)					
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient			
Reading, Level 1	74%	19%	8%	42%	31%	27%			
Reading, Level 2	39%	25%	36%	14%	17%	69%			
Critical Thinking	8%	16%	76%	0%	2%	98%			
	Spring 2011 (N=205)			Spring 2010			Spring 2008		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Reading, Level 1	73%	19%	7%	67%	17%	16%	75%	15%	10%
Reading, Level 2	41%	20%	39%	37%	17%	46%	44%	23%	33%
Critical Thinking	7%	18%	74%	8%	13%	79%	8%	16%	76%

National Averages

	Seniors			Freshmen		
	Proficient	Marginal	Not Proficient	Proficient	Marginal	Not Proficient
Reading, Level 1	70%	17%	13%	48%	24%	27%
Reading, Level 2	42%	19%	39%	22%	16%	62%
Critical Thinking	9%	20%	72%	3%	9%	88%

<p>CAAP Critical Thinking Fall 2012 Seniors</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 63.5 63.2</p> <p>Range=50-72</p> <p>USC Upstate Percentile: 57th</p>	<p>CAAP Critical Thinking Fall 2012 Freshmen</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 59.3 61</p> <p>Range=49-69</p> <p>USC Upstate Percentile: 41st</p>
<p>CAAP Critical Thinking Fall 2011</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 62.1 63.2</p> <p>Range=51-72</p> <p>USC Upstate Percentile: 40th</p>	<p>CAAP Critical Thinking Fall 2011 Freshmen</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 59.1 61</p> <p>Range=50-71</p> <p>USC Upstate Percentile: 41st</p>
<p>CAAP Critical Thinking Fall 2010</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 63.4 63.2</p> <p>Range=51-70</p> <p>USC Upstate Percentile: 47th</p>	<p>CAAP Critical Thinking Spring 2010</p> <p style="text-align: center;">Upstate Nat'l</p> <p>Scaled Score Avg 62.1 63</p> <p>USC Upstate Percentile: 40th</p>

Competency 4: Globalization and Diversity

	Spring 2010 Seniors	Fall 2010 Seniors	Fall 2011 Freshmen
Perceived Orientation	119.67	123.57	115.78
Development Orientation	91.62	100.22	82.02

Orientation Gap	28.05	23.35	33.76
<i>Adaption</i>	1.1%	6.5%	0%
<i>Acceptance</i>	17.1%	31.5%	5.1%
<i>Minimization</i>	50.0%	46.8%	44.1%
<i>Polarization</i>	26.2%	14.1%	35.9%
<i>Denial</i>	5.7%	1.1%	15.4%

Competency 5: Information Technology Literacy

	20131 Senior % Correct	20124 Freshmen % Correct	20121 Senior % Correct	20114 Freshmen % Correct
Average Overall Score	76%	72%	74%	69%
Average Basic Score	87%	83%	86%	81%
Average Intermediate Score	70%	64%	68%	60%
Average Advanced Score	72%	76%	73%	73%
Digital Literacy Combined	93%	85%	87%	78%
Excel 2007 Combined	77%	66%	70%	57%
Internet Explorer Combined	70%	74%	71%	71%
Word 2007 Combined	83%	84%	75%	74%

2012 NSSE Results: The National Survey of Student Engagement (NSSE) is administered to freshmen and seniors every three years to evaluate their satisfaction with various aspects of their experiences at the University. The table below reflects the students' ratings of their learning in a variety of contexts. Additionally, the table shows the comparison between USC Upstate students and their Carnegie Class peers. There was no significant difference in any area except general education, where Upstate students rated their learning as greater than that of students at peer institutions.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1= Very little, 2=Some, 3=Quite a bit, 4=Very much)

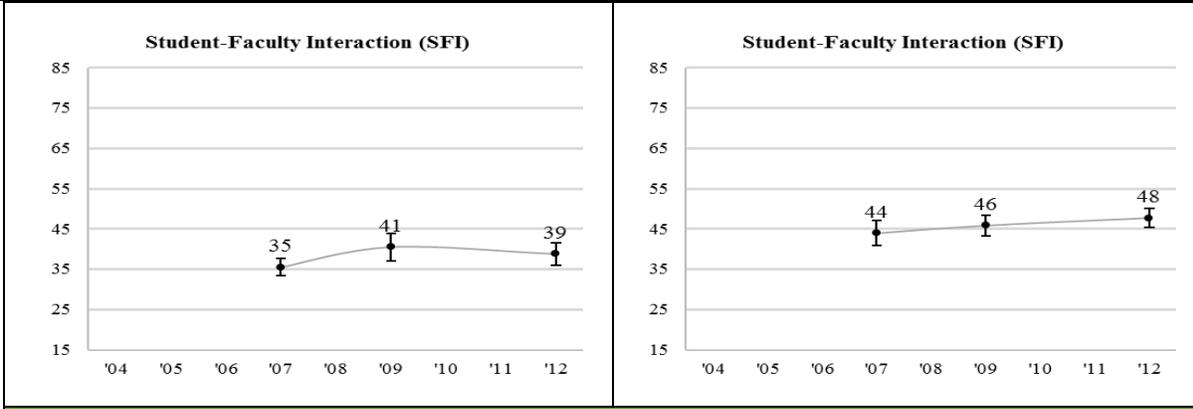
	First Year		Senior	
	Upstate	Carnegie Peers	Upstate	Carnegie Peers
Acquiring a broad general education	3.27	3.14*	3.24	3.26
Acquiring job or work-related knowledge and skills	2.81	2.93	3.19	3.22
Writing clearly and effectively	3.22	3.12	3.15	3.18
Speaking clearly and effectively	3.03	2.99	3.11	3.11
Thinking critically and analytically	3.29	3.27	3.43	3.40
Analyzing quantitative problems	3.08	3.00	3.19	3.15
Using computing and information technology	3.20	3.09	3.23	3.21

*p<.05

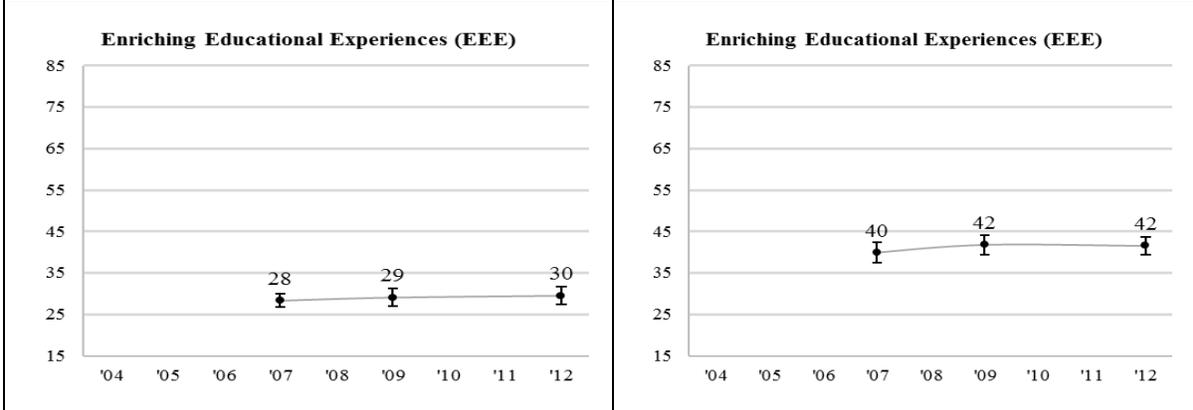
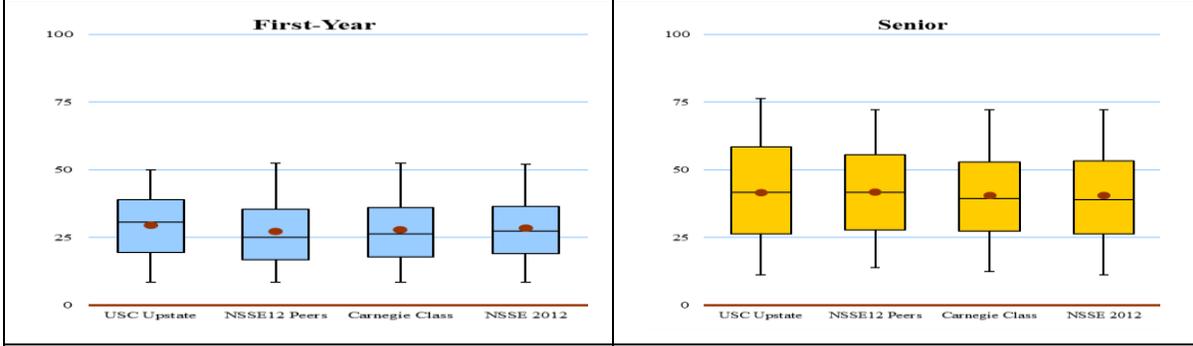
NSSE also provides results in broad categories that reflect aggregation of student responses to multiple related items. Below are the USC Upstate and comparison group ratings for the Level of

Academic Challenge, Student-Faculty Interaction, and Enriching Educational Experiences. Each of these scales provides insight into students' evaluations of the educational activities at USC Upstate. Ratings in these areas have also been tracked longitudinally across multiple implementations of NSSE at USC Upstate. In all cases except Student-Faculty Interaction for freshmen, ratings have improved over time, but none of the differences are significant.





2012 Enriching Educational Experiences



Peer Groups for NSSE Results –NSSE 12 Peers is made up of schools in our peer set who participated in NSSE 2012. The Carnegie Class represents participating institutions who have the same 2005 basic Carnegie Classification of 22 (Baccalaureate Colleges—Diverse Fields). NSSE 2012 includes all institutions participating in NSSE 2012

Average SAT Scores: The average SAT score for the incoming freshmen class is a key quality indicator. This key indicator illustrates an increased interest of quality students in attending USC Upstate and is a strong indicator of growth of the institution’s academic reputation. Since 2005, applications for admissions have grown 35%, and from 2001 until 2010, the average SAT of the incoming freshmen class has increased. In the past two years, however, the average score has gone down. During this same period, the incoming freshmen cohort has grown from 749 students with 33% minority representation to 806 students with 33% minority representation.

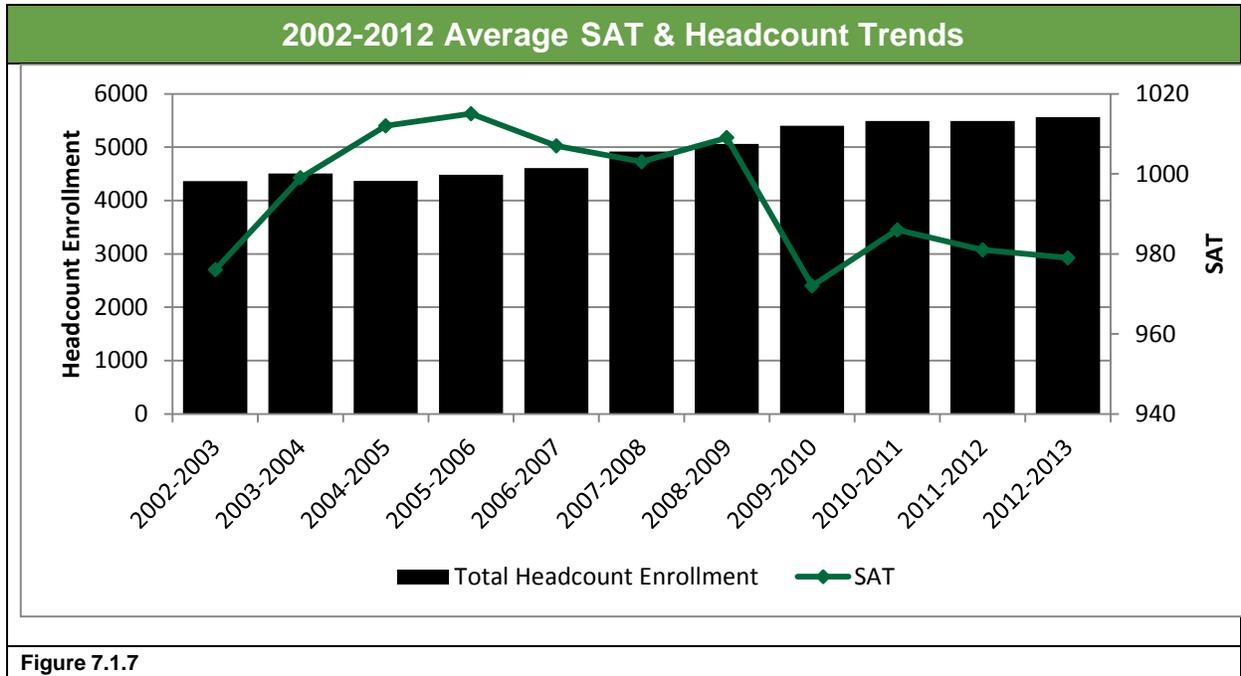


Figure 7.1.7

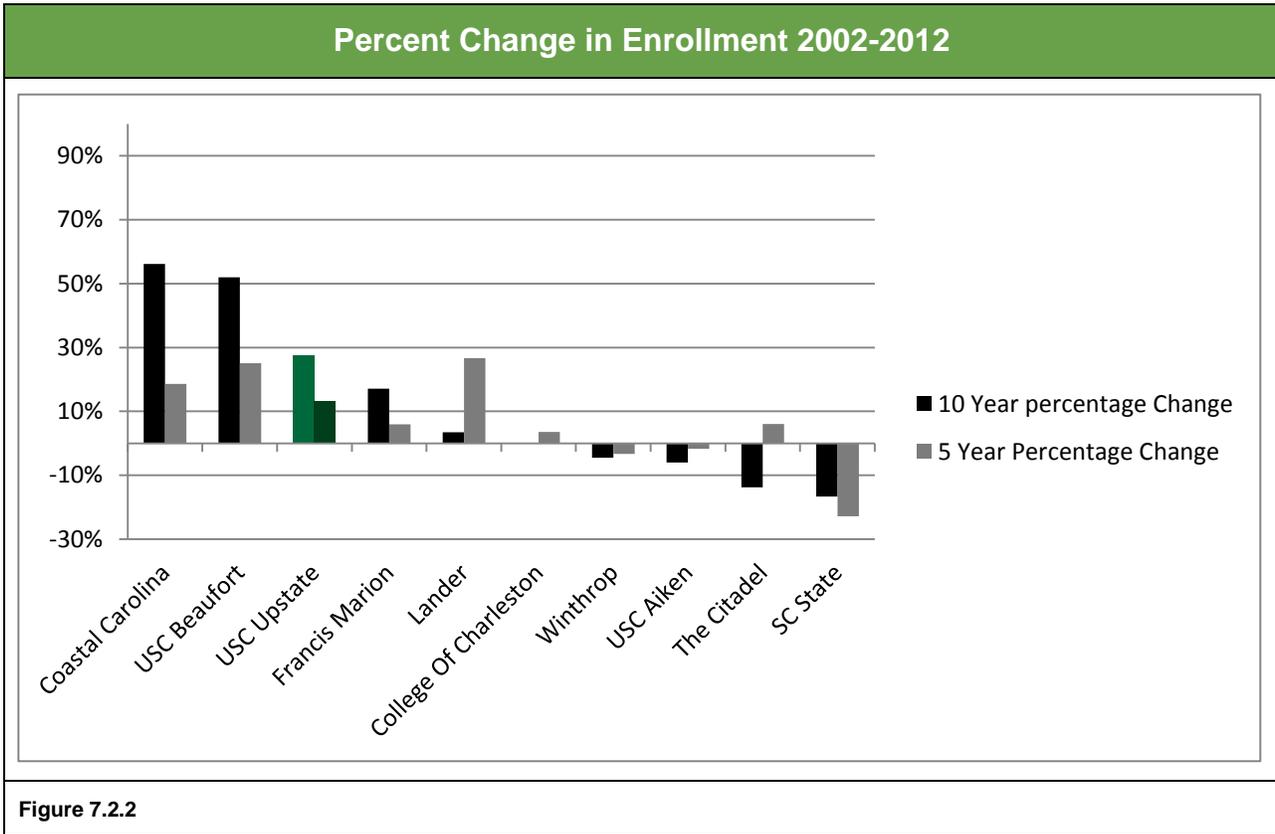
2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

USC Upstate uses a variety of methods to collect information on student, faculty, and stakeholder satisfaction. The measures include comparative salary data for faculty/staff; our goal is to be at the state average or better than the state average on salaries by faculty rank and by job class for staff. Surveys are administered each spring to students completing their first year at USC Upstate and to students graduating in the last year. We participate in NSSE every three years to gain comparative data and this year we administered an in-depth survey of employee satisfaction using the SmartPulse tool. The table below provides a synopsis of results. Areas of concern are being addressed.

2012 Smart Pulse Survey of Faculty, Administrators and Staff		
Scale	Average Score	Cause for Concern?
Burnout (n = 276)	58.2	Yes
Emotions (n = 265)	63.5	yes
Intent to turnover (n = 273)	72.0	No
Job involvement (n = 269)	78.0	No
Organization (n = 287)	75.6	No
Trust for Leaders (n = 270)	74.6	No
Trust for Peers (n = 270)	74.2	No
USC Upstate values (n = 258)	69.1	Yes

Headcount Enrollment Growth: The growth in enrollment is one strong indicator that students, prospective students and other stakeholders are recognizing the quality reputation of USC Upstate as

an in-state choice. USC Upstate has increased enrollment at a rapid rate for the past ten years, only second to Coastal Carolina.

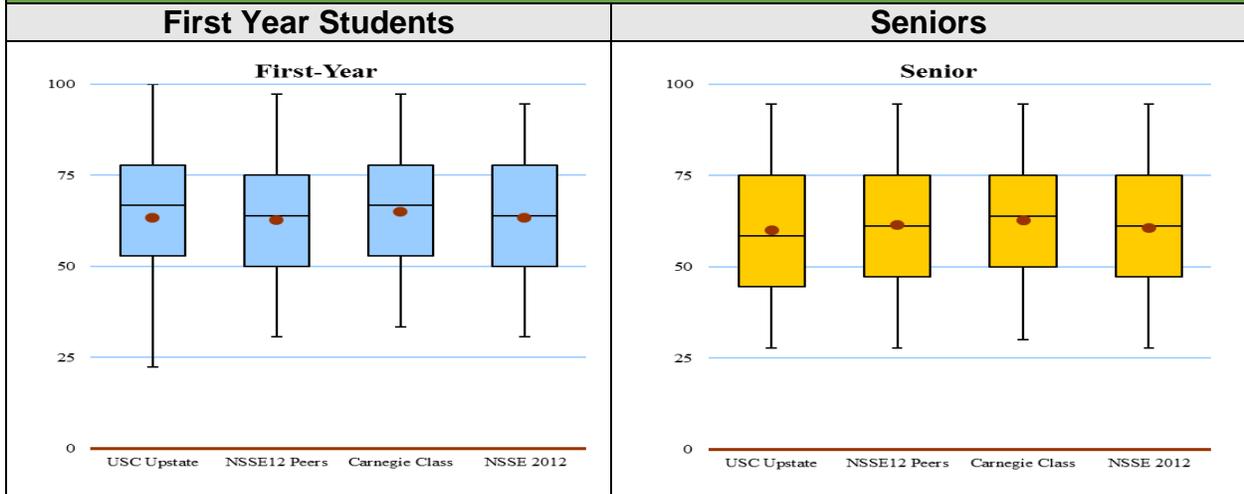


Freshmen / Senior Evaluation: Assessment Overview

The National Survey of Student Engagement (NSSE) is administered to freshmen and seniors every three years to evaluate their satisfaction with various aspects of their experiences at the University. In the 2011/2012 administration, 86% of first year students rated their experience as “good” or “excellent” and 78% of seniors would choose the school again if they could start their college career over.

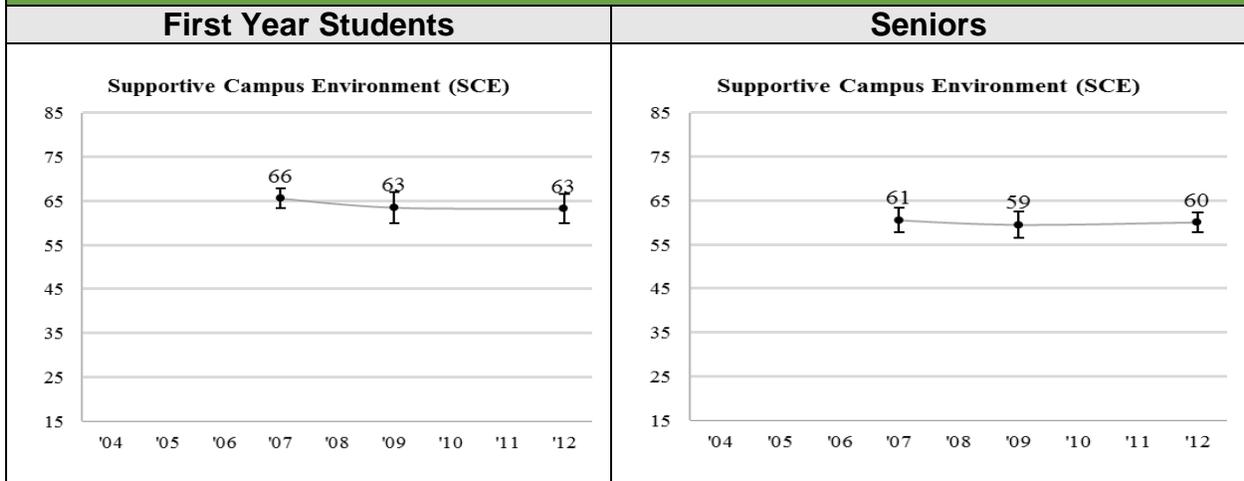
The following figures provide information regarding the degree to which students find the University environment as a whole to be friendly and supportive. Clearly, our students find us to be about as supportive as students at our comparison institutions. This has been the case for each of the administrations of the evaluation. Investigation of the multi-year trend, however, is of some concern, as the ratings have decreased somewhat, although not significantly. This is an area we will need to monitor in future years.

2012 Supportive Campus Environment Ratings
Benchmark Against Comparison Groups



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. Figure 7.2.3

2012 Supportive Campus Environment Ratings
Multi-year Trend



Faculty salaries have been a challenge for many years. As a result of completing the analysis, creating a plan and executing the plan for several cycles, we have finally closed the gap for faculty salary by rank with the state average by rank.

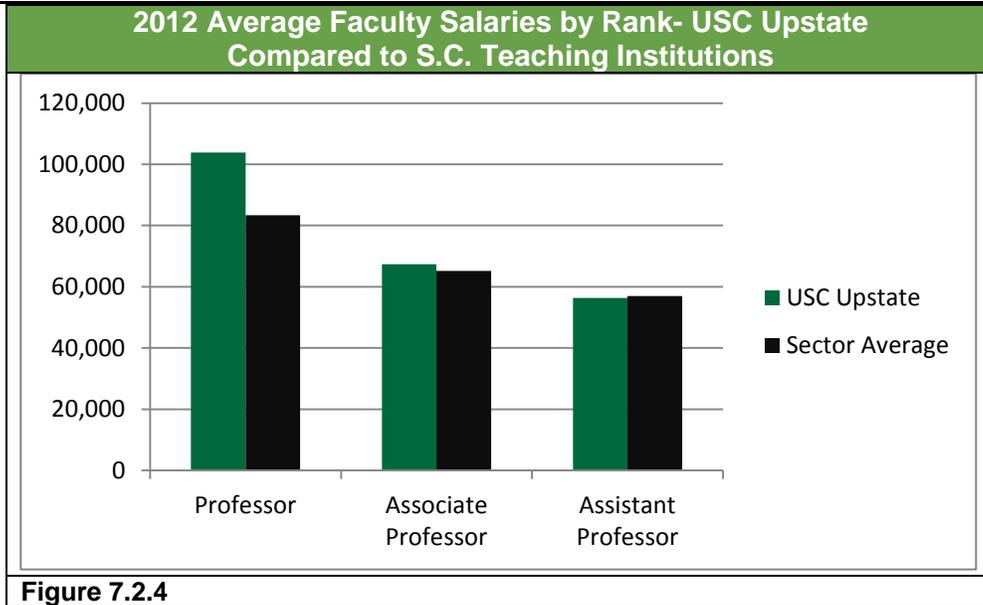


Figure 7.2.4

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

USC Upstate uses several key measures for budgetary and financial performance to assess continuous improvement efforts and comparable data for benchmarking. Comparisons of tuition, state funding for S.C. students, CIB funding, and expenditures by program area are a few of the areas that are tracked as budgetary and financial indicators.

Tuition: In 1996-1997, USC Upstate tuition was 10.1% below the teaching sector average and the undergraduate population was growing. To enable the University to grow the campus to accommodate the needs of students, the decision was made to begin increasing tuition in small increments each year with the target of moving USC Upstate tuition to the teaching sector average. At the same time the institution was increasing tuition incrementally to reach sector average, the state began cutting allocations to higher education institutions. These budget decreases caused all public institutions within the state to further increase tuition to cover the budget deficits.

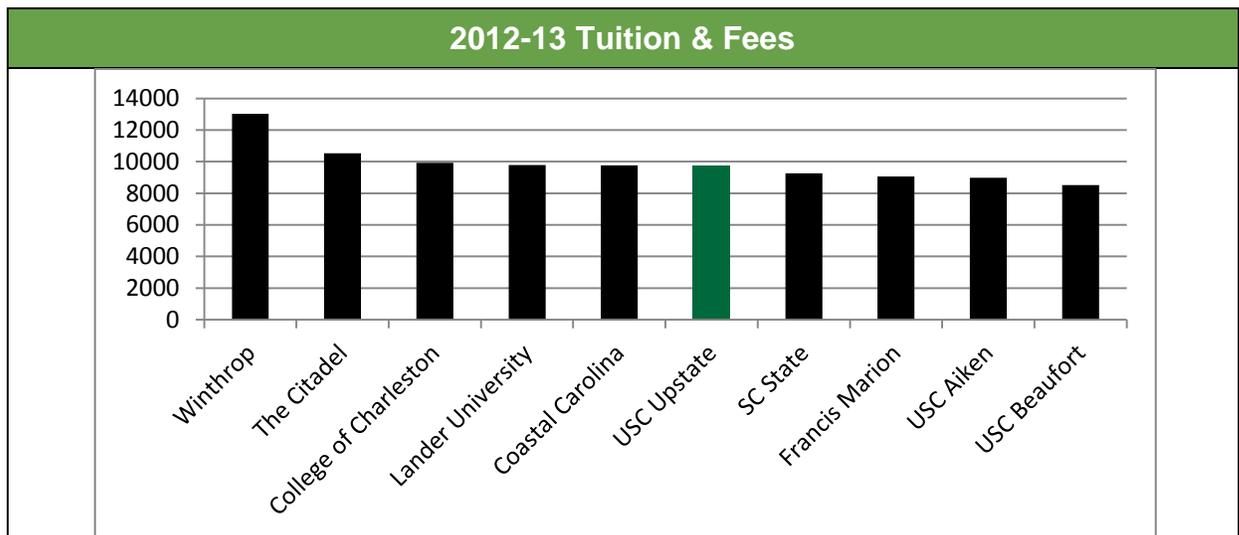


Figure 7.3.1 * Sector Average is \$9,584

State Appropriations and S.C. Undergraduate Enrollment: USC Upstate has experienced a large decrease in state appropriations in the last several years; per student dollars have decreased significantly. As demonstrated in the chart below, South Carolina students attending USC Upstate are funded significantly lower than South Carolina students attending other S.C. Teaching Institutions. The state’s decision to fund USC Upstate at a lower level adversely impacts the cost of tuition.

Average Appropriations per SC Resident FTE for Graduate and Undergraduate Programs Teaching Institutions (Using Fall 2010 Enrollment and 2010-11 Appropriations)

Institution	2010-11 Appropriation	Total HC	SC Resident HC	SC Resident %	Fall 2010 Total FTE	SC Resident FTE	SC Resident Appropriation per FTE	Funding Difference from Average
Avg. SC Teaching Institutions	97,318,728	51,592	41,933	81.3%	46,718	37,971	2,563	0
USC Upstate	8,009,507	5,492	5,222	95.1%	4,946	4,703	1,703	-4,044,170

Figure 7.3.2

Summary of General Operating Expenditures by Program: USC Upstate continues to invest the majority of expenditures into instruction and academic support in an effort to enrich the quality of the academic experience for all students. Additional dollars continue to be allocated primarily to the hiring of new faculty and the addition of academic support initiatives targeting improvements in student success.

Program	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012
Instruction/Academic Support	60.2%	59.5%	58.8%	58.35%	56.91%	58.04%	60.21%	57.86%
Research/Public Service	0.3%	0.5%	.9%	.94%	0.67%	0.54%	0.56%	0.54%
Student Services	8.9%	9.6%	6.6%	6.52%	6.83%	6.85%	6.73%	6.59%
Institutional Support	12.8%	13.1%	15.1%	14.72%	14.11%	15.20%	15.78%	14.80%
Facilities Management	14.3%	13.9%	15.3%	15.78%	17.66%	15.33%	12.66%	16.89%
Scholarships	3.5%	3.5%	3.4%	3.69%	3.83%	4.04%	4.06%	3.92%
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100.00%	100.00%	100.00%	100.00%

Figure 7.3.3

Space Utilization and CIB Funding: Educational space and the utilization of this space are important facilities measures that have direct impact on the University’s ability to provide academic programs. As noted in the chart below, USC Upstate is very efficient and effective in the utilization of space.

Comparison of Classroom Utilization, E & G Space and CIB Funding SC Teaching Universities (2011)					
Institution	CIB Funding	CIB Funding per FTE	E & G Sq. Ft.	E & G Space per FTE	Classroom Utilization (Avg. Weekly Hrs)
College of Charleston	85,672,000	8,122	2,069,938	196.23	27.55
Citadel	55,445,525	16,997	782,756	239.95	15.39
Winthrop	52,562,250	10,065	1,675,164	320.78	28.33
South Carolina State	51,142,500	12,761	1,100,050	274.49	18.59
Lander	50,904,579	17,865	604,121	212.02	25.00

Coastal Carolina	42,309,500	4,852	981,801	112.59	41.91
USC Aiken	38,567,000	13,841	696,552	249.97	33.27
Francis Marion	37,308,950	10,281	799,651	220.36	14.58
USC Upstate	29,671,500	6,075	707,255	144.80	20.57
USC Beaufort	9,077,600	5,699	229,400	144.02	22.89
Total	452,661,404	9,529	9,530,898	200.64	24.02

Table 7.3.4

Grants History: USC Upstate is working with faculty to grow grant application submissions and awards; however, we are limited in some respects because we must request approval through USC to approach national foundations. USC will not allow more than one proposal at a time from the USC system.

USC Upstate Grants History						
Year	DOLLARS			NUMBERS		Indirect Generated
	Awards	Expenditures	Submissions	Awards	Submissions	
2007	\$ 1,039,052	\$ 2,997,171	\$ 2,964,418	31	28	\$ 53,861
2008	\$ 2,494,057	\$ 1,424,596	\$ 1,718,030	31	25	\$ 36,640
2009	\$ 1,878,198	\$ 2,243,741	\$ 3,142,054	28	41	\$ 112,007
2010*	\$ 2,823,424	\$ 3,577,495	\$ 5,178,032	37	53	\$ 58,416
2011	\$ 2,683,372	\$ 2,827,337	\$ 1,273,476	37	18	\$ 123,839
2012	\$1,657,346	\$1,948,333	\$1,810,472	29	38	\$76,972
2013	\$1,371,867	\$1,853,581	\$2,849,901	37	63	\$60,734
Average	\$1,992,474	\$2,410,322	\$2,705,198	32.86	38	\$74,638

Figure 7.3.5

- 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, workforce climate including workplace health, safety, and security?

USC Upstate faculty and staff results are charted below and represent key performance indicators for work system performance, faculty/staff learning and development, well-being, and satisfaction.

Faculty/Staff Satisfaction: In 2012, USC Upstate faculty, staff, and administrators participated in a satisfaction evaluation through SmartPulse. This empirically developed and tested tool provided the data below that showed three areas of concern. These areas are being addressed, and a follow up survey will be done later in 2012-2013. In 2009 benchmark data are also provided below via the *Great Colleges to Work For* survey.

2012 Smart Pulse Survey of Faculty, Administrators and Staff		
Scale	Average Score	Cause for Concern?
Burnout (n = 276)	58.2	Yes
Emotions (n = 265)	63.5	yes
Intent to turnover (n = 273)	72.0	No
Job involvement (n = 269)	78.0	No
Organization (n = 287)	75.6	No

Trust for Leaders (n = 270)	74.6	No
Trust for Peers (n = 270)	74.2	No
USC Upstate values (n = 258)	69.1	Yes

2009 Great Colleges to Work For Survey	Pct. Agree or Strongly Agree	
	USC Upstate	Carnegie: Bac
Job satisfaction/Support	73	76
Career development, Research & Scholarship	71	74
Supervisor/Department Chair Relationship	74	74
Table 7.4.1		

Training and Development: Administrative training and professional development is handled by USC Upstate and USC Columbia since many of the administrative functions and new systems are developed collaboratively. Additional training of faculty is completed for the use of technology in the classroom and teaching on-line. 83.2% of employees that participated in the Faculty, Staff and Administrator Survey indicated that they had opportunities at work to learn and grow in the past year. In a 2008 survey, 89.8% of employees who responded indicated that their supervisors support them attending seminars, workshops and trainings that are offered on campus. 82% indicated that in the last year, they have had opportunities at work to learn and grow.

Training & Professional Development Seminars									
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Administrative	267	149	274	344	137	270	266	101	148
Computer	8	31	37	37	10	15	0	0	69
OSHA	111	62	192	238	92	5813	5882	4496	6259
Personal Development	35	73	67	150	10	0	91	79	29
Professional Training	302	78	130	101	78	105	182	261	338
Policies Training							34		
External Training									11

A jump in 2012-2013 computer training numbers is attributable, in large part, to better record keeping:

Information Technology Services Training										
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Computer (various software and programs)	322	150	150	150		400	250	88	126	1,300
Instructional Technology	60	50	100	100		143	11	176	158	170
On-line Course Development	15	24	12	12		25	29	125	83	70
Innovative Technology Uses(wiki, blog)						32	38	20	41	131
Table 7.4.2										

Minority Faculty: USC Upstate strives to cultivate a faculty that is balanced in both ethnicity and gender. Figure 7.4.4 demonstrates an on-going commitment to diversity among faculty. USC Upstate also has greater than fifty percent of full-time faculty who are female.

Percentage of Teaching Faculty who are Minority										
Year	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2006	9.20%	7.10%	9.10%	6.90%	8.00%	78.80%	11.60%	10.10%	11.70%	11.00%
2007	8.40%	7.80%	9.80%	5.60%	9.00%	79.80%	10.60%	9.70%	12.10%	11.20%
2008	9.5%	10.2%	11.7%	9.0%	6.4%	75.1%	7.8%	8.0%	8.9%	11.0%
2009	10.9%	8.4%	9.0%	9.2%	6.2%	78.3%	10.9%	8.8%	12.7%	10.4%
2010	11.1%	9.2%	10.2%	8.0%	7.3%	77.8%	12.6%	9.2%	13.5%	10.4%
2011	11.3%	9.18%	10.05%	9.4%	6.91%	77.85%	11.64%	8.73%	11.65%	11.85%

Table 7.4.4 *Includes all ethnicities other than whites, 2 or more, non-residential aliens and unknowns.

Faculty Credentials: Recruiting full-time faculty with appropriate credentials is becoming increasingly difficult because of budget restrictions and supply/demand.

Percentage of Full Time Faculty with Terminal Degrees										
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
2005	94.10%	89.90%	88.70%	87.70%	85.40%	95.70%	93.50%	87.50%	96.60%	92.40%
2006	95.00%	94.20%	86.10%	86.20%	85.70%	95.50%	84.00%	82.80%	88.68%	88.90%
2007	92.20%	94.20%	88.70%	87.10%	86.20%	95.80%	76.90%	63.60%	65.10%	89.90%
2008	92.49%	88.05%	94.01%	88.76%	86.46%	94.71%	76.47%	65.71%	65.65%	80.48%
2009	94.77%	90.73%	94.64%	87.29%	83.87%	89.12%	73.47%	57.50%	61.11%	81.00%
2010	95.83%	97.28%	94.88%	90.00%	93.20%	95.53%	94.95%	71.79%	88.19%	93.36%
2011	94.86%	96.54%	95.23%	88.40%	88.76%	95.00%	99.01%	75.68%	81.56%	93.33%

Table 7.4.5

Work Related Injuries and Illnesses: USC Upstate has experienced an increase in the number of reported work related injury cases, and there have been an increase in total days away from work resulting from a work related injury. OSHA training for employees is being completed annually with emphasis being placed on safety procedures for areas where employees have been injured in the past. The Office of Risk Management is working with all supervisors to reduce the exposure rate for injuries and to complete a campus risk assessment that will allow more proactive management of risks.

Work Related Injuries and Illnesses							
	2006	2007	2008	2009	2010	2011	2012
Total number of cases with days away from work	1	2	1	0	2	2	4
Total number of cases with job transfer or restriction	5	2	1	7	6	1	5
Total Number of other recordable cases	4	4	0	0	5	2	1
Total number of days away from work	0	3	6	0	84	6	18
Total number of days of job transfer or restriction	185	13	7	52	144	14	20

Table 7.4.6

EEO Incidents and Complaints: The EEO Office at USC Upstate is very proactive in educating faculty and staff on the federal and state laws surrounding EEO issues in addition to the USC Upstate policies. We continue to experience a very low rate of complaints.

EEO Complaints												
	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	Formal	Informal										
TOTAL	2	0	0	0	1	2	2	2	0	0	0	1

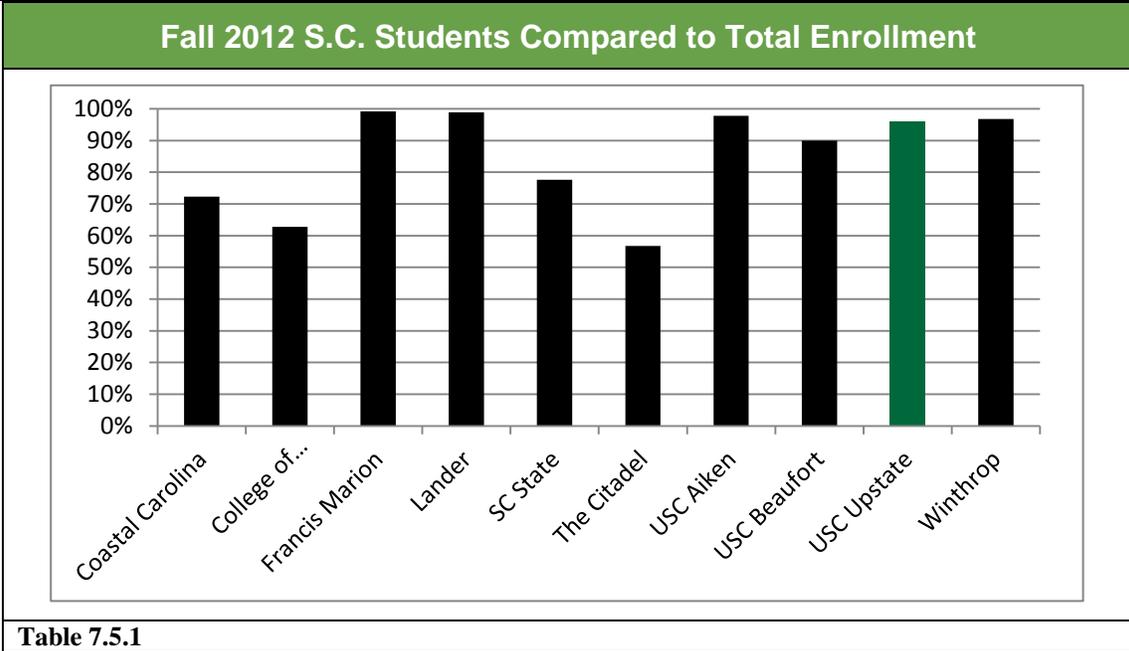
Figure 7.4.7

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

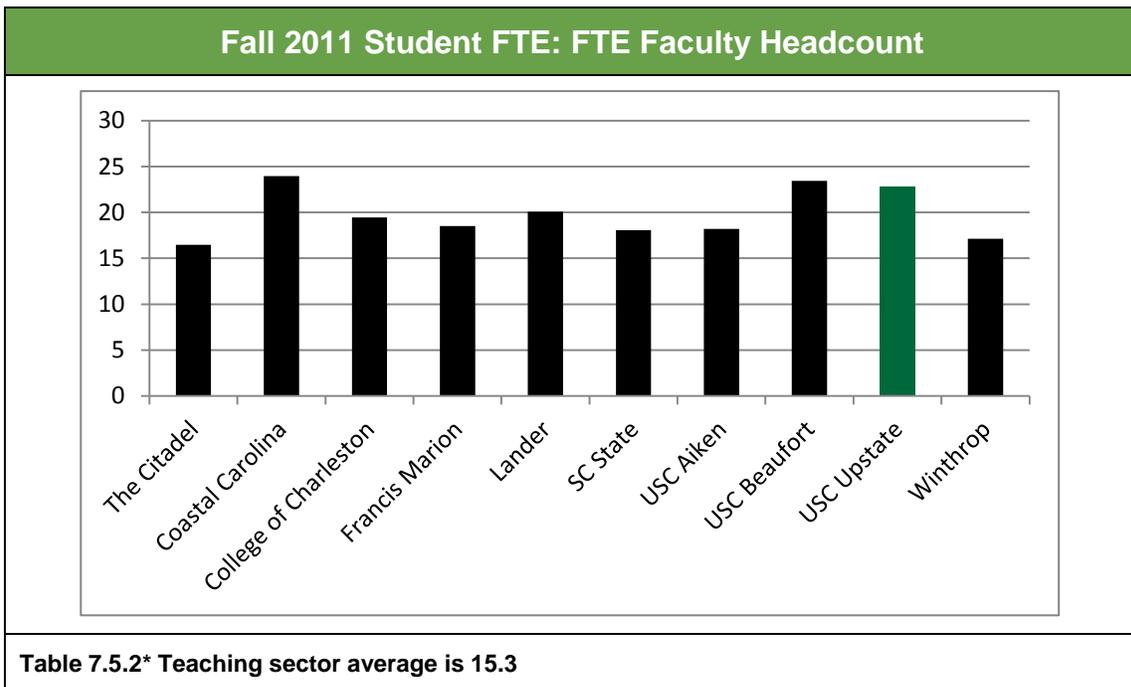
Freshmen to Sophomore Retention Rates: Freshmen to sophomore retention rates have been inconsistent since 2000, although they have historically hovered around 60-65%. A student success team was established in 2004 to study this issue and to implement plans and initiatives specifically targeting improvement of freshmen to sophomore success. In fall 2006, USC Upstate participated in the Foundations of Excellence program, a comprehensive, guided self-study and improvement process that enhance an institution’s ability to realize its goals for student learning, success, and persistence. In 2008, a student success milestone was reached with the hiring of an Assistant VC for Student Success to help bring all initiatives under one umbrella with the ultimate result being improved coordination of initiatives and centralized monitoring of progress. While significant increases have been made in services offered to students, first-year retention rates have only increased modestly—averaging 67%. For 2013/14, the University community has verbalized a renewed commitment to increasing the success of our first time freshmen. Service provision and effectiveness will be reevaluated and restructuring will be considered as necessary to ensure the University’s is continually improving performance on this measure.

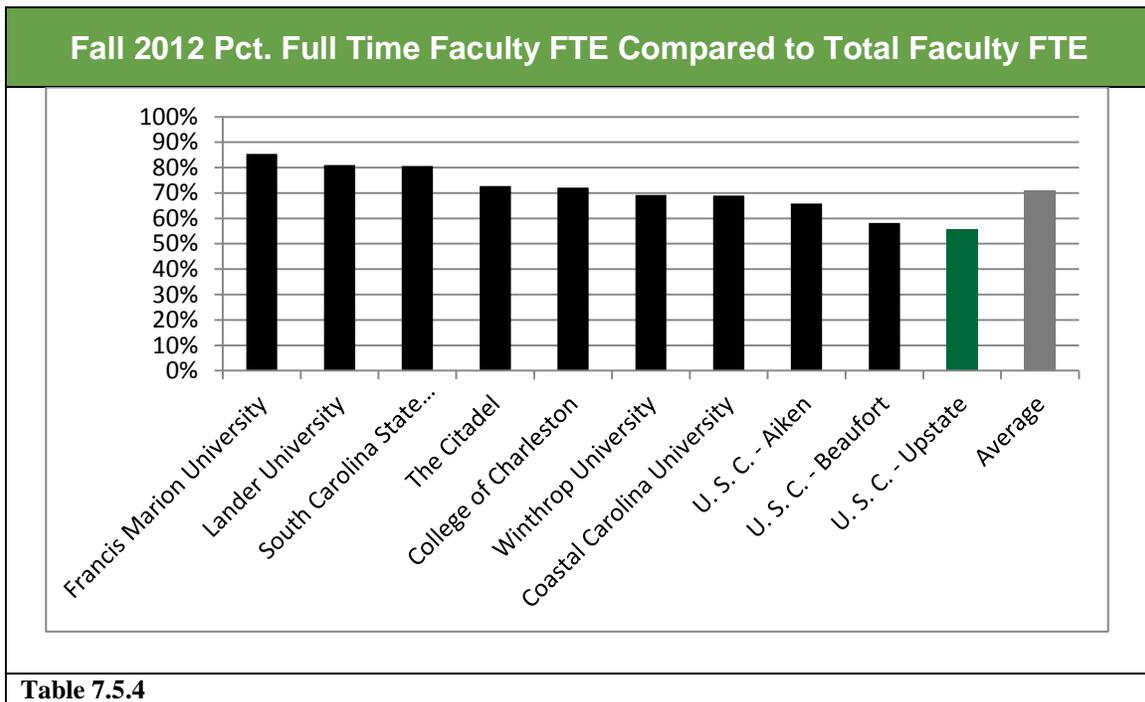
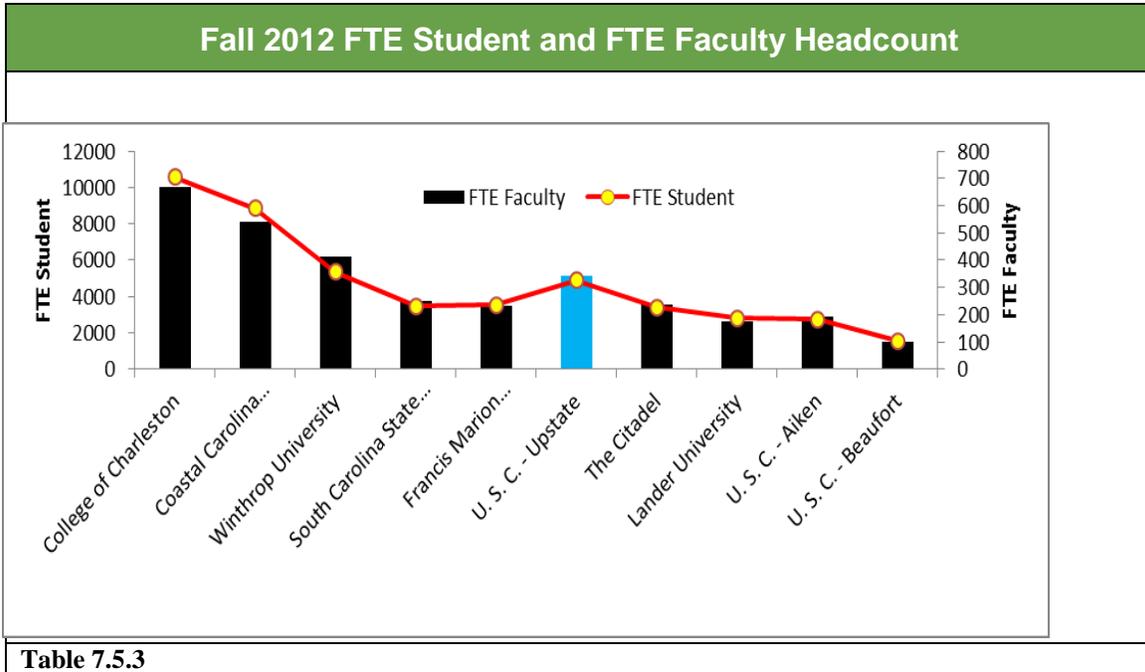
Educating S.C. Students

The stated mission of USC Upstate is to provide a quality post-secondary education to South Carolina students. See the data below that confirms that the majority of the resources and efforts expended by USC Upstate is to educate S.C. citizens.



Ratio FTE Student/Full Time Faculty Headcount: Full-time faculty staffing at USC Upstate has been impacted tremendously by both funding and allocation of slots from the state. Note in the charts below that USC Upstate ranks 9th out of 10 in the number of student FTE's per full-time faculty. This lack of full-time faculty impacts class size, number of adjuncts teaching courses, advising loads, time faculty have per student outside the classroom, etc.





Technology Enhancements: Information Technology Services and Academic Affairs worked together to create a plan for improving teaching technology in the classrooms that allow faculty to focus on student learning. Approximately 89% of classrooms primarily used for instruction have

been enhanced with technology aimed at improving the teaching/learning environment. The chart below demonstrates the commitment to continued improvements of technology in the classroom.

Classroom Standards for Technology (as of July 2013)	
Rooms	Technology
Smart Classrooms	107
Enhanced Classrooms	23
DL VC Classrooms	9
Total Classrooms with Technology	139
Meeting / Conference Rooms with Technology	18
Meeting / Conference Rooms with VC	4
Echo Appliance Classrooms	6
Classrooms with no Technology	16

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 b.) stakeholder trust in your senior leaders and the governance of your organization c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance d) organizational citizenship in support of your key communities?

a) The realization and near completion of the USC Upstate ten year master plan and tremendous enrollment growth over the past ten years demonstrates the accomplishments of the organizational strategy and action plans. USC Upstate to apply for the Carnegie Community Engagement Classification to demonstrate the accomplishment of mission as a Metropolitan University.

b) Stakeholder trust in senior leaders is demonstrated regularly in a variety of ways. Accreditation of the institution by SACS, (Southern Association of Colleges and Schools) which is the regional accrediting body for USC Upstate--USC Upstate has had no sanctions from the accrediting agency—requires compliance with several stakeholder trust and governance standards. Several academic programs have earned program accreditations, including the National Council for the Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Board for Engineering and Technology - Computer Science and Engineering Technology Management (ABET), the Commission on Collegiate Nursing Education (CCNE), Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and National Association of Schools of Art and Design (NASAD).

Also, Many USC Upstate leaders continue to be invited to participate on major advisory boards and projects in the community. The private/public partnership with the city on the George Dean Johnson College of Business and Economics also demonstrates the trust and support of the community leaders.

c) As a state agency, the USC System is audited annually and the University has had no major findings. A measure of responsible leadership and accounting management is the lack of audit findings in that report. In addition, internal audits, including audits of campus operations, are done for USC Upstate within the USC System audits.

Accounting and business practices are handled according to state and University policies, procedures and regulations. The campus leadership is responsible, in coordination with specific processing service areas, to ensure compliance.

Ensuring campus safety is a major tactic in the University's strategic plan. All units, especially high risk areas, receive safety training annually. The Office of Risk Management, along with the USC Office of Health and Safety, and USC Upstate Police coordinate all safety and security measures with unit managers.

The Office of Legal Affairs in Columbia is responsible for legal issues and reviews all contracts for the University. USC Upstate coordinates this work with that office on a regular and as needed basis. Campus training has been conducted by Legal Affairs to assist units in proper procedures and actions.

In all areas, there is an organizational structure of units with responsible leadership to ensure financial, regulatory, safety and legal issues are managed by addressing situations quickly and appropriately.

d) Demonstrations of our organizational citizenship include:

- The Metropolitan Studies Institute's commitment to the Spartanburg Community, the Upstate and the state by responding to requests for community based translational research that addresses community issues and promotes data-driven decision-making
- the Health Education Center is certified LEED Silver and the Johnson College of Business is certified LEED
- promoting community engagement through service learning, volunteerism, and research
- the campus is tobacco-free
- partnering with USC in the American College & University's Presidents Climate Commitment and appointing a task force on campus sustainability to encourage improvements in recycling efforts, conservation of energy, etc.
- the campus wellness center and associated programming targeting improvements in the health and welfare of our faculty, staff and students.
- Partnering to create the Rotary Peace Park and being named a Tree Campus for the 5th year in a row