CR 2.5 - Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Compliance Finding: In Compliance

Narrative:

The University of South Carolina Beaufort (USC Beaufort) engages in an ongoing, integrated, and institution-wide research-based planning and evaluations process that (1) incorporates a systematic review of the institutional mission, goals, and outcomes; (2) results in continuous improvement in institutional quality; and (3) demonstrates the institution is effectively accomplishing its mission.

USC Beaufort's institution-wide research-based planning and evaluation process is as follows:

Planning, assessment, and improvement at USC Beaufort are a shared responsibility. Beginning in 2003, USC Beaufort implemented the five-year institutional effectiveness and strategic planning framework displayed below that resulted in the current 2003-2008 Strategic Plan and institutional effectiveness process. This framework and process is also detailed in the Institutional Effectiveness Manual. Please note, in an effort to continuously improve and reflect expanding responsibilities, some committees, units, council, etc., names have been changed. For example, The Planning Council became the Institutional Effectiveness Council. Institutional Effectiveness (IE) and strategic planning at USC Beaufort are guided by a four-phase framework, detailed below:

Phase I: Analysis and Input Process

- There is University-wide analysis and input by all areas of the University through responses to surveys and/or questionnaires or by other means (SWOT Analysis).

- Key performance areas (Academic Affairs, Advancement, Athletics Department, Community Outreach, Finance and Operations, and Student Development) analyze and/or identify:

- The strengths and weaknesses of the internal environment of the University that includes organizational performance and organizational design;

- The political, economic, sociological, and technological forces of the external environment;

- The stakeholders of the University;

- The University's competition; and

- Resources of the University.

- The Director of Institutional Effectiveness and Research compiles and analyzes the data from the University-wide input.

- The Administrative Council Retreat is held to discuss results of the data analysis.

Phase II: University-Wide Plan

- Strategic goals and objectives are developed and/or revised for the USC Beaufort Strategic Plan.

Phase III: Unit Plans and Institutional Effectiveness and Outcomes Assessment Plans

- Unit Plans to accomplish the Strategic Plan are written by the key performance areas: Academic Affairs, Advancement, Athletics Department, Community Outreach, Finance and Operations, and Student Development.

- The Chancellor reviews the Unit Plans

- Educational Programs and Administrative Support Services develop Institutional Effectiveness and Outcomes Assessment Plans that include intended outcomes, assessment strategies, measures, and criteria.

- Academic Program Reviews are conducted according to schedule.

Phase IV: Plan Implementation and Evaluation of Progress

- Institutional Effectiveness Plans are implemented.

- The Institutional Effectiveness Council reviews the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and the results of the Academic Program Review(s).

- The Institutional Effectiveness Council makes recommendations regarding the results of the Institutional Effectiveness Plans and Outcomes Assessment Reports and submits them to the Chancellor who then submits those with budget implications to the Budget Committee.

- The Institutional Effectiveness Council makes recommendations regarding Academic Program Review and submits them to the chair of the Academic Program Review Committee.

Phase I took place in January - April 2003. During the five year cycle now ending, Phase II began in May 2003 and ended in November 2003 when the Strategic Plan was approved by the University. Phase III began in November 2003 and was completed in December 2003. This allowed the annual IE cycle to begin in January 2004.
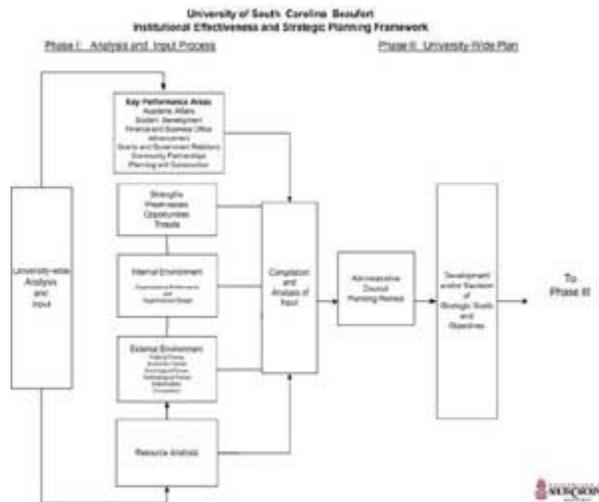
[Click Image for a Larger View](#)
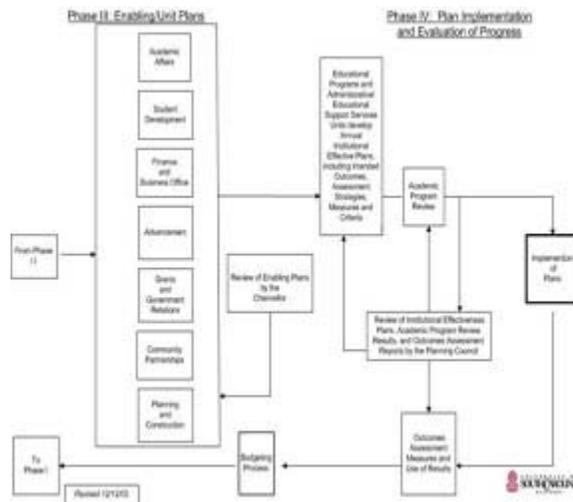
[Click Image for a Larger View](#)

Prior to 2004, as USC Beaufort aspired to separate accreditation as a baccalaureate-degree-granting institution, there was enormous community support and involvement, and that support continues as the university develops. Local constituency groups including leaders in business, education, and government all contributed and continue to contribute to developing USC Beaufort's regional vision. Evidence of financial support was provided when the governing boards of Beaufort and Jasper counties enacted increases in their millage rates to support USC Beaufort. In order to increase community support and involvement even further, academic programs have advisory boards with appropriate external community members who provide critical feedback on curriculum and program strengths and weaknesses.

As a result of this process, the 2003-2008 Strategic Plan was written, outlining ten specific goals on which USC Beaufort would focus for those five years:

Goal I: Strengthen and expand academic offerings
Goal II: Expand and strengthen student support services
Goal III: Expand and diversify the student population

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Goal IV: Support scholarship and the pedagogy of the faculty
Goal V: Provide and environment conducive to teaching and learning
Goal VI: Broaden community awareness and support
Goal VII: Develop appropriate partnerships that support the University's mission
Goal VIII: Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics
Goal IX: Strengthen planning, budget and assessment
Goal X: Attain appropriate accreditations

USC Beaufort's Institutional Effectiveness and Strategic Planning process incorporates a systematic review of the institutional mission, goals, and outcomes as described below:

Every activity in the IE process is guided by the USC Beaufort Mission [i] and Strategic Plan [ii]. Annually, the Institutional Effectiveness Council (IE Council), consisting of faculty (all department chairs), staff (at least one from each unit), and a student government representative reviews the institution's mission and goals. In addition, the IE Council annually reviews assessment data in relation to defined outcomes to determine progress, to identify changes that must be considered for the upcoming year, and to make recommendations, including those with budget implications, to the Chancellor of USC Beaufort. The Chancellor annually holds an Administrative Council Retreat [iii] during which the IE Council's analysis is discussed. The results of the analysis form the basis for the development and future revision of the strategic goals and objectives of USC Beaufort.

USC Beaufort's planning and assessment process is broad-based, systematic, and appropriate to the institution. The Institutional Effectiveness and Strategic Planning framework chart above illustrates the process for developing the strategic plan. The process, outlined in Phase III and IV in that framework is described in more detail in the next flowchart labeled USC Beaufort Annual Institutional Effectiveness Process.

USC Beaufort Annual Institutional Effectiveness Process
Representing the enhanced and refined processes of Phase II and IV
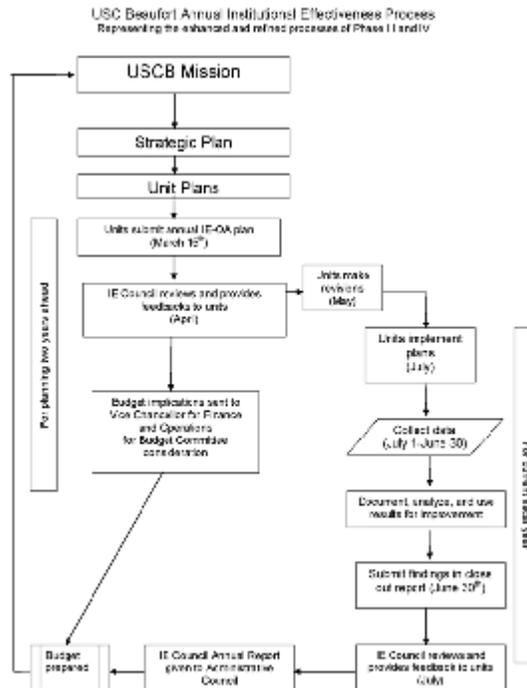
[Click Image for a Larger View](#)

The institutional effectiveness process involves every unit and subunit reporting annually on goals, assessing progress towards their goals, and making improvements based on those findings. In the spring each unit completes an Institutional Effectiveness and Outcomes Assessment (IE-OA) plan for the academic year two years ahead. This is the planning stage and allows budget implications to be addressed early. Budget implications may also be addressed during the close out phase for future consideration. Close out reports are due at the end of each academic year and include findings based on assessment activities. These findings lend support to budgetary requests made by campus fund administrators to the Vice Chancellor for Finance and Operations and ultimately support the recommendations made to the Chancellor's budget committee (comprised of the Chancellor, Vice Chancellor for Finance and Operations, Vice Chancellor for Advancement, Vice Chancellor for Student Development, and Executive Vice Chancellor for Academic Affairs). The Budget Committee makes recommendations for the use of new or reallocated money. For example, a memo to the Budget Committee in September 2007 [iv] shows approval was given to purchase 4 new computers, new scheduling software, travel for professional development, and faculty and staff hires. It also shows a plan for growth for the 2008-2009 fiscal year with new faculty positions and additional administrative support positions as budget and growth permit.

Cross-referenced with USC Beaufort's Ten Strategic Planning Goals, there are Twelve University Goals to Achieve the USC Beaufort Mission [v]:

1. Offer undergraduate degrees to meet the needs of the student population.

2. Provide education in the major area which prepares the student for more advanced study and/or for employment in the field.

3. Provide a learning environment that promotes the acquisition of knowledge and the development of skills that demonstrate depth of understanding, tolerance, accountability, and a commitment to diversity.

4. Place value on quality of undergraduate education and an atmosphere of collegial support through the appropriate allocation of resources.

5. Emphasize quality teaching and provide appropriate faculty-development resources to support teaching excellence.

6. Emphasize research as an integral part of teaching in all academic areas of the University.

7. Provide student development services and programs that assist students in achieving educational, career, and personal goals.

8. Emphasize quality service and programs and provide appropriate staff development resources.

9. Provide the appropriate resources and library and information technology services in support of teaching, research, scholarship, and public service.

10. Provide individuals with opportunities for lifelong learning and cultural enrichment.

11. Develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

12. Demonstrate the accomplishment of the mission of the University and continuous improvement in its educational programs and services.

The following shows the relationship between the USC Beaufort Goals to Achieve the Mission and the Goals of the 2003-2008 Strategic Plan:

1. Offer undergraduate degrees to meet the needs of the student population.

   - *Goal I - Strengthen and expand academic offerings.*
   - *Goal IV - Support scholarship and the pedagogy of the faculty.*

2. Provide education in the major area which prepares the student for more advanced study and/or for employment in the field.

   - *Goal I - Strengthen and expand academic offerings.*
   - *Goal IV - Support scholarship and the pedagogy of the faculty.*

3. Provide a learning environment that promotes the acquisition of knowledge and the development of skills that demonstrate depth of understanding, tolerance, accountability, and a commitment to diversity.

   - *Goal I - Strengthen and expand academic offerings.*
   - *Goal II - Expand and strengthen student support services.*
   - *Goal III - Expand and diversify the student population.*
   - *Goal IV - Support scholarship and the pedagogy of the faculty.*

- *Goal V -* *Provide an environment conducive to teaching and learning.*
- *Goal VII- Develop appropriate partnerships that support the University's mission.*
- *Goal VIII -* *Evaluate annually the University's progress toward attaining its goals, objectives, strategies, and tactics.*

4. Place value on quality of undergraduate education and an atmosphere of collegial support through the appropriate allocation of resources.

   - *Goal I -* *Strengthen and expand academic offerings.*
   - *Goal II -* *Expand and strengthen student support services.*
   - *Goal III -* *Expand and diversify the student population.*
   - *Goal IV -* *Support scholarship and the pedagogy of the faculty.*
   - *Goal V- Provide an environment conducive to teaching and learning.*
   - *Goal VI -* *Broaden community awareness and support.*
   - *Goal VII -* *Develop appropriate partnerships that support the University's mission.*
   - *Goal VIII -* *Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics.*
   - *Goal IX -* *Strengthen planning, budget and assessment.*
   - *Goal X -* *Attain appropriate accreditations.*

5. Emphasize quality teaching and provide appropriate faculty-development resources to support teaching excellence.

   - *Goal IV -* *Support scholarship and the pedagogy of the faculty.*
   - *Goal V -* *Provide an environment conducive to teaching and learning.*
   - *Goal VII -* *Develop appropriate partnerships that support the University's mission.*
   - *Goal VIII -* *Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics.*
   - *Goal IX -* *Strengthen planning, budget and assessment.*
   - *Goal X -* *Attain appropriate accreditations.*

6. Emphasize research as an integral part of teaching in all academic areas of the University.

   - *Goal I -* *Strengthen and expand academic offerings.*
   - *Goal IV -* *Support scholarship and the pedagogy of the faculty.*

7. Provide student development services and programs that assist students in achieving educational, career, and personal goals.

   - *Goal II -* *Expand and strengthen student support services.*
   - *Goal V -* *Provide an environment conducive to teaching and learning.*

- *Goal VI - Broaden community awareness and support.*
- *Goal VIII - Evaluate annually the University's progress toward attaining goals, objectives, strategies and tactics.*
- *Goal IX - Strengthen planning, budget and assessment.*
- *Goal X - Attain appropriate accreditations.*

8. Emphasize quality service and programs and provide appropriate staff development resources.

- *Goal V - Provide an environment conducive to teaching and learning.*
- *Goal VIII - Evaluate annually the University's progress toward attaining its goals, objectives, strategies, and tactics.*
- *Goal IX - Strengthen planning, budget and assessment.*

9. Provide the appropriate resources and library and information technology services in support of teaching, research, scholarship, and public service.

- *Goal I - Attain appropriate accreditations.*
- *Goal II - Expand and strengthen student support services.*
- *Goal IV - Support scholarship and the pedagogy of the faculty.*
- *Goal V - Provide an environment conducive to teaching and learning.*
- *Goal VII - Develop appropriate partnerships that support the University's mission.*
- *Goal VIII - Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics.*
- *Goal IX - Strengthen planning, budget and assessment.*

10. Provide individuals with opportunities for lifelong learning and cultural enrichment.

- *Goal I - Strengthen and expand academic offerings.*
- *Goal II - Expand and strengthen student support services.*
- *Goal III - Expand and diversify the student population.*
- *Goal IV - Support scholarship and the pedagogy of the faculty.*
- *Goals V - Provide an environment conducive to teaching and learning.*
- *Goal VI - Broaden community awareness and support.*
- *Goals VII - Develop appropriate partnerships that support the University's mission.*
- *Goal IX - Strengthen planning, budget and assessment.*

11. Develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.

- *Goal VI - Broaden community awareness and support.*
- *Goal VII - Develop appropriate partnerships that support the University's mission.*

- ***Goal VIII -** Evaluate annually the University's progress toward attaining its goals, objectives, strategies, and tactics.*

12. Demonstrate the accomplishment of the mission of the University and continuous improvement in its educational programs and services.

- ***Goal VIII -** Evaluate annually the University's progress toward attaining its goals, objectives, strategies and tactics.*

The annual IE-OA form [vi] submitted by each unit includes the following: the name of the unit or subunit, the name of the person submitting the report, and the purpose statement for the unit; all units have a purpose in support of the USC Beaufort mission. Next is a goal for the unit and the mission goal number (1-12) that the unit goal supports. This ensures that the unit goal is related to the USC Beaufort mission. Next are objectives, expected results, and assessment methods. During the close out phase, the actual results obtained are reported as well as the use of results for improvement. The academic programs began using a new academic form for academic year 2006-2007 to ensure that they report on all student learning outcomes. Budget requests related to assessment are submitted on the IE-OA form.

USC Beaufort's ongoing institutional effectiveness process is reviewed by the IE Council, and adjustments are made as needed. For example, during the last academic year when reports were reviewed by the IE Council, guidelines and definitions were provided to assist the readers in providing useful feedback to units. The IE Council also recommended that future plans be sent to the immediate supervisor for approval before being submitted to the Institutional Effectiveness and Research Office (IER). Another change to the process during the 2006-2007 year was a recommendation from the Academic Council (comprised of all Department Chairs and all other staff directly reporting to the Executive Vice Chancellor for Academic Affairs) to change the due date of close out reports to June 30th. This was forwarded to the IE Council and the Administrative Council (comprised of the Chancellor, the Executive Vice Chancellor for Academic Affairs, Vice Chancellors for Student Development, Advancement, and Finance and Operations, the Associate Chancellor for Community Outreach, the Chief Information Officer, and the Director of Athletics Development) and approved by both.

USC Beaufort's institutional effectiveness and strategic planning process results in continuing improvement in institutional quality as explained below:

In order to advance continuous improvement initiatives, USC Beaufort employs an Associate Vice Chancellor for Academic Affairs and Institutional Effectiveness, a Director of Institutional Effectiveness and Research, and an Administrative Assistant in the Institutional Effectiveness and Research Office. These individuals support academic program development, strategic planning, assessment, and accreditation initiatives. Throughout the assessment process, units are encouraged to seek support from the IER Office. During the 2006-2007 year, staff in the IER Office gave presentations to every unit on the institutional effectiveness process and assessment.

To ensure that decisions are data driven, USC Beaufort participates in a number of national surveys (e.g., the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Cooperative Institutional Research Program (CIRP)). The baccalaureate degree programs are new. In an effort to continuously improve, USC Beaufort is developing trend data to inform anticipated changes. Survey and assessment data is used by various units and committees (e.g. Academic Council, Enrollment Management Team, Administrative Council, etc.). Some programs develop their own surveys, as well as participate in university surveys

(e.g., course evaluations, advisement survey, survey of rising juniors, graduating student survey, and alumni survey). During the Fall of 2007, all academic programs completed a curriculum map showing the relationship between the program goals, student learning outcomes, and course content. This will help to shape future assessment for the academic degree programs. As previously mentioned, to close the 2006-2007 academic year all academic degree programs were required to complete an Academic IE-OA report which focused solely on student learning outcomes. This ensures that the academic programs are assessing student learning outcomes while still allowing them to set administrative goals and objectives through the regular unit IE-OA form. As we are now graduating the first four year cohorts to complete the degree programs, a schedule of academic program reviews is being established by the Courses and Curricula Committee.

Some examples of improvement in institutional quality are: the addition of educational programs such as Hospitality Management, Early Childhood Education, Human Services, Nursing, and Spanish to meet the needs of the Lowcountry; the addition of talented full-time faculty and staff; the refinement and strengthening of the admissions standards; the creation of the Center for Instructional Technology and Academic Resources; and the continuous effort to attain appropriate accreditations for the institution and its programs such as Education, Nursing, Business, and Human Services.

In addition to internal assessment activities, USC Beaufort submits an annual Institutional Effectiveness Report [vii] to the South Carolina Commission on Higher Education (SCCHE), pursuant to the South Carolina Code of Laws Section 59-101-350 [viii]. This report provides summary information on academic assessment, pass rates on professional exams, and every two years, alumni satisfaction rates and graduate placement data. Included on a rotational basis every four years are assessment summaries of general education, student development, advising, and the library. Beginning in September of 2006, USC Beaufort annually submits a state accountability report [ix, x] to the State Budget and Control Board Office. This report is based on the Malcolm Baldrige performance excellence criteria.

USC Beaufort's institutional effectiveness and strategic planning process described above has resulted in the following documented success for reaching strategic plan goals and accomplishing the mission:

Goal I - Strengthen and Expand Academic Offerings

Increase in number of programs offered: USC Beaufort has grown from offering 6 baccalaureate programs in 2004 to offering 11 programs in 2007, while continuing to offer the associate degrees (A.A. and A.S.) to members of the military and their dependents. The baccalaureate degree programs in Hospitality Management, Early Childhood Education, Human Services, Nursing, and Spanish are examples of degree programs implemented to meet the regional needs.

The following lists the addition of each degree program:

- Business, Early Childhood Education, English, Liberal Studies, Hospitality, and Human Services began in 2004
- History, Psychology, Biology, and Spanish began in Fall 2005
- Security Studies (concentration in Liberal Studies) began in Fall 2006
- Nursing: RN to BSN Completion began in Fall 2007
- Nursing: BSN Generic will begin in Spring 2009

Increase in number of fulltime instructional faculty: Sixteen new faculty (includes some replacements in 2007) and two staff advisors have been hired to strengthen academic programs [xi].

- Fall 2004: Fulltime instructional faculty = 41
- Fall 2005: Fulltime instructional faculty = 45
- Fall 2006: Fulltime instructional faculty = 46
- Fall 2007: Fulltime instructional faculty = 53

Enhancement of student learning by the use of technology: The creation of the Center for Instructional Technology and Academic Resources connects USC Beaufort faculty, instructors and staff to the latest advancements in instructional technology through workshops, seminars, department and one on one consulting, and webinars. The Center connects students with the technologies they will need in a technology rich environment in school, work and life through workshops, consulting, Helpdesk, and class specific seminars.

- USC Beaufort has technology enhanced classrooms, equipped with an LCD projector, VCR/ DVD player, laptop connections, Internet access, document camera and an instructor podium.
- Public access computer labs consisting of 125 computers in 5 campus locations
- Blackboard course management software
- USC Beaufort employs the Tegrity classroom capture software that provides students with immediate and repetitive access to the classroom content.
- Digital resources are available and include but are not limited to journal databases and web base learning applications.

Goal II - Expand and Strengthen Student Support Services

The Student Development Unit has been restructured following a review of other baccalaureate institutions. A full service Financial Aid Office has been put in place with a Director, Assistant Director, Financial Aid Counselor, Administrative Assistant and Fiscal Technician. Effective Fall 2006 financial aid operations and oversight were transferred from USC Regional Campus supervision to USC Beaufort.

Prior to the 2007-2008 academic year, the Academic Success Center (ASC) housed academic advising, testing placement services, career services, tutoring and disability services. Due to the rapid growth of the student population, careful consideration was given to the structure and realignment of these services.

At the beginning of the 2007-2008 academic year, ASC was disbanded with each of the four services dispersed within the university:

- Academic advising is now a part of the Registrar's office.

- Tutoring and testing placement services are under the newly created Center for Instructional Technology and Academic Resources. The Center reports to the Executive Vice Chancellor for Academic Affairs.

- Career and disability services are part of one office, with a new Director hired in Fall 2007. It is housed under Student Development and reports to the Vice Chancellor for Student Development.

- Mandatory orientations for new freshmen began in Summer 2007 and are being proposed for all students for Fall 2008.

Goal III - Expand and Diversify the Student Population

A comprehensive recruitment plan was developed that included instituting freshmen admissions standards (stated minimum SAT or ACT requirement) for the first time in Fall 2006 and strengthening them for Fall 2008.

Students come from 44 states and 20 foreign countries.

Enrollment management team continues to review retention and graduation rates [xii] as well as enrollment issues and policies.

USC Beaufort has the largest percent of Hispanic students in the USC system for past five years **(Table 1)**.

Table 1 Hispanic Students in the USC System

Hispanic Students as Percent of Total Student Population					
	2002	**2003**	**2004**	**2005**	**2006**
Main Campus					
Columbia	1.39%	1.44%	1.57%	1.70%	1.67%
Senior Campuses of University System					
Aiken	1.55%	1.31%	1.45%	1.79%	1.95%
Beaufort	**5.24%**	**6.70%**	**4.78%**	**3.64%**	**5.12%**
Upstate	1.54%	1.46%	1.62%	1.69%	1.87%
Regional Campuses of University System					
Lancaster	0.32%	0.53%	1.70%	0.92%	1.00%
Salkehatchie	0.54%	0.89%	0.94%	1.50%	1.02%
Sumter	2.70%	4.05%	3.26%	2.45%	2.76%

Union	0.00%	0.00%	0.25%	0.62%	0.28%

The student population has continued to grow **(Table 2)**

Table 2 Student Race/Ethnicity by Headcount at USC Beaufort

Semester	Non resident alien	Minority	White	Unknown	Total
Fall 2004	1.5%	27.2%	62.5%	8.8%	1277
Fall 2005	1.4%	23.3%	66.3%	9.1%	1319
Fall 2006	1.7%	24.1%	68.3%	5.9%	1386

Goal IV - Support Scholarship and the Pedagogy of the Faculty [xiii]

The Grants Office has been moved under the Executive Vice Chancellor for Academic Affairs in order to assist faculty as they explore funding sources for research and scholarship.

A policy has been developed and implemented for sabbaticals and leaves of absence for faculty development.

An annual fund of $10,000 is budgeted for the Faculty Development Committee to make competitive awards for travel to regional, national and international meetings to present peer-reviewed research.

An annual fund of $10,000 is budgeted to award additional course releases for research and scholarship by the office of Academic Affairs and Academic Council.

USC Beaufort invests $600 per year per full time faculty member for travel for professional growth and development, scholarship or research.

Access to Pritchards Island is available as a research location.

Goal V - Provide an Environment Conducive to Teaching and Learning

With approval of the Faculty Manual in 2007, governance changes were implemented as well as a new department structure.

In the past five years, facility square footage has increased 300%. Since 2004 when the Hargray building was finished at the South campus, additional buildings have been built, including the Library and the Science and Technology building.

Multiple locations for course offerings aid in accessibility for students.

Student apartments are available in Palmetto Village.

Technology issues addressed under Goal I also help fulfill this goal.

Goal VI - Broaden Community Awareness and Support

The Osher Lifelong Learning Institute (OLLI) established the goal of increasing the number of participants served and the regions served, and as a result, increased the number of participating members from Jasper County. The staff then recruited volunteers from Jasper County to create a

Jasper County Curriculum Committee, and now classes are offered at a location in Jasper County.

In 2007, OLLI received an endowment grant from the Osher foundation for $1,000,000, awarded for excellence in providing classes for the local community.

The Osher Lifelong Learning Institute established the goal of increasing the number of members. Course evaluations showed a trend that participants thought the courses were too long, and thus the participants were unable to schedule courses around travel, etc. In 2006, the staff encouraged the curriculum committees and instructors to plan and schedule more courses of a shorter duration. Partly as a result of this, the membership increased by 30% and enrollment increased by 53% from Spring 2006 to Spring 2007.

Continuing Education offered courses in English as a Second Language. The number of students enrolled grew by 234% in 2006-2007. As a result of this clear indication of interest and need, Continuing Education has initiated a marketing campaign promoting USC Beaufort to the local Hispanic population.

Continuing Education partners with the Sea Pines Company and the USC School of Medicine to provide continuing medical education for physicians in a relaxed and pleasant location during the summer months. Accreditation and scheduling for the courses has been provided by the USC School of Medicine. Feedback from the physicians has shown a need for programs accredited by organizations such as the American Academy of Family Physicians and the American Academy of Physicians, and for greater flexibility in the scheduling of courses. The Unit is working with the USC School of Medicine to obtain these accreditations, with the Sea Pines Company to organize greater flexibility in the schedule.

Addition of athletics has created interest and awareness of USC Beaufort.

Offering courses at the military installations provides access and participation to this important segment of the local population.

Goal VII - Develop Appropriate Partnerships that Support the University's Mission

Partnerships have been established with area public and private schools (e.g. the Center for Excellence in Collaborative Learning (CECL), teacher cadet courses, Gullah studies, contract courses in Hospitality Management, Human Services internships, and a children's series held in the Performing Arts Center).

Partnerships have been developed with Sun City, a local active adult community, through OLLI. Community members also volunteer their time on campus.

Literacy and English as a Second Language programs have been developed through continuing education, the CECL, and the At-Risk Family Initiative.

Artistic and cultural offerings have resulted from numerous partnerships. Some examples include the presentation of the USC Festival Series of musical performances, a partnership of USC Beaufort with Beaufort Performing Arts, and many other lectures, exhibitions, and symposia.

Many partnerships relate to science, technology, and health. The development of the Nursing program will advance relationships with area hospitals, assisted living facilities, and public health clinics.

Continuing medical education aids health care providers through their course offerings.

The Education, Hospitality Management, and Human Services degree programs have relationships with local agencies and businesses for internship placements [xiv]

Goal VIII - Evaluate Annually the University's Progress Toward Attaining its Goals, Objectives, Strategies and Tactics

The Institutional Effectiveness and Strategic Planning process continues to ensure that all units and subunits are establishing goals, assessing progress towards those goals, and working with a continuous improvement mindset.

USC Beaufort 's mission and strategic plan are reviewed annually. During 2006-2007 all goals, objectives, strategies, and tactics were reviewed and progress documented by the Institutional Effectiveness Council and senior administrators.

Goal IX - Strengthen Planning, Budget and Assessment

The Institutional Effectiveness and Strategic Planning process ties budget needs and requests to data driven assessment of goals and objectives.

The following table **(Table 3)** documents USC Beaufort's growth in total campus assets; this tremendous increase in assets reflects a greatly strengthened financial base for USC Beaufort.

Table 3 Growth in Assets at USC Beaufort 2002-2007

Year	Total net Assets	Percent Change
2002	$ 9,086,558	
2003	$12,230,351	34.60%
2004	$14,203,035	16.13%
2005	$15,811,493	11.32%
2006	$45,120,666	185.37% *
2007	$44,787,816	-0.74%

*During 2006 there was a significant increase in total assets **(Table 3)**, due to the completion of administrative, academic, and physical plant facilities on the South Campus.

Goal X - Attain Appropriate Accreditations

Approval by SACS in 2004 as a Level II institution.

Approval of Early Childhood Education by National Association for the Education for Young Children with conditions in 2007.

Nursing program received accreditation from the South Carolina Board of Nursing and is seeking national accreditation from the Commission on Collegiate Nursing Education (CCNE).

USC Beaufort is seeking external accreditation for several of its academic programs as the institution continues its commitment to excellence. The Education Department is seeking accreditation from the National Council for Accreditation of Teacher Education (NCATE). In July of 2007, USC Beaufort received notification from NCATE and the National Association for the Education for Young Children (NAEYC) that the Early Childhood Education program is nationally recognized with conditions through Spring 2009. The program is listed as nationally recognized on websites and/or other publications of NAEYC. The NCATE accreditation visit will occur in April 2008.

In addition, other external accreditations will be pursued:

- Human Services plans to seek accreditation from the Council for Standards for Human Service Education (CSHSE)

- Business will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB)

With the change in structure to academic departments, the composition of the IE Council has changed to reflect the new structure and will continue to evaluate its process. Over the next year, USC Beaufort will begin preparing a new strategic plan. USC Beaufort has made great strides in its growth and development as a quality institution and continues on the path to effectively achieving the mission.

Supporting Documentation
i USC Beaufort Mission
ii USC Beaufort Strategic Plan
iii Administrative Council Retreat
iv Budget Memo September 27, 2007
v 12 University Goals to achieve the USC Beaufort Mission
vi 2008-2009 IE-OA Form
vii USC Beaufort Institutional Effectiveness Report
viii South Carolina Code of Laws Section 59-101-350
ix State Accountability Report 2005-2006
x State Accountability Report 2006-2007
xi Faculty Numbers
xii Retention and Graduation Rates
xiii Faculty Research
xiv Internship Placements