Accountability Report Transmittal Form

Organization Name   University of South Carolina Beaufort

Date of Submission   September 15, 2012

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Section I - Executive Summary

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

University of South Carolina Beaufort Mission

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

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

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

USCB Vision	Components of Vision
The University of South Carolina Beaufort will achieve *academic distinction* as a *student focused* and *community engaged* public university that leverages the strengths of our Lowcountry location.	**Academic Distinction**-- a comprehensive university committed to a vibrant liberal arts and sciences curriculum and strong professional programs. **Student Focused**-- a university challenging students to address the intellectual, social, physical and aesthetic questions of their generation. **Community Engaged**—a university committed to connecting the talent and energy of our students and faculty to the opportunities and needs of our region. We leverage the power of place—the heritage, culture, environment and aesthetics of the Lowcountry--to benefit our students and our fellow citizens.

USCB Core Service Values
Integrity ~ Innovation ~ Collaboration ~ Accountability ~ Responsibility ~ Excellence

Integrity	Possessing and steadfastly adhering to high moral principles or professional standards. At USCB, we view integrity as a willingness to be transparent in our dealings and a desire to treat all members of the university community with fairness and respect.
Innovation	Creatively inventing, introducing and implementing new ideas, approaches or tools to increase our effectiveness and efficiency. At USCB, we view innovation, both in our educational and research processes and in our internal operations, as an important measure of our growth as an institution.
Collaboration	Working together with one or more people in order to achieve a common goal. At USCB, we view collaboration with individuals, departments and outside partnering agencies as a means to develop better ideas and implement them more successfully.

Accountability	Accepting one's responsibility to others in the organization and for one's own work role. Accountability at USCB centers on the effectiveness of our educational and student support functions and the business processes that underlie them.
Responsiveness	Reacting quickly, strongly, and positively to a constituent's need, suggestion or proposal. At USCB, we believe that responsive individuals show compassion and genuinely desire to assist others.
Excellence	Committing to reach a level of superior and outstanding performance. At USCB, we aim to serve our students and the communities in our region with distinctive programs tailored to their needs and strengths.

2. Major achievements from the 2011-2012 year.
Academic Affairs Unit

Academics. B.A. in Communication Studies degree program approved; B.A. in Elementary Education approved by BOT and SACS (pending CHE approval); Center for Event Management and Hospitality Training established; created a concentration in Coastal Ecology and Conservation; B.S. in Computational Science degree program quadrupled in enrollment in its first year; formed an Environmental Health subunit and hired Environmental Health Manager; Sea Islands Institute (SII) distributed 1st grants totaling $25K; Nursing program received full program approval from the SC Board of Nursing and graduated second pre-licensure class (27 in 2011; 32 in 2012); offered dual enrollment course to Jasper County High School students; held a Student Research and Scholarship Day to showcase the research and scholarship activities of its students with 40 participants; opened new, state of the art Academic Success Center; implemented new program called First Year Outreach (FYO) to mentor first year students; hired consultant to review and restructure mathematics curriculum with courses geared toward the non-math major added to the curriculum; Call Me Mister program is housed on campus with seven Misters; new Mac Lab and Ceramics Studio opened to support the Studio Art program.

Faculty. A full professor was named a (USC) Carolina Trustees Professor; thirteen new faculty were hired: Visiting Assistant Professor in Business, Assistant Professor in Social Sciences, Assistant Professor in Education, two Associate Professors in Nursing, two Visiting Professors in Mathematics, Assistant Professor in Mathematics, Instructor in Mathematics, Instructor in Hospitality Management, Assistant Professor in Computational Science, Assistant Professor in Psychology and a Assistant Professor in History; Professional Development funds of $1500 were offered to every tenure track faculty and a competitive pool of $10K was offered to tenured faculty; held second annual Celebration of the Arts focused around a high school juried art show.

Registrar. Conferred a total of 261degrees; built complete listing of all academic courses in new online USC student system; hired a Lead Advisor and two new advisors; assisted with the implementation of First Year Outreach Advising/Mentoring Program; advised over 600 students and coordinated advisement services for remaining students.

Grants. Total Awards $730,720.
<u>*Continuing Awards (active awards from previous years) $461,141*</u>. Computational Science at USC Beaufort; SC Research Authority/National Science Foundation, award for 2011-2012 $115,577; Bluffton Water Quality Laboratory; Bluffton, SC funding for 2011-2012 $110,000; SC IDeA Network of Biomedical Research Excellence (INBRE); National Center for Research Resources/National Institutes of Health, award for 2011-2012 $235,564

New Awards $269,579; 2012 Hearing Measurements in Wild Atlantic Bottlenose Dolphins (Tursiops truncatus) Inhabiting the Indian River Lagoon, FL; Harbor Branch Oceanographic Institute, $10,926; Using Passive Acoustics to Correlate Sound Production and Egg Release in Captive Populations of Soniferous Fishes: A Model to Study Spawning Behavior in the Wild; South Carolina Research Foundation $14,793; MGS: The Elimination Lineup: Increasing Older Adult Eyewitnesses' Identification Accuracy; South Carolina Research Foundation $3,000; MGS: "Serious games" for Crowdsourcing the Annotation of Zebrafish Histology Images; South Carolina Research Foundation $3,000; MGS: Using LEGO Mindstorms to Model Over-Subscription Planning and Distraction; South Carolina Research Foundation $3,000; Together with Beaufort; Beaufort County Human Services Alliance Leadership Council, $9,900; USCB Center for the Arts; Coastal Community Foundation $7,000; USCB ATAX; City of Beaufort $6,000; Hilton Head Island 2012 Day Tripper Analyses and Visitor Estimate Study; Hilton Head Island Visitor and Convention Bureau, $38,173; Characterization of Heavy Metals in Fauna Collected from Small Arms Firing Ranges at Parris Island, SC; US Marine Corps/US DOD Defense $59,537; Hilton Head Island Italian Festival Attendees; Italian American Club of Hilton Head Island, $750;Vision for the Future: A collaboration between USCB and the Town of Hilton Head Island; Town of Hilton Head Island $103,500; GEAR: Ad hoc Computational Support of SC Project Activities; SC Research Authority (SC EPSCoR/NSF) $10,000.

Institutional Effectiveness & Research (IER). IER Staff are Past President and Member at Large of the South Carolina Association of Institutional Research (SCAIR) and facilitated the planning for the state conference; hired and trained new Administrative Assistant; completed revised IE Manual and published on web; established Net Price Calculator for USCB Financial Aid office; established Student Consumer Information website for USCB; assisted Military Program with Department of Defense Assessment; participated in Report Author training for new Banner system; joined VSA and created College Portrait; revised Academic Affairs Resource Guide; participated in NSSE; administered ACT CAAP Critical Thinking tests to 140 rising juniors.

<u>Advancement Unit</u>
Completely reorganized all three units of advancement for increased effectiveness. Earned three Higher Ed Marketing Educational Advertising Merit Awards (Brochure: Take a Deeper Look, Logo design: Sand Shark Soccer Shield, and Billboard: Learn where the living is easy). Earned Service Advertising Awards (Bronze award: Logo Design: Sand Shark Soccer Shield).
Presented a Family Fund video at CNAC.

Development. Turned around Family Fund program that had declined for 3 years; 74% of full-time faculty, full-time staff, and administrators pledged FY'12 versus 12% in FY'11; the total dollar amount pledged was $22,026.00 in FY '12 versus $9,512 pledged in FY '11; raised 64 new four year scholarship pledges of $4000 for total of $256,000.

Communications and Marketing. Supported over 20 clients with one director and one administrative leader, down from 4 staff members (3 directors) previous year; feature articles placed and supported (or provided damage control), 5 in USC Times, 21 in Island Packet/Beaufort Gazette/Bluffton Today, 90% of these also covered by TV media—WHHI,WSAV, WTOC; over 60 individual ads, posters, banners or brochures concepted,

designed, edited approved and placed/produced, invoiced and payment made in addition to all materials produced for Admissions; Fan base on Facebook site went from 235 to 838 in 2011-12. *Events.* Supported 36 significant events. 31 of these events were led by Advancement.

Athletics Development Unit

Athletics Development Unit	
Academics	Six athletes named 2011-2012 Daktronics-NAIA Scholar Athletes; six athletes named 2011-2012 Sun Conference All-Academic; four athletes named 2011-2012 Capital One Academic All-America (CoSIDA); twenty-two athletes named 2011-2012 Athletic All-Conference; six athletes named 2011-12 All-Americans.
Team Statistics	
Women's Softball	Three players named to NFCA All-Region Team; four players named All-Sun Conference; 37 wins, finished second in Sun Conference in regular season; ranked in the top 30 in national NAIA poll; two pitchers threw back-to-back perfect games in a doubleheader; one pitcher threw five no-hitters (two of them perfect games); players won Sun Conference Pitcher of the Week four times and Sun Conference Player of the Week six times.
Women's Soccer	Earned first victory in school history.
Men's & Women's Track and Field	**Men's** One athlete named Sun Conference Field Athlete of the Week and one athlete named Capital One Academic All-District. **Women's** Two athletes qualified for nationals (unable to compete).
Men's & Women's Golf	**Men's Golf** Team finished 10th at NAIA nationals; won Sand Shark Classic; one player named second-team NAIA All-American; one player named Capital One Academic All-District and Third-Team Academic All-American; two players named Sun Conference Player of the Week. **Women's Golf** Team finished 15th at nationals; player named honorable mention NAIA All-American; one player named Capital One Academic All-District and Third-Team Academic All-American; two players named Daktronics-NAIA Scholar-Athletes.
Baseball	Qualified for first NAIA World Series with a school record 41 wins for its highest ever ranking at No. 7; school-record 13-game home winning streak; 142 wins in four seasons; second place in Sun Conference in regular season; hosted and won first NAIA Opening Round; two players named Sun conference Pitcher of the Week; player named Sun Conference Pitcher of the Year; three players named first-team All-Sun Conference and five players named second-team All-Sun Conference; player named to Capital One CoSIDA Academic All-District team.
Men's & Women's Cross Country	**Men's** One national qualifier **Women's** One national qualifier; athlete named Sun Conference Champion of Character.

Community Outreach Unit

Osher Lifelong Learning Institute (OLLI). Currently. OLLI with 1300 members, is one of the largest programs in the country out of 117 nation-wide; OLLI enrollment increased 10% in 2011-12. Enrollments increased from 9424 (Fall 09/Spring 10 Academic Year) to 13,395 (Fall2010/Spring 2011) to 14,934 in 2011-2012. OLLI offered a record 450 courses and events; created an inaugural Lowcountry Community Band that attracted 65 new members.

Lunch With Author Series. Comingled famous and yet-to-be famous authors with a Pulitzer Prize winner, four *New York Times* bestselling authors and two debuting authors.

Continuing Education. In partnership with the USCB Hospitality Department and the town of Hilton Head Island administered 24 *Island Ambassador Training Seminars* to 367 hospitality employees, interns and college students involved in meeting the needs of tourists and visitors in the lowcountry area.

USCB Festival Series. Realized a 5% increase in donors for the Friends of the Festival Series annual campaign. USCB's Continuing Education Department in conjunction with USC School of Medicine/Palmetto Health Richland (USCSOM-PHR) and The Sea Pines Resort, provide national conferences on Continuing Medical Education for medical professionals. Over 400 physicians travel to the Lowcountry to attend conferences for practitioners of General Surgery, Pediatric Infectious Disease, Family Medicine, General Pediatrics and Internal Medicine. While each conference averages 90 participants, this summer's Internal Medicine Update is hosting the largest group ever at 130 practitioners from around the country.

Center for the Arts (CFA). The Beaufort Children's Theatre with 140 aspiring young actors participated in two productions with over 2,200 tickets sold; The Beaufort Theatre company productions of "Always Patsy Cline", "The Diary of Adam and Eve" and "Cat on a Hot Tin Roof" sold 2,059 tickets; the Met Live in HD eleven performances with an average of 200 seats sold per performance; added an Indie Film Series that brought in an additional 1,900 tickets sold; partnerships with outside organizations such as Historic Penn Center, Beaufort International Film Festival, Beaufort County Library and Dragon Boat Beaufort provided opportunity for 3,000 people to attend films, lectures and concerts; hosted nine gallery exhibits with over 40 artists participating, and each Gallery opening averaging 70 attendees.

Finance and Operations Unit

Controller/AP/Bursar. In conjunction with budget office, principal investigators, human resource office, and grant office, developed policies and procedures for grant set up, budgeting, hiring, and approving university grant transactions; developed transaction approval policy for capitalization; coordinated between finance office, financial aid office, and development office the development of scholarship award processes for use by the scholarship committee; attended USC system wide Payment Card Industry (PCI) compliance training and began PCI compliance assessment of campus, initiated campus compliance by securing credit card devices, obtaining cross cut shredders and updating policies in conformance with regulations; developed yearend closing checklist of critical journal entries needed for transferring funds, grant matches, and write-offs and other necessary yearend activity; Accounts Payable developed yearend closing checklist to ensure closing date notification is communicated to departments and appropriate timely posting of disbursement and other transaction activity; implemented data base for new process of verifying food policy limits and approvals; initiated practice of accounts payable validating signatures and maintaining current signatory approval for each spending area on campus; travel policies and procedures have been posted on website and training with individual departments has been implemented and will continue throughout the year.

Procurement. Updated website to include procurement training materials such as procurement flow charts, forms, and frequently asked questions; continue to review and implement cost saving procurement methods and seek competitive bids for goods and services exceeding $2,500; working with USC Procurement Office to ensure cardholders are tested through new audit procedures before their procurement card can be renewed.

Budget. Maintained a balanced budget for FY 2012; provided budget training for campus staff; developed procedures to monitor grant budget obligations; implemented Budget webpage to provide general information, information on tools for budget management, and training.

Human Resources (HR). Relocated from temporary offices to office in Hargray; hired Human Resources Specialist; designed and updated HR webpages; created new HR forms and informational items and uploaded to HR website; developed comprehensive HR hiring procedures (finalizing) and will conduct training for hiring supervisors and support staff; developed hiring packet that is sent to new employees via email; developed and updated exit interview check list (finalizing); scanning project for all HR personnel files (ongoing); developing temporary employee pay chart guidelines; implementation of EPMS calendar schedule to managers (via Outlook's email task management); HR Specialist attended EIP training (Employee Insurance Program) to enroll new hires; HR Director attended CUPA-HR/SE Regional Meeting and SHRM Convention; HR staff attended Benefits Workshop.

Department of Public Safety (DPS). Continued to secure on-staff training officers to provide department training. Having on-staff trainers has reduced costs of outside agencies for training; increased the efficiency of parking enforcement by utilizing a marked cart for the purpose and focusing the attention of two officers on parking issues; acquired a new patrol vehicle equipped with up-to-date communications and video systems which will provide more efficient information gathering and storage which benefits the officers in their daily routines and enhances the presence on campus, successfully managed commencement parking.

Facilities {Hilton Head Gateway (HHG) campus}. New student housing unit with 188 beds was constructed, fully outfitted with furniture and equipment and occupied in Fall 2011; although not complete, occupied the Library second floor in the Spring 2012; takeover agreement with the surety is in place and the work is scheduled to resume in June; occupied renovated spaces in the Hargray Building but punch list items remain to be completed under the surety takeover for the project; renovated two spaces in the Hargray Building for Osher Lifelong Learning Institute, one office space and one classroom space that will accommodate 100; designed, permitted, and bid an additional parking area with construction begun in June; installed variable speed drive (VSD) on water system chiller with savings expected at $30K per year; Renovated softball field at Richard Gray Complex to include dugouts, batting cages, bullpen areas, a new outfield fence, additional bleachers, and infield resurfacing to accommodate new Softball sport; new batting cages and bullpens were added to the baseball field at the Richard Grey Complex; completed major repair work in the Campus Center dining kitchen; retirement of Director of Maintenance at HHG provided an opportune time to restructure the maintenance department with employees assuming/adapting to new roles and efficiency, productivity, and morale significantly improved.

Facilities {Historic Beaufort (HB) campus}. Renovations are nearing completion on the Sea Islands Center to house the campus Art Gallery and the Sea Islands Institute; the Grace White House renovation project is near completion and ready for student occupancy in Fall 2012; planned and established the Arts Studio preservation project to replace the roof, paint the exterior, make minor structural and trim improvements, and improve the drainage from the building to ensure longevity and service of this facility; re-graded and improved the grassed parking lot between the CFA and Marine Science Building.

Information Technology Services and Support Unit

ITSS team responded to 1,172 Helpdesk tickets, including 150 special event tickets; phone switch upgrade, replacing an outdated system and resulting in a much more robust phone solution which merged two independent systems into a single unified system with failover capabilities; implemented an automated pay for print solution tied to student's Carolina Card, for ease of printing in both libraries; installed internet connectivity and upgraded the sound and internet infrastructure at the Hardeeville Richard Gray Sports Complex in support of Sand Shark Athletics; designed and installed IT infrastructure and AV for six new classrooms, conference rooms and offices as part of Hilton Head Gateway Campus's 2nd floor Library up fit; installed IT infrastructure in two new Palmetto Village housing buildings, including wired and wireless Internet, Cable TV, phone service and keyless access control; upgraded dorm Internet bandwidth from 20 Mb to 50 Mb; installed IT infrastructure for Sea Islands Center; supported Hargray 1st floor renovations with computer, phone and printer installs and moves; supported Internet and phone installation for Sea Pines Hospitality Center; designed and installed IT and AV infrastructure for new Hargray, and OLLI classrooms in the CFA; installed/moved data in four phase one Palmetto Village housing buildings, for emergency contact; fine tuned E911 addressing for improved emergency response; virtualized more than 30 servers, increasing efficiency and providing a more cost effective server solution; added one IT helpdesk technician to the staff resulting in significant improvement in helpdesk request response time; upgraded keyless access at gates for four phase one Palmetto Village housing buildings; improved design and planning of IT AV support for Commencement, resulting in 50% improvement in set up time, from four hours down to two hours; supported over 40 office moves as a result of new office construction in the Hargray and Library buildings; upgraded speaker system, video switching capability and DSP control for the CFA Auditorium.

Student Development Unit

Separated Disability Services from Career Services allowing more focus on both areas; hired Coordinator of Counseling and Disabled Student Services; hired Director of Career Services; Planned and implemented two career fairs; collected placement data on 2011 graduating class; organized systematic directory of internships for students to utilize; planned housing for HB campus; opened two new residential buildings at occupancy well above anticipated; began award scholarships for Art, Hospitality and transfer students as part of a strategic effort to recruit students; implemented strategy using two recruiters extending contact into more of SC as well as adjoining states; significant decrease in damages in residence halls even though capacity was increased more than 40 percent; significant increase in numbers and diversity in intramural and recreational activities.

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

Relationship Between USCB Goals and Objectives	
USCB Strategic Goals	**USCB Strategic Objectives**
1. Teaching/Learning	
USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, accountability, and a commitment to diversity. The University will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.	I. Strengthen and expand academic offerings. V. Provide an environment conducive to teaching and learning.

2. Research Scholarship and Creative Activity	
Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.	IV. Support scholarship and the pedagogy of the faculty.
3. Service Excellence	
USCB will be actively engaged at all levels in making all of our services student-centered, customer-focused, and excellence driven. Our campus and community relationships will be sustained by adherence to our core service values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.	II. Strengthen and expand student support services. III. Expand and diversify student population. V. Provide an environment conducive to teaching and learning. IX. Improve service excellence university-wide
4. Quality of Life in the University Community	
USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.	II. Expand and strengthen student support services. VI. Build the University's reputation and strengthen its base of support. VIII. Maintain access and affordability.
5. Recognition, Visibility and Community Involvement	
USCB will strive to complement and grow the region's strengths by continuing to develop the University's facilities, programs, activities, and community involvement. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations. It will provide Lowcountry citizens with educational opportunities for lifelong learning and cultural enrichment, and develop and maintain partnerships with other entities to better serve the educational needs of the geographic region.	VI. Build the University's reputation and strengthen its base of support. VII. Develop appropriate partnerships that support the University's mission.

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

	Key Strategic Challenges
Educational	• Offer more areas of study, thereby better serving local students and increasing graduation rates • Explore new programs tied to region's economic development • Headcount enrollment will reach 3,000 students • Establish new degree programs and expand recruitment efforts • Support faculty research grant opportunities • Endowed student scholarships needed • Classroom space needed to double size of the Nursing program to meet critical need of the region

Operational	• Inadequate Deferred Maintenance Funding. No state capital funding to meet immediate facilities needs including a Convocation Center and Athletic Facilities and improving campus facilities • Develop campus-wide master plan and capital master plan tied to institutional needs • Continue construction planning, implement annual renovation schedule, improve grounds • Improve safety and security campus-wide • Improve processes, systems, infrastructure, and work flow to provide efficiency, quality, cost effectiveness
Human Resource	• Funding inequity limits ability to hire full-time faculty needed for degree program and enrollment • Named professorships needed to support additional faculty salaries and supplements • Funds needed to support professional development for faculty and staff
Financial	• Appropriation Inequity. USCB receives the lowest state funding per SC student in the state. USCB receives $1003 per SC student while the next lowest funded peer institution receives $1700 per SC student. • Legislative Tuition Cap. Because it is still in the process of converting from 2-yr to 4-yr tuition levels, USCB must be considered an exception to the legislative tuition cap applied to all SC schools in 2011. USCB needs to be allowed to raise its tuition to the tuition levels of its SC baccalaureate peer institutions. • Excessive Dependence on County Funding. As a result of the state-level challenges listed above, USCB relies on county funding for daily operations. • Donor support needed to respond to strategic challenges
Community-related	• Improve visibility and recognition of academic, student life and athletic successes • Donor stewardship and gift development needed to respond to strategic challenges • Engage student participation in community outreach programs • Cultivate partnerships to expand funding and facilities • Expand current relationships and explore new project opportunities • Implement Osher Lifelong Learning Institute fundraising plan to build facility

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

The accountability report serves as a self-assessment and internal review that USCB uses to document its effectiveness in achieving its mission and its compliance with the South Carolina Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and other regulating authorities. The report is reviewed and revised annually by senior leadership. This self-assessment is a historical record of one year in the life of the university and is a valuable tool in measuring progress, charting growth and identifying strengths and weaknesses that will result in the overall improvement of programs and services.

Section II - Organizational Profile

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

USCB is a senior institution of the University of South Carolina (USC) system serving students in the southernmost tier of South Carolina and Georgia. The University has two campuses with on-site housing and serves a diverse student body of 1874 students. USCB offers 15 baccalaureate degrees with 27 programs of study, 17 minors, 6 certificates, and 6 pre-professional advising tracks in the arts, humanities, professions, and social and natural sciences, along with an active program of co-curricular activities and athletics. USCB Athletics hosts

men's and women's sports in baseball, track, cross country, golf, soccer, and softball, competing in the NAIA Sun Conference, as well as a variety of Club Sports. The Office of Student Life provides support for a wide range of co-curricular activities and programs including campus-wide programming, multicultural programming, clubs and student organizations, fitness, recreation and intramural opportunities as well as community service initiatives on and off campus. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities. Educational programs are mainly delivered via traditional in-class instruction with some on-line opportunities via the internet. Opportunities are available to students wishing to study in other countries through Study Abroad.

2. Key student segments, stakeholder groups, market segments, as appropriate, and their key requirements/expectations.

Key Student Segments	Key Market Segments	Key Requirements/Expectations
1874 students 476 residential students FT =1418 PT = 456 Degree-seeking 88% Non-degree seeking 12% Traditional 75% Non-traditional 25% Military and dependents 6% Minority 30%	In-State 79% Out of State 21% High Schools in service area Local counties in GA Transfer students International Military and dependents	Academic challenge in a personal university environment Access and Affordable higher education Highly qualified faculty and professional staff A rich student life program Safe and secure campus and housing Exceptional technology-infused learning facilities Financial Aid/Scholarship Assistance

Stakeholder Groups	Key Requirements/Expectations
Parents	Access to quality academic programs Affordable higher education Safe and secure campus environment
Faculty and Staff	Resources to provide programs and services Opportunities for professional development Safe and secure work environment Competitive salaries and opportunities for job growth
Business and Industry	Graduates prepared for the job market Provide internship opportunities and jobs for students Serve on Academic Advisory Boards
Local, state and federal government	Responsible management of state and taxpayer dollars A catalyst for economic expansion A well-educated and highly skilled workforce. Compliance with local, state, and federal guidelines and regulations
Alumni and community partners	Continued relationships with the university Life-long learning opportunities
Accrediting Agencies	Compliance with standards

3. Your operating locations

The University has two campuses. The Historic Beaufort campus (HB), located on Beaufort's downtown waterfront, houses an innovative baccalaureate studio art program in close proximity to Beaufort's many art galleries. The Hilton Head Gateway (HHG) campus in Bluffton, SC offers cutting-edge Computational Science and Nursing laboratories and is the home to Sand Shark athletics. USCB offers students an exceptional place to learn and live in an environment focused on growth, preservation and opportunity.

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

Full-Time Employees		Part-Time Employees		Total Employees
Faculty	**Staff**	**Faculty**	**Staff**	
63	164	101	144	472

Faculty by Rank and Gender				Faculty by Rank and Tenure Status				
Rank	**Men**	**Women**	**Total**	**Rank**	**Tenured**	**On-Track**	**Non-Track**	**Total**
Professor	9	2	11	Professor	10	1		11
Associate	10	6	16	Associate	9	6	1	16
Assistant	11	6	17	Assistant	0	16	1	17
Instructor	4	15	19	Instructor	0	0	19	19
Total	34	29	63	Total	19	23	21	63
Total employees for the 2011-2012 year = 472								

5. The regulatory environment under which your organization operates

USCB is mainly governed by the administrative policies and procedures of USC as set forth by the Board of Trustees (BOT). The CHE is the immediate supervisory and regulatory authority, and the institution adheres to all policies, regulations and procedures required by this and other state agencies. USCB complies with all federal regulations and laws. USCB is accredited by the Commission on Colleges of the Southern Association of Colleges and School (SACS) and is in compliance with core requirements, comprehensive standards, and federal regulations. Some academic programs are accredited by specialized accrediting agencies that require ongoing assessments with cyclic reviews to ensure compliance with accreditation standards.

6. Your governance system

USCB is a senior baccalaureate campus in the USC system. The BOT governs the USC system and exerts control over all University policies and procedures. The President of USC reports directly to the BOT. The Chancellor is the Chief Administrative Officer for USCB and reports directly to the President. The day to day operations are left to the Chancellor and her Administrative Council (senior leadership). The senior leadership report directly to the Chancellor. The Faculty Senate, subject to review by the Chancellor, President, and BOT, has decision-making powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of USCB, and all other matters pertaining to conduct of faculty affairs, including discipline of their own members. The academic policies and procedures found in the USCB Faculty Manual were developed and approved by the USCB Faculty Senate and approved by the BOT. USCB is also advised by the Beaufort-Jasper Higher Education Commission (BJHEC).

7. Your key suppliers and partners

Key suppliers include high schools in SC, especially those in Beaufort, Hampton, Colleton, Jasper, Charleston, Lexington and Dorchester counties and high schools in Bryan, Chatham and Effingham counties in GA where students are eligible for in-state tuition. Other suppliers are two-year institutions, the USC system and other four-year colleges, and active duty military and their dependents. USCB maintains partnerships with local schools districts and has articulation agreements with two–year colleges in SC, GA and Canada. Community partners include local

organizations, social service agencies, hospitals, employers, and business and industry. USCB partners with and houses the Quality Laboratory funded by a grant from the town of Bluffton, the Beaufort County Human Services Department, the Regional Small Business Development Center and OLLI.

8. Key competitors that directly compete for the same type of studies, research, and grants
Approximately 79% of USCB students are from SC. Therefore, our key competitors are other four-year institutions in SC. USCB has articulation agreements with two-year colleges in SC and GA for ease of transfer to USCB. With student housing, USCB competes with other colleges nationally and internationally.

9. Principal factors that determine your competitive success. The key changes that are taking place that significantly impact your competitive situation

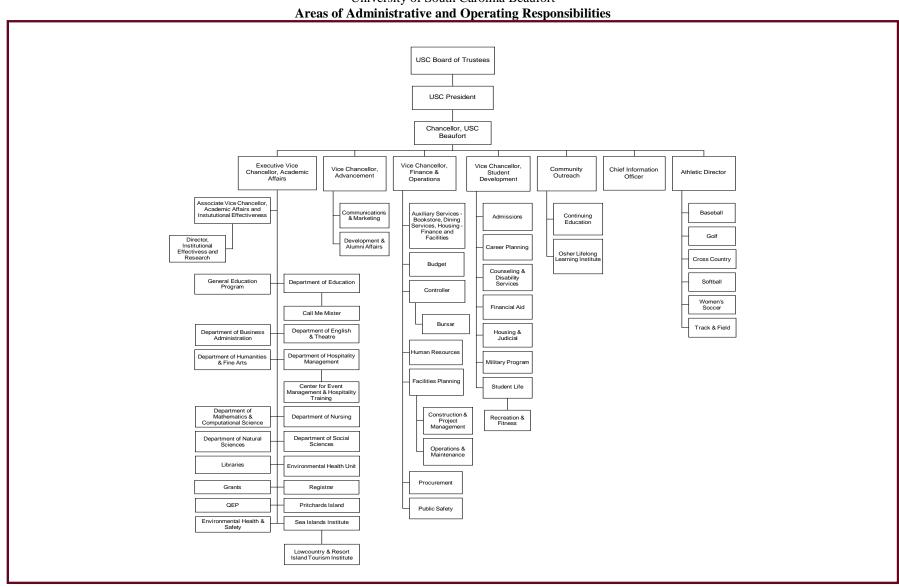| Factors that determine competitive success	Key changes that impact competitive situation
● Access and affordability to baccalaureate education ● Programs unique to the area (Hospitality, Studio Art, and Computational Science) ● Cutting edge facilities and technology ● Highly qualified faculty supported by professional staff ● Only baccalaureate institution in the southeastern SC ● In-state tuition for GA residents (Bryan, Chatham and Effingham counties) ● Flexibile on-line course offerings	● Appropriation inequity ● Inadequate deferred maintenance funding ● No state capital funding to meet immediate facilities needs ● Legislative Tuition Cap ● Excessive dependence on county funding ● Funding inequity limits our ability to hire faculty needed for degree program and enrollment growth ● Lengthy academic program approval process

10. Your performance improvement systems.
Ongoing and systematic assessment is vital to USCB's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external accrediting agents such as the CHE, SACS and other regulating authorities.

Level	Performance Area	Performance Improvement System
Institution	University Strategic Plan	Reaffirmation of Accreditation (SACS) Institutional Effectiveness & Strategic Planning Framework Strategic Planning Committee(s) Institutional Effectiveness Council Budget Committee State Budget & Control Board Accountability Report
Academic and Support Units	Academic and Support Offices	Institutional Effectiveness-Outcomes Assessment Reports/Plans Institutional Effectiveness Council
Programs	Academic Programs Program Accreditation	Academic Program Review Cycle External Accrediting Agencies CHE
Individual	Senior Administration	Annual Review by the Chancellor Annual Review of the Chancellor 360 Administrator Evaluation
	Department Chairs	Annual Review by EVCAA Review by Department Faculty Student Evaluation of Courses
	Faculty (Full Time)	Annual Review 3rd Year Review Tenure & Promotion Review Post-Tenure Review Student Evaluation of Courses
	Faculty (Part Time)	Annual Review Student Evaluation of Courses
	Classified Employees	Employee Performance Management System (EPMS)

11. Your Organizational Structure

University of South Carolina Beaufort
Areas of Administrative and Operating Responsibilities

```
                                    USC Board of Trustees
                                            │
                                       USC President
                                            │
                                   Chancellor, USC Beaufort
```

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

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

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

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

Community Outreach
- Continuing Education
- Osher Lifelong Learning Institute

Chief Information Officer

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

12. Your Expenditures/Appropriations Chart

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

Other Expenditures						
	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 9,556,496	$ 1,200,500	$ 9,648,995	$ 1,105,000	$ 11,118,396	$ 1,105,000
Other Operating	$ 10,559,810	$ -	$ 10,032,484	$ -	$ 10,460,742	$ -
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 2,732,423	$ 261,146	$ 2,546,371	$ 239,714	$ 2,911,459	$ 255,802
Non-recurring	$ 825,178	$ -	$ -	$ -	$ -	$ -
Total	$ 23,673,907	$ 1,461,646	$ 22,227,850	$ 1,344,714	$ 24,490,597	$ 1,360,802

Other Expenditures: None

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

13.   **Your Major Program Areas Chart**

Program Number	Major Program Area and Purpose	FY 10-11 Budget Expenditures			FY 11-12 Budget Expenditures			Key Cross References for Financial Results*
510	Instruction-Undergraduate and graduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission.	**State:**	1,461,646		**State:**	1,360,802		
		Federal:	823,508		**Federal:**	0		
		0	4,905,962		**Other:**	5,903,645		
		0	7,191,116		**Total:**	7,264,447		
		% of Total Budget:		30.38%	**% of Total Budget:**		28.20%	
511	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:**	0		**State:**	0		
		0	675,220		**Federal:**	676,509		
		0	134,901		**Other:**	169,660		
		Total:	810,121		**Total:**	846,169		
		% of Total Budget:		3.42%	**% of Total Budget:**		3.29%	
512	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:**	0		**State:**	0		
		Federal:	1,000		**Federal:**	0		
		Other:	421,595		**Other:**	719,479		
		Total:	422,595		**Total:**	719,479		
		% of Total Budget:		1.79%	**% of Total Budget:**		2.79%	
513	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	0		
		Other:	2,789,387		**Other:**	2,959,477		
		Total:	2,789,387		**Total:**	2,959,477		
		% of Total Budget:		11.78%	**% of Total Budget:**		11.49%	
514	Student Services-Student focused activities to Include admissions, registration, health, athletics, academic advising, student organizations, and other student services.	**State:**	0		**State:**	0		
		Federal:	56,572		**Federal:**	42,920		
		Other:	2,574,952		**Other:**	3,161,808		
		Total:	2,631,524		**Total:**	3,204,728		
		% of Total Budget:		11.12%	**% of Total Budget:**		12.44%	
515	Operations & Maintenance-Facilities support services to include campus security, capital	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	0		

Program Number	Major Program Area and Purpose	FY 10-11 Budget Expenditures			FY 11-12 Budget Expenditures			Key Cross References for Financial Results*
	planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	**Other:**	2,775,679		**Other:**	2,743,642		
		Total:	2,775,679		**Total:**	2,743,642		
		% of Total Budget:		11.72%	**% of Total Budget:**		10.65%	
516	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	**State:**	0		**State:**	0		
		Federal:	3,008,623		**Federal:**	3,293,810		
		Other:	2,531,763		**Other:**	3,139,180		
		Total:	5,540,386		**Total:**	6,432,990		
		% of Total Budget:		23.40%	**% of Total Budget:**		24.98%	
517	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	0		
		Other:	38,056		**Other:**	72,668		
		Total:	38,056		**Total:**	72,668		
		% of Total Budget:		0.16%	**% of Total Budget:**		0.28%	
518	Penn Center -Provide assessment and coordinate services to rural at-risk families on St. Helena Island.	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	0		
		Other:	0		**Other:**	0		
		Total:	0		**Total:**	0		
		% of Total Budget:		0.00%	**% of Total Budget:**		0.00%	
519	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	**State:**	0		**State:**	0		
		Federal:	0		**Federal:**	0		
		Other:	1,475,043		**Other:**	1,514,004		
		Total:	1,475,043		**Total:**	1,514,004		
		% of Total Budget:		6.23%	**% of Total Budget:**		5.88%	
	Grand Total	**State:**	1,461,646		**State:**	1,360,802		
	Grand Total	**Federal:**	4,564,923		**Federal:**	4,013,239		
	Grand Total	**Other:**	17,647,338		**Other:**	20,383,563		
	Grand Total	**Total:**	23,673,907		**Total:**	25,757,604		

Section III – Elements of Malcolm Baldrige Criteria

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?**

MISSION SUMMARY

Through teaching, research, and service, the University of South Carolina Beaufort responds to regional needs, draws upon regional strength, and prepares graduates to contribute locally and across the globe.

VISION

*The University of South Carolina Beaufort will achieve **academic distinction** as a **student focused** and **community engaged** public university that leverages the strengths of our Lowcountry location.*

CORE SERVICE VALUES

Integrity, Innovation, Collaboration, Accountability Responsibility, Excellence

Together, the mission, vision, and core service values are the fundamental principles that guide the daily operations of the University in its commitment to continuous improvement in academic programs, student support services, and improved student and stakeholder satisfaction. Senior leadership model the core service values in their personal and professional actions, and in turn articulate them to their units as standards that all academic and support services staff should espouse as they carry out the mission and vision of USCB. Senior leaders take an active role in strategic planning and institutional effectiveness initiatives and communicate the institution's mission, vision, values, goals, and objectives to key suppliers and partners, and to students and stakeholders through a variety of means including staff meetings, unit/department retreats, academic program advisory board meetings, forums, presentations, publications, student/parent orientations, and hosting groups on campus. Other methods of communication to stakeholders are through the Administrative Council, Academic Affairs Council, and the Chancellor's Cabinet. The Student Government Association (SGA) President is a member of the Chancellor's Cabinet and communicates information from the administration to the student body and expresses student concerns to the administration. The Chancellor reports at least quarterly to the USC President, annually to the state legislature, CHE, and the Beaufort and Jasper County Councils, and bi-monthly to the BJHEC. The Chancellor holds forums with the students and the Employees Association of Classified and Non-Classified (BEACON) staff organization. The Chancellor, EVCAA, and senior leaders report to the Faculty Senate at regularly scheduled meeting. Senior leaders are actively involved in community groups and share information at a number of venues., including Main Street Beaufort, the Beaufort County Council Economic Development Committee, area Chambers of Commerce, and other constituent groups, The USCB website, social and electronic media, *University Weekly Update, USCB Magazine,* and an annual report is published at the end of each fiscal year and mailed to key stakeholders.

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

USCB engages in ongoing, integrated, and institution-wide, research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuous improvement (b) result in decisions that are data driven and tied to the budget, and (3) demonstrate that the institution is effectively accomplishing its mission. Senior leaders take an active role in strategic planning and institutional effectiveness initiatives and communicate the institution's mission, vision, values, goals, and objectives to staff, via face-face meetings, discussions with subunit heads and staff, through written guidelines and policies, through faculty and staff annual evaluations, student evaluations of courses and teaching effectiveness, internal and external satisfaction surveys to stakeholders and constituents, and through the development of effective training programs provided by the Human Resources office. Performance measures are set for staff through the EPMS and for faculty through annual evaluations. Unit heads monitor and evaluate these measures for individual employees through a review process for actual performance and recommendations. All academic and support units/subunits draft annual Institutional Effectiveness and Outcomes Assessment (IE-OA) Plans/Reports that are used to articulate the units purpose, goals, objectives and action plans for the coming academic year. The reports are reviewed by the Institutional Effectiveness (IE) Council and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for their review. Senior leaders hold an annual retreat to "close the loop" on the previous years' goals and strategic objectives and to review the goals and strategic objectives for the coming year. The rapid growth of the institution over the last several years is evidence of the action focus of USCB.

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

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

USCB recognizes its obligation to provide an atmosphere that protects and promotes its educational mission and guarantees its effective operation. Choosing to join the USC system obligates each member to conform to a code of civilized and ethical behavior, and adherence to The Carolina Creed. Students are expected to be honest and forthright in their academic endeavors and abide by the Academic Code of Conduct, the Student Code of Conduct and all academic policies and regulations. In addition, faculty and staff are held to the high standards of the Core Service Values which includes the core value of Integrity. A Housing & Judicial Office was established to oversee housing and judicial issues that arise. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due

concern for the welfare and rights of others per USCB and USC system Policies and Procedures Manuals, the Student Handbook, and the Faculty Manual.

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

Faculty and staff are encouraged to pursue professional development opportunities for personal and professional growth. After six months of service, full-time employees earn one free course per semester and are encouraged to further their education. The USC Human Resource office and the USC Information Technology office offer free seminars, workshops, and training programs to all employees. Faculty can apply for release time to pursue research activities, as budget allows. Faculty and staff are encouraged to participate in USCB Continuing Education courses. In the 2011-2012, the university offered Professional Development Funds to tenured and tenure-track faculty. Every tenure-track faculty member was allotted $1,500 for professional development. In addition, there was $10,000 available to tenured faculty for professional development in a competitive pool administered by the Faculty Development Committee. The SII made $25,000 in grant money available competitively to faculty for local research efforts.

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

Employees are encouraged to join professional organizations and seek professional development and training opportunities that will lead to job improvement and career expansion. A faculty mentoring program has been established for new faculty. The units provide coaching and mentoring to employees within their respective areas and supervisors provide a great deal of informal transfer of knowledge to their colleagues. After six months of service, full time employees earn one free course per semester and are encouraged to further their education while employed. Cross training, used to help employees increase their knowledge and gain experience in other areas, is highly encouraged to ensure continuity across positions when retirements occur or when positions are vacant. Clear definitions of roles and responsibilities for each position are available so that employees can evaluate the job requirements and prepare for advancement. Senior leaders work with employees during the EPMS annual review process. Performance measures are set as part of the individual staff members' EPMS planning stages. Unit heads monitor and evaluate these measures for individual employees through a review process for actual performance and to identify objectives for the next year. As employees gain job knowledge and experience, they are encouraged to apply for other positions internally.

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 are the managers for their respective units and communicate with faculty and staff by listening, reviewing, and responding to feedback at departmental and committee meetings. Faculty and staff are encouraged to take an active role in the decision-making process by volunteering for University committees. Participation on University committees is a tool used to empower, build morale, and facilitate communication by allowing employees to contribute to the decision-making and strategic planning process. Senior leaders create, value, and promote communication at all levels of the university through emailed information concerning various issues, annual faculty evaluations, and an Employee Recognition Awards Ceremony Program. Leadership seeks to build morale by hosting a number of events annually including a "welcome

back" orientation for new and returning faculty/staff at the beginning of each semester, an Academic Awards Ceremony, where faculty, staff and students are recognized for their achievements, and an Employee Appreciation Picnic to thank employees for their service to the University. Faculty and staff are eligible for annual pay for performance increases as budget allows, that are tied directly to annual performance appraisals. USCB established an internal monthly recognition program called "Catch us at Our Best." Faculty and staff are recognized with a letter from the Chancellor. USCB strives to publicly acknowledge the achievements of faculty, staff and students by acknowledging them in University and community publications.

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

The President of the USC system is evaluated annually by the BOT. The Chancellor is evaluated annually by the President, and meets at least quarterly with the President on progress made. A signed acknowledgement memo, demonstrating that the process has been completed, is placed in the Chancellor's personnel file. Senior leaders are evaluated by the Chancellor annually, and a letter summarizing the evaluation and a signed acknowledgement memo of the evaluation is placed in the personnel file. The Department Chairs, some faculty, and some non-classified administrators are evaluated by the EVCAA annually, according to criteria set forth in the Faculty Manual. The Chancellor, Senior Leadership, and Department Chairs are also evaluated every three years using the Administrator 360 Evaluation. As a part of each of the aforementioned evaluations, the individual is measured on achievement of goals related to the strategic plan, and new goals are jointly set for the next year. The results of the evaluations become part of the performance review and are used to enhance the personal and professional development of senior leaders. (See response to Section II question #10).

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

Performance Measures			
Academics	**Enrollment**	**Financial**	**Stakeholders**

Degrees Awarded
Retention
Graduation Rates
Student/faculty ratios
Licensure Exam Pass Rates
NSSE Benchmarks
	Headcount
	Full-Time Equivalent (FTE)
	Student Body Composition
	  • Race and Gender
	  • Residency
	  • Student Level
		Tuition and Fees
		State funding
		Capital funding
		Budgets
		Pay equity
		Scholarships
			Satisfaction surveys
			Donor gifts
			Life-long learning enrollments

The Office of Institutional Effectiveness and Research (IER) has identified key performance measures that are tracked over time and compared to peer institutions that are germane to USCB. Determining peer groups for USCB has been a challenge due to the change in mission and the relatively small headcount size. Even so, two peer groups that have been established are a state peer group of 12 South Carolina public institutions, and a peer group of 20 public institutions throughout the US with similar missions, programs and enrollment of less than 5,000. This allows USCB to compare data collected by CHE and IPEDS. Senior leaders review performance measures on an ongoing basis in an effort to identify trends that may occur over time.

Senior leaders take an active role in strategic planning and institutional effectiveness initiatives and meet biweekly to discuss strategic goals, objectives, and needed actions for the University. University needs are identified using an ongoing, integrated, and institution-wide, research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) result in continuous improvement, (b) result in decisions that are data driven and tied to the budget, and (3) demonstrate that the institution is effectively accomplishing its mission. All academic and support units and subunits draft annual Institutional Effectiveness and Outcomes Assessment (IE-OA) Reports that are used to articulate their purposes, goals, objectives and action plans with budget implications the coming year. The reports are reviewed by the IE Council and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for their review. Senior leaders hold an annual retreat to review the strategic plan and "close the loop" on the previous years' goals and strategic objectives and to review the goals and strategic objectives for the coming year. The rapid growth of the institution over the last several years is evidence of the action focus of USCB.

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7). Should this be in previous question?
USCB favors a pro-active approach and makes an effort to anticipate problems before they arise using the Institutional Effectiveness and Strategic Planning Framework (IESPF). This cyclical process includes the goals and measures for every academic and support unit within the institution. The process allows planning two years out so that needs can be anticipated and addressed. All academic and support units/subunits draft annual IE-OA Plans/Reports. There are two reports due every year on June 30. The first is a planning report due for two years ahead. This is required in order to tie the planning and assessment activities to the budget process. The second report is a close out report, due at the close of the current fiscal year. This report demonstrates what actually occurred during the past year and gives the opportunity to reflect on what changes can occur to improve student learning and/or other services and activities. The Planning Report articulates the units/subunits purpose, relationship to the university goals, objectives, strategies/tactics, expected results, assessment methods, and budgetary implications. The Close-out Report (for current academic and fiscal year) include the results obtained, the use of results for improvement, budgetary implications and a year-end summary. The Close-out reports are used to evaluate the past year so that the units can build upon strengths, identify weaknesses, and use the results obtained to make improvements in programs and services. The reports are reviewed by the unit head and the IE Council, and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for their review. Senior leaders prioritize human and capital needs for the coming year.

New academic programs require careful consideration of the regional demand for the program, budget implications, and equipment, facilities and other resources that will be needed for at least the first five years of the program. The program approval process is lengthy due to the number of regulatory agencies that must review and approve new programs. It is through this vetting process that many problems are identified and remedied early on, prior to program implementation. USCB adheres to the *Policies and Procedures for New Academic Program Approval and Termination* mandated by the CHE as well as the program approval process established by USCB and the USC system. Program proposals must then be approved by the BOT, the CHE, SACS, and any specialized accrediting agency. Once implemented, programs are

reviewed internally using the IE-OA process where program and student learning outcomes are assessed and results used for program improvement. Periodic reviews of programs are conducted by regional and specialized accrediting agencies such as the CHE, SACS, NCATE, NAEYC, and CCNE. USCB developed an Academic Program Review process with guidelines and a timeline for internal assessment of programs. Program enrollments are tracked each semester to ensure programs are robust in accordance with the CHE established guidelines for program productivity. The Associate Vice Chancellor for Academic Affairs (AVCAA) manages the program development process and tracks programs/modifications through the approval process.

USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners to help determine key learning-centered process requirements and to gain knowledge on strengths and weaknesses. Focus groups, needs assessment surveys and extensive discussions with internal and external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. Feedback from faculty meetings, surveys and forums are used to implement polices to correct identified areas of need. USCB seeks input from the local schools, businesses, industry, hospitals, social services agencies, private and non-profit sector, and other community partners to ensure program effectiveness. An advisory board, made up of community members and partners, has been established for each academic program. The BJHEC and the USCB Partnership Board of Community Leaders gives direction and support to the University. Internship surveys, employer surveys and alumni surveys are given to community partners to gauge the effectiveness of programs, operations, and services. The USCB Incident Management Team works closely with administrators to address events that might affect the health and safety of students, faculty, and staff or damage the University's reputation.

Students complete course evaluations at the close of each course and an exit survey upon graduation. Focus groups are held with students to discuss the strengths and weaknesses of programs and services so that action plans for improvement can be developed. The SGA President is appointed to several committees including the Chancellor's Cabinet and the IE Council where s/he brings concerns about programs, services, and operations directly to the administration.

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities?
The purpose of the Office of Community Outreach, led by the Chancellor, is to serve the various professional and continuing education, economic, workforce development, and cultural development needs of the community. The Office connects the University to the community.

USCB Office of Community Outreach	
Community Engaged—a university committed to connecting the talent and energy of our students and faculty to the opportunities and needs of our region. We leverage the power of place—the heritage, culture, environment and aesthetics of the Lowcountry--to benefit our students and our fellow citizens.	
USCB Strategic Goal	**USCB Strategic Objectives**
3. Service Excellence	II. Strengthen and expand student support services.
	III. Expand and diversify student population.
	V. Provide an environment conducive to teaching and learning.
	IX. Improve service excellence university-wide

5: Recognition, Visibility and Community Involvement	VI. Build the University's reputation and strengthen its base of support. VII. Develop appropriate partnerships that support the University's mission.
Office of Community Outreach	
Program Offerings	**Purpose/Service Provided**
Continuing Education	Programs that improve your life/job skills including computer skills, Conversational Spanish & English as a Second Language (ESL)
Osher Lifelong Learning Center	Provides quality, intellectually stimulating, not-for-credit, educational opportunities and experiences to the citizens of the Lowcountry.
Personal Enrichment	Lunch with Author Series, Historic tours
Center for the Arts (CFA)	The CFA has been the cultural hub for Beaufort County for over thirty years housing the Beaufort Orchestra, USCB Festival Series, Beaufort Theatre Company, and countless performances of internationally acclaimed performing artists. USCB provides the use of a 460-seat performing arts venue to community groups, dance studios, festivals, and the Met Opera Live in HD.
Continuing Medical Education Conferences (CME)	CME courses are jointly sponsored by the USC School of Medicine-Palmetto Health Richland Continuing Medical Education Organization and USCB.

USCB also supports the Center for Event Management and Hospitality Training (CEMHT), the Lowcountry and Resort Islands Tourism Institute (LRITI), and the SII. The Center for Event Management and Hospitality Training, a collaboration between USCB and the town of Hilton Head Island, provides specialized education and training that will enable Hilton Head Island to become known as an international destination for event management and hospitality training. The purpose of the LRITI is to investigate, examine, and interpret tourism information that will support the tourism directives for Beaufort, Jasper, Colleton and Hampton Counties. The SII is interdisciplinary, providing outreach and education services that support sustainability of our treasured community. The SII combines the expertise of local researchers and outside partners, in an effort to sustain the region's economic, ecologic and cultural vitality. The University provides office space for the Beaufort County Human Services Department, the Quality Laboratory, the Regional Small Business Development Center, and OLLI. .

Senior leaders determine areas of emphasis for organizational involvement and support through strategic planning and institutional effectiveness initiatives and communicate initiatives to faculty, staff, and students via face-to-face meetings, committees, social media, and weekly electronic updates. Senior leadership, faculty, staff and students are heavily involved in public service through volunteer efforts that impact the community in a positive way. Faculty are expected to contribute to the community in ways that make use of their professional expertise. BEACON collectively determines which volunteer service activities and projects staff will participate in each year. Over the past year those activities included the United Way, Needy Families Drive, Toys for Tots, Service Learning/Global Community and a Coat Drive. Students are involved in a number of organizations on campus such as Gamma Beta Phi, which seek to improve education through appropriate service activities including Sand Sharks for Service. Finally, the AmeriCorps/VISTA volunteer serves as USCB's Civic Engagement Coordinator and works with students, staff and faculty to develop, support and implement curriculum-based service learning and non-curricular civic engagement opportunities for students. Housed in USCB's Office of Student Life, the USCB Civic Engagement Coordinator is one of a network of AmeriCorps/VISTA volunteers at South Carolina colleges and universities which is managed by the South Carolina Campus Compact.

Category 2 - Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 11-12 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1 **Teaching and Learning**	I. Strengthen and expand academic offerings V. Provide an environment conducive to teaching and learning	1) Develop new baccalaureate-level degree programs and expand existing programs 2) Provide adequate facilities and technology to support academic and administrative needs 3) Increase and strengthen connectedness among students, faculty, and staff	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.2-3 7.5-3 7.5-5
2 **Research, Scholarship and Creative Achievement**	IV. Support scholarship and the pedagogy of the faculty	1) Increase scholarship and research opportunities for faculty 2) Explore funding sources for research and scholarship 3) Increase student involvement in faculty research projects 4) Increase opportunities for artistic and cultural expression	7.4-1
3 **Service Excellence**	II. Expand and strengthen student support services III. Expand and diversify the student population V. Provide an environment conducive to teaching and learning IX. Improve service excellence university-wide	1) Provide high quality and accessible student support services 2) Increase retention and graduation rates	7.2-1 7.2-2 7.2-3 7.4-1 7.4-2 7.4-3 7.5-1 7.5-2
4 **Quality of Life in the University Community**	II. Expand and strengthen student support services VIII. Maintain access and affordability VI. Build the University's reputation and strengthen its base of support	1) Recruit and retain a diverse student body 2) Improve access and opportunity for student financial support 3) Improve communication of information and events	7.3-1 7.3-2
5 **Recognition, Visibility, and Community Involvement**	VI. Build the University's reputation and strengthen its base of support VIII. Develop appropriate partnerships that support the University's mission	1) Enhance relationships with key partners 2) Expand visibility via marketing and online initiatives 3) Deliver quality lifelong learning programming	7.5-4 7.5-6

1. What is your Strategic Planning process, including key participants, and how does it address:

Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in demonstrating the quality of the institution to the community and to external accrediting agents such as the CHE and SACS. Planning, assessment, and improvement are a shared responsibility. In 2003, the University implemented an Institutional Effectiveness & Strategic Planning Framework (IESPF) that includes a series of activities and a timeline to

ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services.

University of South Carolina Beaufort
Institutional Effectiveness and Strategic Planning Framework (Phase I, II, and III)
Phase I: Analysis and Input
- 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).   - Academic and support units (Academic Affairs, Advancement, Athletics Development, Community Outreach, Finance and Operations, Information Technology Services and Support, and Student Development) <u>analyze and/or identify</u>:   - The strengths and weaknesses of the internal environment of the University that includes organizational performance and organizational design;   - The strengths and weaknesses of the external environment that includes political, economic, sociological, and technological forces, 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.
Phase II University-Wide Planning
- The Administrative Council Retreat is held to discuss results of the data analysis.   - Strategic goals and objectives are developed and/or revised for the Strategic Plan of the University.
Phase III: Annual Institutional Effectiveness Process
Institutional Effectiveness Plans and Outcomes Assessment Reports (IE-OA)
- Unit Strategic Plans to accomplish the University Mission and Strategic Plan are written by the units and subunits (as defined on the university functional organization chart). These are five year strategic plans that serve as the foundation for developing annual IE-OA plans and reports.   - The Unit Heads review the Unit Strategic Plans for their areas of responsibility.   - Academic and Support Units develop annual IE-OA Plans that include objectives, strategies/tactics, expected outcomes, assessment methods, actual findings, and use of results for improvement.   - The IE Council reviews the IE-OA plans and provides feedback to units/subunits. Revisions are made if necessary.   - IE-OA Plans are implemented and data collected throughout the year.   - Each unit/subunit documents submits a closeout report where they analyze findings and explains how the results will be used for improvement.   - The IE Council makes recommendations regarding the results of the IE-OA Plans and Reports and submits them to the Chancellor who then submits those with budget implications to the Budget Committee. Unit heads also share budget implications and priorities with the Budget Committee.   - Academic Program Reviews are conducted of degree programs according to the schedule approved by the USCB Faculty Senate.   - The IE Council reviews the results of the Academic Program Review(s).   - The IE Council makes recommendations regarding Academic Program Review and submits them to the Chair of the Academic Program Review Committee.   There are two reports due every year on June 30. The first is a planning report due for two years ahead. This is required in order to tie the planning and assessment activities to the budget process. The second report is a close out report. This will demonstrate what actually occurred during the past year and gives the opportunity to reflect on what changes should occur to improve student learning and/or other services and activities.

Annually, the IE Council 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. The results of an institutional analysis whereby the strengths, weaknesses, opportunities and threats of the University are identified are discussed at an annual planning retreat of the Administrative

Council. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of the University. The strategic planning cycle is five years with annual updates. USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. The process itself was evaluated when USCB was reaffirmed and accredited in 2009 by the Commission on Colleges at SACS. With input from all units, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry by continuously improving its academic programs and support services.

However, in 2009, USC developed a new strategic plan for the USC system. The system goals were written and the system mission and vision were examined and revised. As a result, the goals, objectives and continuing initiatives from USCB's previous strategic plan were reorganized around five new system-wide goals, with new initiatives and indicators identified. The five system goals served as the basis for USCB's current strategic plan. To complete this task and write the goals, the EVCAA, in consultation with Chair of the Faculty Senate, the SGA President, and the Chancellor appointed five committees to write draft goals that were appropriate for USCB, but that fit under the five categories of the system plan. The committees were chaired by faculty and composed of faculty, staff, and a student representative. The committees were given the goals of the current plan for consistency and continuity. The committees drafted goals that were vetted by BEACON, Academic Council, the Faculty Senate, Administrative Council, the President and BOT. Once the goals were approved, each unit wrote initiatives with measureable tactics, given the realities of the current funding environment. The new strategic plan was approved by all levels of the institution and is implemented and ongoing.

a) **Your organizations' strengths, weaknesses, opportunities and threats;**
Phase I of the IESPF consists of an internal analysis of the university's strengths, weaknesses, and resources and an analysis of the threats to and opportunities for USCB from the external environment. The results of an institutional analysis, including the strengths, weaknesses, opportunities and threats, are identified and discussed at an annual planning retreat of the Administrative Council. Extensive discussions center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. The outcomes of the discussion and the results of the analysis form the basis for the development and revision of the strategic plan strategies and tactics, and the unit strategic plans in each of the academic and support units, to accomplish our goals and objectives.

b) **Financial, regulatory, and other potential risks;**
Cost benefit analyses are reviewed for each proposed objective. USCB's strengths and weaknesses are identified. An external analysis, to include factors and impact, is included in the plan to address increases in tuition and fees. USCB will further refine its process to include peer institutions to maintain what we believe is a competitive advantage. Strategic planning objectives are aligned with USCB's performance outcome measures and state and federal regulations.
Human resource capabilities and needs: Staffing patterns are analyzed to ensure objective workforce training and succession planning is accomplished. Staff realignment and resources are prioritized to meet the needs of the institution. Our human resource capabilities and needs have been greatly impacted by the severe budget cuts.
Operational capabilities and needs: Fiscal data to include the projected annual budget in addition to staffing patterns and available resources are discussed. Organizational capacity is analyzed and expanded as appropriate to meet the agency's mission. In the last year, USCB has not added any new operations because of budget cuts.

c) Shifts in technology, student, and community demographics, markets, student and stakeholder preferences, and competition;

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

Student and community demographics and market segments are collected from a variety of sources including, but not limited to, census data, the US and SC Departments of Education, IPEDS, and from internal sources. The IER office conducts a number of internal and external surveys such as the Graduating Student and Alumni surveys, National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) to gather information on student and community satisfaction. The Noel-Levitz Student Satisfaction Inventory was administered to collect data on students which provide important national, statistically significant responses regarding perception, satisfaction and engagement.

USCB's rapid growth since becoming a baccalaureate university has demonstrated the need for a four-year degree granting institution in the Lowcountry. In the fall of 2011, USCB's enrollment increased by 7%. Student enrollment has increased not only from the four-county service area, but from within the state of SC. The opportunity for students to get a USC system education and experience living in the Sea Islands region of the state, in combination with the fact that USCB's tuition is the most affordable in the USC system, is proving attractive. USCB is also reaching into the nearby Savannah metropolitan area and offers in-state tuition to residents of Chatham, Effingham, and Bryan Counties. The HHG campus is geographically accessible to students in the Savannah area and for adult students employed by Gulfstream, JCB and other industries located along the Interstate 95 corridor in SC and GA.

d) Workforce capabilities and needs

Workforce capabilities and needs are identified annually using the IESPF. Currently, USCB has implemented a three-year budget process to help identify needed positions. The budgeting process is based on translating the identified strategic plan initiatives into financial resources. The guiding budgeting philosophy is to focus allocation of funds on the core mission of the campus in the academic areas of Instruction, Academic Support and Library thereby most directly serving the students and faculty. At the same time, attention is also paid to providing all necessary services and opportunities for a high quality, total, residential collegiate experience for our students. Units prepare prioritized funding increase requests based on the coming year's strategic plan objectives and review of the prior year's outcomes. The budget requests are submitted to the appropriate senior leader, who presents these requests to the Administrative Council for review, discussion and disposition. This process allows the University to get

maximum results from a limited amount of available funds and facilitates coordination and collaboration of new initiatives across organizational lines.

e) Long-term organizational sustainability and organizational continuity in emergencies
Sustainability and continuity are ensured through on-going, systematic assessment using the IESPF. Ongoing, systematic assessment is important for several reasons. First, it allows USCB to demonstrate quality and excellence and ensure the same level of quality continues. Second, assessment activities identify areas needing attention, support and development so decisions can be made to improve those areas. Finally, assessment will allow the University to plan changes that will improve policies, procedures, services, curriculum, resources, teaching, and campus climate and ultimately improve student learning. The budgeting process is based on translating the identified strategic plan initiatives into financial resources in order to provide the necessary services and opportunities for a high quality, total, residential collegiate experience for students.

USCB continually evaluates and updates its emergency preparedness plans. Because USCB is in an area susceptible to hurricanes, it is imperative to inform students, faculty, staff and the public of impending danger in a timely manner, in order to ensure safety. USCB uses a Critical Management system and an emergency notification system utilizing SMS text messaging, email and voice. USCB also uses an audible alert system that alerts students, faculty, and staff regarding public safety on campus. USCB has a critical incident plan that addresses communications to all stakeholders—faculty, staff, students, and guests—as well as off campus stakeholders—parents, local police, fire, medical services, community leaders, etc. The USCB Incident Management Team works closely with administrators to address events that might affect the health and safety of students, faculty, and staff or damage the reputation of USCB.

f) Your ability to execute the strategic plan
USCB achieves its mission and goals using the IESPF. USCB's planning and assessment process is broad-based, systematic, and appropriate to the institution. The institutional effectiveness cycle has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its academic and support services. With input from all units, the process continues to evolve with the primary goal of serving students in the region of the Lowcountry by continuously improving its academic programs and support services.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4 - page 11)

Relationship between key Strategic Challenges and USCB Institutional Objectives	
Strategic Challenges	**USCB Strategic Objectives**
Educational	
• Offer more areas of study, thereby better serving local students and increasing graduation rates. • Explore new programs tied to region's economic development • To achieve enrollment growth - headcount enrollment will reach 3,000 students • Establish new degree programs and expand recruitment efforts • Support faculty research grant opportunities • Endowed student scholarships needed • Classroom space needed to double size of the Nursing program to meet critical need of the region	I. Strengthen and expand academic offerings III. Expand and diversify student population IV. Support scholarship and pedagogy of the faculty V. Provide an environment conducive to teaching and learning VIII. Maintain access and affordability
Operational	
• Inadequate Deferred Maintenance Funding. No state capital funding to meet immediate facilities needs including a Convocation Center and Athletic Facilities and improving campus facilities • Develop campus-wide master plan and capital master plan tied to institutional needs • Continue construction planning, implement annual renovation schedule, and continuously improve grounds keeping • Improve safety and security campus-wide • Improve processes, systems, infrastructure and work flow to provide efficiency, quality, cost effectiveness	II. Strengthen and expand student support services V. Provide an environment conducive to teaching and learning IX. Improve service-excellence university-wide
Human Resource	
• Funding inequity limits our ability to hire full-time faculty needed for degree program and enrollment • Named Professorships needed to support additional faculty salaries and supplements • Support professional development for faculty and staff	I. Strengthen and expand academic offerings IV. Support scholarship and the pedagogy of the faculty
Financial	
• Appropriation inequity**.** USCB receives the lowest state funding per SC student in the state. USCB receives $1003 per SC student while the next lowest funded peer institution receives $1700 per SC student. • Legislative tuition cap**.** Because it is still in the process of converting from 2-year to 4- year tuition levels, USCB must be considered an exception to the legislative tuition cap applied to all SC schools in 2011.USCB needs to be allowed to raise its tuition to the tuition levels of its SC baccalaureate peer institutions. • Excessive dependence on county funding for daily operations. • Donor support needed to respond to strategic challenges	VIII. Maintain access and affordability
Community-related	
• Improve visibility and recognition of academic, student life and athletic successes • Donor stewardship and gift development needed to respond to strategic challenges • Engage student participation in community outreach programs • Cultivate partnerships to expand funding and facilities • Expand current relationships and explore new project opportunities • Implement Osher Lifelong Learning Institute fundraising plan to build facility	VI. Build the University's reputation and strengthen its base of support VII. Develop appropriate partnerships that support the University's mission

3. How do you evaluate and improve your strategic planning process?
The responsibility for evaluating and improving the strategic planning process belongs to the IE Council, a university-wide committee. The purpose of the IE Council is to review, monitor, and revise the institutional effectiveness and strategic planning framework, processes, and procedures of the University.

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.
The unit heads supervise the development of unit plans and IE-OA Plans/Reports (action plans) within their units. The IE-OA Plans/Reports support the mission, goals and strategic objectives of the University and are monitored throughout the year. The IE Council conducts an annual assessment of the IE-OA Reports from the academic and support units and provides feedback to those areas. The IE Council submits a report to the Chancellor that includes an analysis of the results of the IE-OA Close-out Reports and their impact upon the University with recommendations, including those with budget implications for review at the annual retreat. The Budget Committee makes recommendations for the use of new or reallocated money based on data driven assessment. The budgeting process is based on translating the identified strategic plan initiatives into financial resources. The guiding budgeting philosophy is to focus allocation of funds on the core mission of the campus in the academic areas, thereby most directly serving the students and faculty. At the same time, attention is paid to providing all necessary services and opportunities for a high quality collegiate experience.

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?
The unit heads supervise the development and communication of unit plans and IE-OA Plans/Reports within their units. The action plans support the mission, goals and strategic objectives of the University and are monitored throughout the year. All action plans are reviewed annually by the IE Council. After every scheduled meeting, the IE Council Chair reports the findings of the IE Council to the Chancellor, the Administrative Council, and the Chancellor's Cabinet. The SGA President is a member of the IE Council and the Chancellor's Cabinet and communicates information from the administration to the student body and expresses student concerns to the administration. The IER Director prepares an annual report that is shared with University stakeholders.

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

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

Category 3 - Student, Stakeholder, and Market Focus

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

Student and market segments are determined by USCB's mission to bring the *University of South Carolina's statewide mission of teaching, research, scholarship, and public service to the rapidly growing Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe.* The rationale for providing specific programs is based on market analysis, needs assessment surveys, focus groups, census data; surveys from high schools, feedback from advisory boards that make up a cross-section of the community and help determine program needs, student demand, and the success of existing curricula. All new academic program proposals must follow specified CHE guidelines and must demonstrate the need for the program in the state, anticipated demand and productivity, anticipated employment opportunities or demand for services, and cost and program expenditures.

USCB identifies its markets based on geographic proximity to Beaufort and Hilton Head Island. Its primary market segments include high schools in SC, especially those in Beaufort, Hampton, Colleton, Jasper, Charleston, Lexington and Dorchester counties and high schools in Bryan, Chatham and Effingham counties in metropolitan Savannah where students are eligible for in-state tuition. Other market segments are transfer students from two-year institutions, the USC system and other four-year colleges. Due to the proximity of USCB to the military installations, active duty military and their dependents is a key student segment. With the addition of student housing, USCB attracts students nationally and internationally.

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?

USCB utilizes deliberate and structured contact with students and stakeholders to closely monitor their needs and expectations. Surveys are administered to students and stakeholders requesting input and suggestions on academic programs, student support services, and distance education. Focus groups are regularly held with students and key stakeholders to gauge needs and interests. There are opportunities for faculty, staff and students to openly exchange ideas. Examples of programs implemented to meet the expectations of students and stakeholders are the development of a Nursing Program and an online RN to BSN program that clearly fits current regional needs and strengths, the CEMFT that complements the travel and tourism industry, the development of a Studio Art program that connects the HB campus and the existing artists in the surrounding community, and the first and only Computational Science program in the state which has more than quadrupled in enrollment in the first year.

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

Ongoing and systematic assessment is vital to the University's continuous improvement initiatives, and is critical in determining the quality of services and programs. USCB solicits input from students, faculty, staff, stakeholders, suppliers, and partners on programs and services. Focus groups, needs assessment surveys and extensive discussions with internal and

external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. Feedback from faculty meetings, surveys and forums are used to implement polices to correct identified areas of need. Data is collected from prospective students on Prospective Students day three times per year, in the application for admission, and through the Beginning College Survey of Student Engagement (BCSSE) survey that is administered at new student orientations. Graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, employer surveys, NSSE, the Noel-Levitz Student Satisfaction Inventory and internship surveys are given by the IER office to gain information on programs and services. Each academic program has an advisory board that provides support and feedback. The institutional effectiveness process is used annually to gather data on programs and services and identify areas for improvement. USCB employs data driven decision making to improve and expand its academic programs and services.

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

USCB uses a variety of instruments to collect information about student and stakeholder satisfaction and dissatisfaction. The IER office maintains an assessment and survey schedule to monitor student and stakeholder satisfaction/dissatisfaction. The data is analyzed and shared with faculty, staff, Department Chairs, senior leadership, committees and councils, who use the information to make improvements in the appropriate areas.

IER Assessment Calendar		
Instrument	**Stakeholders**	**Frequency**
NSSE	Freshmen and Seniors Students	Every Spring
FSSE	Faculty, students	Every three years
Advisement Survey	Faculty, students	Every Spring
Course evaluations	Faculty, students	End of every semester
Graduating Student Survey	Faculty, staff, students	Every Spring
Noel-Levitz Student Satisfaction	Faculty, staff, students	Every three years
Administrator Evaluation	Administrators, faculty, staff	Every three years
Department Chair Evaluation	Administrators, faculty, staff	Every three years
BCSSE	Freshmen students, staff, faculty	Every summer
Housing Survey	Students, staff	Every Spring

The results collected from these instruments are used by units and departments to optimize program offerings or modify strategies that are ineffective. Results from graduation (exit) surveys, advisement surveys, the NSSE survey, Noel-Levitz Student Satisfaction Inventory, course evaluations, focus groups, customer service survey, employer surveys, and internship surveys are shared with the academic and support units to gain information on the strengths and weaknesses of programs and services.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

USCB offers students academic challenge in a personal university environment along with a rich student life program, exceptional technology-infused learning facilities, on-campus housing, dining services, NAIA athletics competition, and year round recreational opportunities. USCB serves a diverse student body of over 1874 students with a student-teacher ratio of 18:1. Students benefit from small classes, optimal faculty interaction, individual attention and support in the

form of personalized tutoring in an atmosphere that fosters diversity and achievement. USCB faculty inspire and encourage students to excel in academics and engage in fellowship. As the region grows in population and complexity, USCB is becoming a key resource for intellectual, social, cultural and economic life for students and stakeholders. USCB provides a remarkable blend of exceptional faculty, supportive staff, outstanding facilities and diverse student body, which creates a nurturing community where students can live and learn. USCB is becoming a key resource for intellectual, social, cultural and economic life for students and stakeholders.

Stakeholder Groups	Key Requirements/Expectations	Actions
Parents	Access to quality academic programs Affordable higher education Safe and secure campus environment	Parent Orientation Lowest tuition of 4-yr public institutions in SC Share Campus Crime Report (Cleary)
Students	Academic challenge in a personal university environment Access and affordable higher education Highly qualified faculty and professional staff A rich student life program Safe and secure campus and housing Exceptional technology-infused learning facilities Financial aid/Scholarship assistance	Student Orientations First-Year Outreach Program Academic Support Services University 101 Campus Crime Report (Cleary) Student Support Services
Faculty and Staff	Resources to provide programs and services Opportunities for professional development Safe and secure work environment Competitive salaries Opportunities for job growth	Departmental Budgets HR and IT system training Profession Development Funds Competitive salaries relative to fields Bonus to all employees in 2011-2012 Succession planning
Business and Industry	Graduates prepared for the job market Provide internship opportunities and jobs for students Serve on Academic Advisory Boards	Offer quality education Facilitate internship opportunities Career Services provided Solicit feedback on program curricula
Local, state and federal government	Responsible management of state/taxpayer dollars A catalyst for economic expansion A well-educated and highly skilled workforce. Compliance with local, state, and federal guidelines and regulations	Budget Management Return on taxpayer investment-USCB pumps $74 million into region's economy and creates 1001 jobs. Adheres to all local, state and federal regulations
Alumni, community partners	Continued relationships with the university Life-long learning opportunities	Maintain contact with alumni Deliver exceptional life-long learning programming to community
Accrediting Agencies	Compliance with standards	Achieving Reaffirmation of Accreditation Maintain specialized program accreditations

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

USCB's Student Grievance Policy provides a formal, standardized method by which students can seek a resolution to interactions or situations where treatment by a faculty and/or staff member is considered unjust or improper. Students seeking a redress of grievances may do so without fear of reprisal. The Student Grievance Policy can be found in the Student Handbook and the University Bulletin refers students to this policy. The SGA has developed response cards to collect student ideas and suggestions called "Your Voice" where complaints about university

issues can be can be recorded. The SGA President is a member of the Chancellor's Cabinet, and takes complaints to the administration for discussion and solution. In addition, the Chancellor meets with SGA several times a year, and hosts forums that all students are invited to attend. The BEACON staff organization coordinates employee suggestions concerning management and operations of campuses and promotes the welfare of all employees. Complaints may also be taken to a unit supervisor or the Office of Human Resources. Faculty follows the grievance procedure outlined in the Faculty Manual. Finally, SACS is the agency to which complaints regarding the University's compliance with the Principles of Accreditation: Foundations for Quality Enhancement should be addressed.

Category 4 - Measurement, Analysis, and Knowledge Management

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?
In accordance with the IESPF, and mission and goals, each academic and support unit identifies measures at the unit level. The strategic plan integrates critical goals and objectives for all units campus-wide. Evaluation and assessment methods designed to ascertain attainment of educational goals at both the institutional and academic program level have been established. Each academic and support unit has a defined statement of purpose directly linked to USCB's mission. Annual, IE-OA Plans/Reports are developed for all academic and support units and are used to measure student learning outcomes and student satisfaction. The IE-OA Plans/Reports support the mission, goals and strategic objectives of the University and are monitored throughout the year. The Chancellor, Administrative Council, Unit Heads, Department Chairs, Enrollment Management Team, and IE Council meet throughout the year to review performance results. The IER office provides training to assist internal groups with data collection and analysis of the performance measures.

2. How do you select, collect, align data/information analysis to provide effective support for decision making and innovation throughout your organization?
The IESPF has a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its administrative and educational support services. The data gathered from the IE-OA Plans/Reports are used to make improvements in academic and support services. Annually, the IE Council 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. The IER office provides data and reports to the Administrative Council, Enrollment Management Team, Budget Committee, the IE Council, and other committees to be used as the basis for decision making. The various committees and offices collect data and use the results to make informed decisions.

3. How do you keep your measures current with educational service needs and directions?
Key measures are kept current through the selection of comparative data based on the most appropriate data available. Information from carefully selected peer and aspirant institutions is collected and analyzed. Key measures are reviewed at different frequencies (annually, by semester, weekly) to keep them current with educational service needs and directions. For example, graduation rates are reviewed annually whereas enrollment data is reviewed weekly.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?
Comparative data and information is selected in accordance with the goals and objectives of the Strategic Plan. The annual IE-OA Plans/Reports are used to assess goals and objectives for each unit and are the basis for the next year's plan. USCB uses national surveys and test instruments to compare students' impressions and academic abilities with peers. Some examples are the NSSE and FSSE, the Noel-Levitz Student Satisfaction Inventory, and the ACT CAAP and Major Field Tests (MFT). Also, USCB uses data available on the CHE website to compare to other similar institutions statewide. Integrated Postsecondary Education Data System (IPEDS) produces an annual report that provides data which compares USCB to other similar institutions.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?
Aggregate data is shared through websites, presentations, and correspondence to key constituents. Information not available by one of these means can be requested according to established USC policies. Access must be requested and approved based on job functions and duties. The Data Access Policy (http://www.sc.edu/policies/univ150.pdf) and the Freedom of Information Policy (http://www.sc.edu/policies/univ200.pdf) provide additional information regarding the access of data.

6. **How do you ensure data integrity, timeliness, accuracy, security and availability for decision making**?
USCB protects the security, confidentiality, and integrity of its records and maintains security measures to protect data by adhering to USC policies as well as state and federal laws. The University follows standard confidentiality and security policies and procedures and uses firewalls, redundancy systems, and password protection to ensure data integrity and availability. Incremental backups are done on a daily basis for local data. USC maintains critical data for USCB. USCB has representation on the USC Data Administration Advisory Committee. Requests for data that may be required for decision making are handled by the department owning the data in accordance with the Data Access Policy cited above.

7. How do you translate organizational performance review findings into priorities for continuous improvement?
The IESPF includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and support services. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?
Employees are encouraged to join professional organizations and seek professional development and training opportunities that will lead to job improvement and career expansion. A faculty mentoring program has been established for new faculty. The units provide coaching and mentoring to employees within their respective areas and supervisors provide a great deal of informal transfer of knowledge to their staff. After six months of service, full time employees earn one free course per semester and are encouraged to advance their education while employed. USC holds system-wide meetings where best practices are shared among colleagues. Faculty and staff attend professional associations and conferences to learn best practices. Best

practices are then shared internally through transfer of knowledge and cross-training workshops. Cross training, used to help employees increase their knowledge and gain experience in other areas, is highly encouraged to ensure continuity across positions when retirements occur or when positions are vacant. Definitions of roles and responsibilities for each position are accessible so employees can evaluate job requirements and prepare for advancement.

Category 5 - Workforce Focus

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?
Senior leaders create, value, and promote consistent communication throughout the organization through emailed information concerning various issues, annual evaluation meetings, and Employee Recognition Awards Ceremony Programs. These forums are created as a strategy to empower employees, build morale, and facilitate communication by allowing employees to participate and provide feedback. They also allow for participation in the decision-making and strategic planning process of the University. Administrators encourage and motivate employees through annual evaluations. The evaluation process is crucial in communicating, coaching, and empowering employees to meet strategic priorities. USCB strives to publicly acknowledge the achievements of faculty, staff and students by acknowledging them in University and community publications. This process serves as the foundation for planning work priorities, professional development, and evaluation of employee performance in line with the University's strategic objectives and Core Service Values.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?
Effective communication is accomplished through face to face contact, phone, email, Skype and interactive video technology to broadcast meetings between the campuses. Faculty and staff attend professional associations and conferences to learn best practices then share the information internally through meetings, brown-bag lunches, presentations, forums, and cross-training workshops. Cross training, used to help employees increase their knowledge and gain experience in other areas, is highly encouraged to ensure continuity across positions when retirements occur or when positions are vacant.

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?
High workforce performance is vital to USCB's achievement of the strategic plan. Therefore, ongoing and systematic reviews are conducted. The USC President evaluates the USCB Chancellor annually. In addition, the Chancellor meets at least quarterly with the President on progress made. Senior leaders are evaluated by the Chancellor annually. The Chancellor, Senior Leadership, and Department Chairs are also evaluated every three years using the Administrator 360 Evaluation. The Department Chairs, some faculty, and some non-classified administrators are evaluated by the EVCAA annually. Faculty are evaluated according to the criteria set forth in the Faculty Manual, through course evaluations, an annual evaluation from the Department Chair and/or the EVCAA, peer reviews, and post-tenure reviews that are tied in with pay-for-performance. Most staff is evaluated using the EPMS process. The EPMS is a crucial component

in communicating, coaching, and empowering employees to meet strategic priorities. This process serves as the foundation for planning work priorities, professional development, evaluation of employee performance, and is tied in with pay-for-performance as budget allows. As a part of each of the aforementioned evaluations, the individual is measured on achievement of goals related to the strategic plan, and new goals are jointly set for the next year. The results of the evaluations become part of their performance reviews and are used to enhance the personal and professional development. (See response for Section II, question #10)

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?
Employees are encouraged to join professional organizations and seek professional development and training opportunities that will lead to job improvement and career expansion. Employees are encouraged to join professional organizations relevant to their positions and to avail themselves of training opportunities that will assist them with career growth. A faculty mentoring program has been established for new faculty. The units provide coaching and mentoring to employees within their respective areas and supervisors provide a great deal of informal transfer of knowledge to their colleagues. After six months of service, full time employees earn one free course per semester and are encouraged to further their education while employed. Cross training, used to help employees increase their knowledge and gain experience in other areas, is highly encouraged to ensure continuity across positions when retirements occur or when positions are vacant. USCB has clear definitions of roles and responsibilities for each position that are available so employees can evaluate the job requirements and prepare for advancement. Senior leaders work with employees during the annual review process. Performance measures are set as part of the individual staff members' EPMS planning stages. Unit heads monitor and evaluate these measures for individual employees through a review process for actual performance and to identify objectives for the next year. As employees gain job knowledge and experience, they are encouraged to apply for other positions internally.

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

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

c) ethical practices;
Faculty and staff are held to the high standards of the Core Service Values which includes the core value of Integrity. The Core Service Values were initially introduced to faculty and staff through a series of training workshops led by group facilitators to encourage discussion. The Core Service Values have become an integral part of the University culture. In addition, USCB utilizes the USC resources to bring institution wide training and education in this area. USCB accept its obligation to provide for its students, faculty and staff an atmosphere that protects and promotes its educational mission and guarantees its effective operation. Choosing to join the USC system obligates each member to conform to a code of civilized and ethical behavior, and adherence to The Carolina Creed. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others per USCB and USC system Policies and Procedures Manuals, the Student Handbook, and the Faculty Manual.

d) your core competencies, strategic challenges, and accomplishment of action plans?
The IESPF includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

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

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

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

enhancement and promotion. Supervisors encourage employees to apply new knowledge and skills to job duties by assigning new objectives during annual evaluations.

9. How do you evaluate the effectiveness of your workforce and leader training and development systems?
Professional training programs provided by the USC are evaluated at the end of each session and changes to the presentation are made using participant feedback. New programs or procedures implemented by the system are developed with input from various departments.

10. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?
The USCB faculty and staff have forums that allow for communication among colleagues. BEACON is the forum for staff to discuss concerns with senior administration. The Faculty Senate is the forum for faculty to publicly discuss concerns with the administration. The Faculty Welfare Committee, a subcommittee of the Faculty Senate, considers USCB policies such as faculty salaries, other compensation and benefits, and any matters affecting the workplace environment as it relates to the faculty. The Office of Human Resources provides annual training sessions on a number of topics. Surveys are conducted after each information session to ensure we are addressing the needs of the faculty and staff. The Office of Human Resource meets with staff that is voluntarily terminating to discuss reasons for leaving. Workforce issues are addressed at Administrative Council meetings.

11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?
The IESPF includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and support services, and workforce satisfaction. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB.

12. How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)
USCB established a systematic prevention-based and community-involved approach to safety and health for all students, employees, customers, and visitors through the development and implementation of a Safety Committee. The Director of Public Safety, the Director of Maintenance, the Vice Chancellor of Finance, the EVCAA, the Vice Chancellor of Student Development, the AVCAA, the Department Chair of Science and Mathematics and the Environmental Health Manager are members of this team which meets monthly. The Safety Committee members discuss, review and approved safety policies and programs, which then are submitted to the Chancellor for final approval. Once approved these policies and programs are implemented, executed and documented by either the Department of Public Safety (DPS) or the Environmental Health Manager. The DPS and/or the Environmental Health Manager direct on-going university-wide safety initiatives, collect and analyze safety related data, make recommendations for improvement, and monitor the implementation of recommendations and their effectiveness. The DPS also tracks crime reports within the local jurisdiction and submits an Annual Security Report in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

USCB continually evaluates and updates its emergency preparedness plans. Because USCB is in an area susceptible to hurricanes, it is imperative to inform students, faculty, staff and the public of impending danger in a timely manner, in order to ensure safety. USCB uses a Critical Management System and an emergency notification system utilizing SMS text messaging, email and voice. USCB also uses an audible alert system that alerts students, faculty, and staff regarding public safety on campus. USCB has a critical incident plan that addresses communications to all stakeholders—faculty, staff, students, and guests—as well as off campus stakeholders—parents, local police, fire, medical services, community leaders, etc. The USCB Incident Management Team works closely with administrators to address events that might affect the health and safety of students, faculty, and staff or damage the reputation of USCB.

Category 6 - Process Management

1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?
The core competencies are reflected in the mission, vision, and core service values, the fundamental principles that guide the daily operations, processes, and programs at USCB. Feedback from students, faculty, staff, and other stakeholders helped determine the core competencies.

Mission Summary	
Through teaching, research, and service, the University of South Carolina Beaufort responds to regional needs, draws upon regional strength, and prepares graduates to contribute locally and across the globe	
Vision	
The University of South Carolina Beaufort will achieve academic distinction as a student focused and community engaged public university that leverages the strengths of our Lowcountry location.	
Core Competencies	
Academic Distinction Community Engaged Continuous Improvement Data Driven	Service Excellence Student Focused Technology Infused Facilities Unique Educational Programs

2. What are your organization's key work processes?
The IESPF includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services. The results of the analysis form the basis for the development and revision of the strategic goals and objectives of USCB. This is described in Section III, Category 2.

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key work process requirements?
The information gathered from students, faculty, staff, stakeholders, and suppliers and partners is used to identify strengths and limitations in work process requirements and identify areas for improvement. Focus groups, needs assessment surveys and extensive discussions with internal and external constituents center on how best to address a variety of issues and on developing appropriate strategies and objectives to advance the institution. Feedback from faculty meetings, surveys and forums are used to implement polices to correct identified areas of need. Data is collected from prospective students on Prospective Students day three times a year, in the

application for admission, and through the Beginning College Survey of Student Engagement (BCSSE) survey that is administered at new student orientations. Graduation (exit) surveys, alumni surveys, advisement surveys, course evaluations, employer surveys, NSSE, the Noel-Levitz Student Satisfaction Inventory and internship surveys are given by the IER office to gain information on programs and services. Each academic program has an advisory board that provides support and feedback. The results of the surveys are shared with faculty, staff, committees and councils, and are used to make improvements in the appropriate areas. The institutional effectiveness process is used annually to gather data on programs and services and identify areas for improvement.

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?

Senior leaders meet bi-weekly to discuss and manage the incorporation of organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors including cycle time, into process design and delivery. Senior leaders discuss technology, cost, timeline and efficiency factors at departmental meetings where ideas are shared, priorities set, and budgets planned. The units/subunits draft annual IE-OA Plans/Reports that articulate these processes and describe a plan of action for their areas. The IESPF is used to continuously review and improve all University processes. New technology has been an important factor in continuous improvement in student learning and improved student satisfaction. The ITSS unit continually analyzes the current support structure, and communicates with faculty, staff, students and other stakeholders through meetings and focus groups to gauge the effectiveness of each support structure to ensure better delivery of systems and provide timely solutions to problems. New technology has been an important factor in continuous improvement in student learning and improved student satisfaction, and technology advances in recent years have positively impacted communication and other processes at USCB.

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

Work processes are evaluated and improved using the IESPF that includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services.

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

The support units provide services that enhance student learning, increase student satisfaction, ensure student success, and are critical in helping achieve the mission. The support units and their processes are evaluated, improved and updated using the IESPF.

USCB Academic and Support Units	
Academic Affairs	Ensures the quality of all academic programs in addition to advising, library services, and providing academic support through the Academic Success Center.
Advancement	Develops greater awareness, understanding and support for the USCB's goals, programs and activities, among key stakeholder groups. Responsible for development (fundraising), alumni affairs and communications and marketing.
Athletics Development	Directs and operates all aspects of varsity athletics and its teams at the University.
Community Outreach	Serves the various professional and continuing education, economic, workforce development, and cultural development needs of the community, and connects the University to the community.

Finance and Operations	Supports educational learning, provides the ability for all departments to achieve their desired goals at hand through budgetary monitoring, providing public safety, human resources, continued maintenance and support of facilities and current infrastructure as well as providing customer support to students, faculty and staff.
Information Technology Services & Support	Provides a wide array of technology related support and guidance to facilitate the accomplishment of the mission.
Student Development	Provides student development services and programs that assist students in achieving educational, career, and personal goals. Responsible for admissions, financial aid, student housing, military programs and career and disability services.

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

Resources are determined by three factors:

- State Appropriations
- County Appropriations
- Tuition and Fee Revenues

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

Category 7 – Organization Performance Results

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

Chart 7.1-1: Number of Baccalaureate Degree Programs

6, 8, 10, 11, 11, 12, 14, 15
(2004 ... 2011)

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

Since 2004, USCB has grown from 6 to 15 baccalaureate degree programs. Chart 7.1-1 shows the growth in the number of baccalau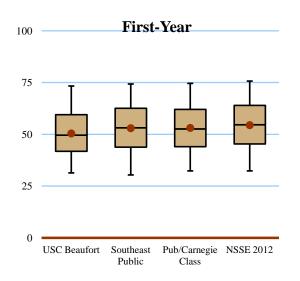reate degree programs. Sociology and Computational Science degrees were added during the 2010-2011 year and Communication Studies was added during 2011-2012. There are 27 total areas of concentration a student may choose from.

Chart 7.1-2: Students by Degree Type

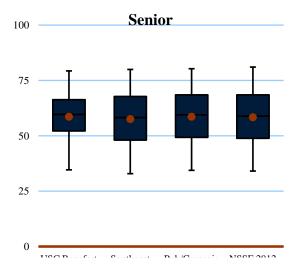
Chart 7.1-3 Percent of Students By Major

Charts 7.1-2 and 7.1-3 show the shift in students enrolled in bachelor degree programs instead of associate degree programs or "no major." This trend has developed as USCB has added more programs and students continue to declare majors. Associate degrees are only available to active duty military personnel and their family members.
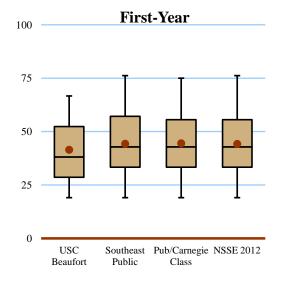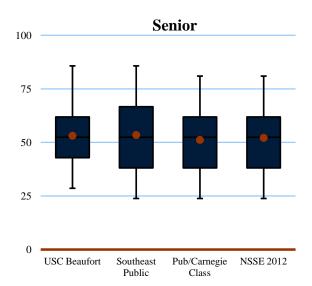
Chart: 7.1-4: Level of Academic Challenge

USCB participated in the National Survey of Student Engagement (NSSE) in Spring 2012. The results will be used for evaluating the Quality Enhancement Plan (QEP) as well as informing USCB on areas we can improve upon. Chart 7.1-4 shows the box and whiskers chart plots of 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. This allows USCB to compare USCB freshmen and seniors to regional and national counterparts on the benchmark level scores related to academic challenge. According to NSSE, "Challenging intellectual and creative work is central to student learning and collegiate quality."

In the NSSE Benchmark comparison report for USCB, it states, "Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings." Chart 7.1-5 is the box and whisker plot diagram related to active and collaborative learning. The gain from first-year to senior is an expected expression of learning.

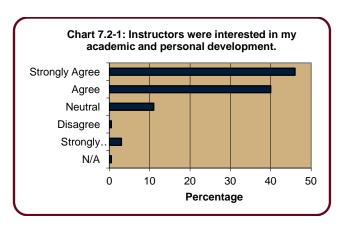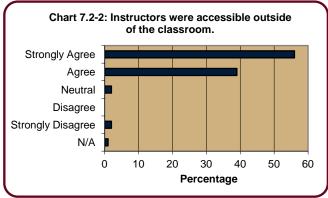*Chart 7.1-5: Active and Collaborative Learning*

To aid in program assessment, the Psychology and Business programs administered the Major Field Tests. This data is analyzed and used for continuous improvement of the degree programs. Some departments use capstone courses and projects, portfolios, and scoring rubrics for assessment in the major. USCB also administers a Graduation (exit) Survey which is used to provide feedback to academic program administrators.

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

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

Chart 7.2-1: Instructors were interested in my academic and personal development.

Chart 7.2-2: Instructors were accessible outside of the classroom.

Charts 7.2-1 and 7.2-2 illustrate that USCB students are satisfied with the interest shown to them by faculty and the availability of faculty as reported on the 2012 Graduate (exit) Survey.

Chart 7.2-3: Student-Faculty Interaction

Referring back to the 2012 NSSE results, Chart 7.2-3 shows the weighted mean comparison of USCB freshmen and seniors very much in line with national counterparts on the benchmark level scores related to student-faculty interaction. The NSSE report states, "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning."

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

Levels are predicated based on current enrollment. Expanding enrollment allows the institution to grow and affords students a top notch education, safe environment, and state of the art infrastructure. Each semester enrollment is tracked to ensure that budget projections are on target. Chart 7.3-1 shows a steady rise in USCB headcount and FTE since Fall 2002.
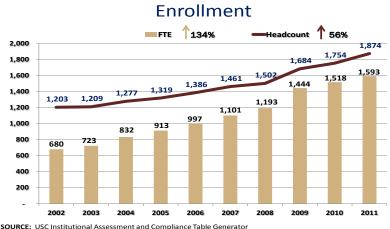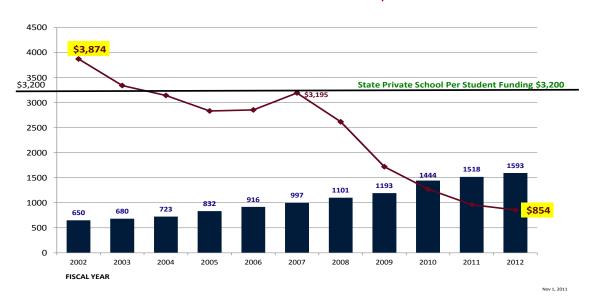
Chart 7.3-1: USCB Growth in Student Enrollment

SOURCE: USC Institutional Assessment and Compliance Table Generator

The next Chart 7.3-2 clearly shows the decline in state appropriations per FTE since 2002.

USCB FTE Students enrolled: ↑ 145%
USCB State Appropriation/FTE ↓ 98%

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

Faculty receive annual evaluations from the Department Chairs and/or the EVCAA and from students via course evaluations. USCB uses the EPMS format to evaluate staff performance and gives them an opportunity to respond to the evaluation. Staff satisfaction can be discussed during Beacon meetings as well as with their immediate supervisor. All employees are encouraged to seek professional development opportunities. In the 2011-2012 year, each tenure-track faculty member was awarded $1,500 for professional development and the Faculty Development Committee received $10,000 to award on a competitive basis to other faculty. The Faculty Welfare Committee conducts faculty surveys that are shared with the administration. Faculty attend numerous professional development conferences and workshops to remain active in their fields, as the budget allows. The engagement and enthusiasm of USCB faculty is demonstrated by their success in securing external funding to support scholarship and research in their respective fields.
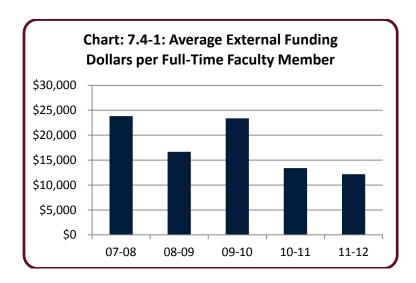
Chart: 7.4-1: Average External Funding Dollars per Full-Time Faculty Member

Chart 7.4.1 shows the average amount of external funding per full-time faculty member for the past five academic years.

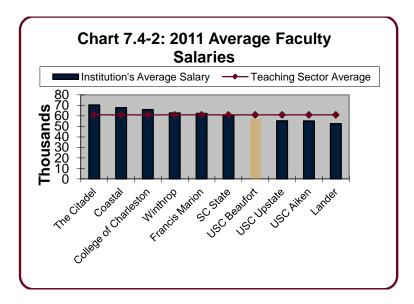**Chart 7.4-2: 2011 Average Faculty Salaries**

Chart 7.4.2 shows the average faculty salary comparison of USCB with other four-year institutions within South Carolina. This demonstrates that USCB is offering competitive faculty salaries.
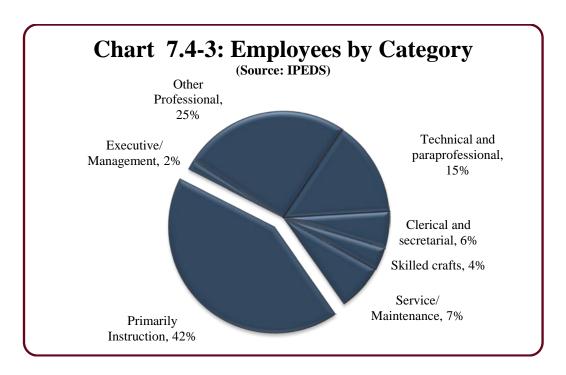
Chart 7.4-3: Employees by Category
(Source: IPEDS)

- Other Professional, 25%
- Executive/ Management, 2%
- Technical and paraprofessional, 15%
- Clerical and secretarial, 6%
- Skilled crafts, 4%
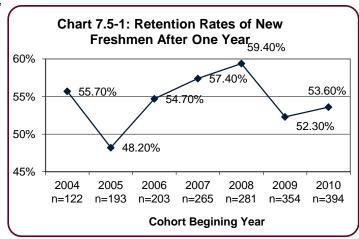- Service/ Maintenance, 7%
- Primarily Instruction, 42%

Chart 7.4-3 shows the division of employees at USCB. Corresponding to USCB's mission of teaching, the majority of these positions are primarily instruction. There is sufficient staff to support the academic and support services at present, but as new programs and services are added, more will be needed. The talented faculty and staff provide energy, expertise, and leadership.

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

Performance of key measures is monitored through the Institutional Effectiveness Cycle, using annual IE-OA Plans/Reports from each unit. Retention and graduation rates are studied to identify trends. Chart 7.5-1 shows the retention rates of seven cohorts. This is a one-year retention rate that shows the percentage of first year students (typically new freshmen) that started during fall of one year who returned to USCB in the fall of the next year. USCB became a baccalaureate degree-granting institution in 2004 and admissions standards have changed and strengthened over the years. The shift from a two-year to a four-year institution still affects these numbers but USCB continues to study the retention of students and investigate ways to increase this percentage. Students who transfer within the USC system are not included in this rate. The USCB Enrollment Management Team (EMT) studied the 2005 cohort and discovered that poor academic

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

Cohort Begining Year	Retention Rate
2004 n=122	55.70%
2005 n=193	48.20%
2006 n=203	54.70%
2007 n=265	57.40%
2008 n=281	59.40%
2009 n=354	52.30%
2010 n=394	53.60%

performance was not a significant issue relating to retention. Many students left to pursue a major at another four-year institution not yet offered at USCB. Many transferred to USC, which could indicate they wanted a larger school experience. As USCB adds more majors and services, increases in the retention rate are expected to continue. In fact, the retention rate for Fall 2008 to Fall 2009 was the highest for USCB in more than ten years. The EMT continues to study the fluctuations in retaining students and uses the National Student Clearinghouse to track students who transfer away and to see if they graduate. This information is provided annually to the Voluntary System of Accountability (VSA) in our College Portrait.

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

Chart 7.5-2 shows the graduation rates for associate and baccalaureate degree seeking students within 150% time to degree. USCB's cohorts prior to 2004 were only associate-degree seeking students, but the rates for 2000 forward include students who graduated within three years with an associate degree or six years with a bachelor's degree. The 2004 cohort was the first consisting of baccalaureate degree seeking students and a slight increase can be seen from 2004 to 2005. These graduation rates include only students who began at USCB and graduated from USCB. Looking at the 2005 cohort of students who are enrolled or graduated from any institution, the rate is 65.8%.

Chart 7.5-3 shows the number of degrees awarded at USCB per academic year. This illustrates the decline in associate degrees awarded and an increase in baccalaureate degrees awarded as more programs become available and the university responds to regional needs. Of course, degrees may be awarded to students who began at USCB, such as the cohorts described above, or who transferred here from other institutions.
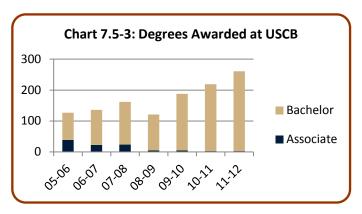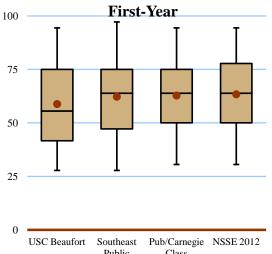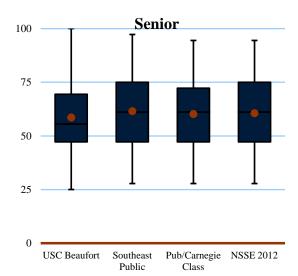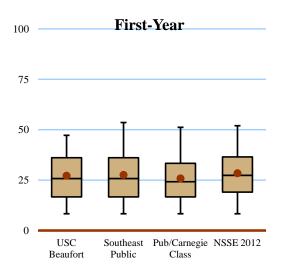
Chart 7.5-3: Degrees Awarded at USCB

Chart 7.5-4: Supportive Campus Environment
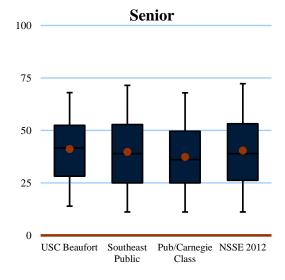
First-Year

Senior

Once again, according to NSSE, "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus." Our NSSE data (Chart 7.5-4) shows the box and whisker plot related to a supportive campus environment. Through the enhancement of student life activities, the new student center, and the growing athletics program, students will have more opportunities for social interaction on campus.

Chart 7.5-5 Enriching Education Environment

First-Year

Senior

The NSSE report states, "Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge." The NSSE box

and whisker plot for enriching educational experiences, Chart 7.5-5, shows USCB first year students as slightly below the NSSE mean but the seniors are slightly above.

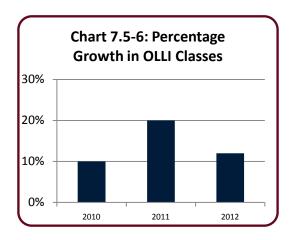**Chart 7.5-6: Percentage Growth in OLLI Classes**

Chart 7.5-6 shows the growth in Osher Life Long Learning Institute (OLLI) classes over the past three years. Besides OLLI classes, USCB provides the Lunch with the Author Series, many cultural activities for all ages at the Center for the Arts, and conducts Continuing Medical Education seminars in conjunction with USC School of Medicine/Palmetto Health Richland (USCSOM-PHR).

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

a) accomplishment of your organizational strategy and action plans

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

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

Senior leadership has established the Core Service Values of Innovation, Integrity, Collaboration, Accountability, Responsiveness and Excellence that the Faculty Senate approved and the USCB family has embraced. The Chancellor and Administrative Council (Senior Leadership) model these Core Service Values to faculty and staff daily in their personal and professional actions, and in turn articulate them to their units as standards by which all academic and support services staff will function as they uphold and carry out the goals and mission of USCB. Under the leadership of the Chancellor and the Administrative Council, USCB policy, procedures, direction, and other issues are developed and reviewed on a weekly basis. Information from the Chancellor and Administrative Council is delivered to faculty, staff, suppliers, partners, and stakeholders in a number of ways previously mentioned in this report. Administrator and faculty evaluations, staff evaluations using the EPMS system, annual reviews by the President and BOT, adherence to USC policies and procedures, annual reports to the Jasper and Beaufort County Councils, external reviews by SACS and other accrediting agencies ensure stakeholders of USCB's commitment to academic excellence in program and support services and integrity in the governance system.

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

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

USCB is continually evaluating and updating its emergency preparedness plans. USCB utilizes two safety components: a Critical Management Template System and an emergency notification system utilizing SMS text messaging, email and voice. USCB also uses an audible alert system that alerts students, faculty, and staff regarding public safety on campus. USCB protects the security, confidentiality, and integrity of its records and maintains security measures to protect and back up data, follow standard confidentiality and security procedures such as firewalls, redundancy, password protection and other policies to ensure data integrity. Incremental backups are done on a daily basis for local data. USC maintains critical student data for USCB.

d) organizational citizenship in support of your key communities?

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

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

USCB and its staff play an important role in the leadership of various civic and community groups. For example, USCB supports Main Street Beaufort which exists to promote the city of Beaufort as a tourist destination and to support the businesses of Beaufort. USCB holds membership in Chambers of Commerce throughout the region. The USCB Chancellor is a past President of the Hilton Head Island/Bluffton Chamber of Commerce, and continues to serve on the Board of Directors. The Hilton Head Island/Bluffton Chamber of Commerce's Business Education Partnership provides support for the area's schools from the business community.

USCB staff also participates regularly with an economic development organization that spans coastal Georgia and South Carolina. The Creative Coast Initiative seeks to position and market

the region to technology companies based on the assets of colleges and universities in the area, the number of college graduates, and the number of degree programs in the region.

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

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