

Accountability Report Transmittal Form

Agency Name University of South Carolina Aiken

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Agency Director Dr. Thomas L. Hallman

Agency Contact Person Mr. Donald Miles

Agency Contact's Telephone Number (803) 641-3407



2006-2007

State Agency Accountability Report

University of South Carolina Aiken

Dr. Thomas L. Hallman

Chancellor

State Agency Accountability Report

Higher education institutions in South Carolina were first required to submit a state agency accountability report to the Office of State Budget in 2005-06. Guidelines for this report are closely linked to the criteria for the Malcolm Baldrige Quality Award to ensure year-to-year consistency, and the report is intended to provide readers with an overall understanding of the agency's performance. This is the second state agency accountability report submitted by USC Aiken.

The USC Aiken World Wide Web Home Page is: <http://www.usca.edu>

The USC Aiken Office of Institutional Effectiveness World Wide Web Home Page is: <http://www.usca.edu/ie>

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Additional Availability

This report and those of other state agencies in South Carolina are also available from the web site of the State Budget and Control Board at <http://www.budget.sc.gov/OSB-reports.phtm>.

Contact Information

Office of Institutional Effectiveness
108 Penland Administration Building
The University of South Carolina Aiken
471 University Parkway
Aiken, SC 29801

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Section I – Executive Summary

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

Mission

Founded in 1961, the University of South Carolina Aiken (USC Aiken) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USC Aiken challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USC Aiken also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USC Aiken provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USC Aiken actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USC Aiken combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USC Aiken is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

Statement of University Values

WE AT USC Aiken EMBRACE THE FOLLOWING VALUES:

A High Quality Learning Environment

- We seek to impart a broad range of skills, knowledge, and wisdom
- We aim to maximize each student's potential
- We expect and value high quality teaching and individualized attention from faculty and staff
- We expect and value high quality scholarship and creative endeavors by faculty
- We encourage
 - Critical thinking
 - Independent learning
 - An understanding of the connections between the liberal arts and discipline-specific courses
 - Curiosity and a love of continual learning

Collegiality

- We aspire to be a nurturing community where people support one another in their efforts to learn and excel
- We encourage cooperation, collaboration and collegiality

Character

- We expect integrity, honesty and taking responsibility for our actions
- We embrace diversity and encourage respectfulness
- We encourage initiative, effort, and pride in hard work and accomplishments

Citizenship

- We strive to foster in students an understanding of the rights and responsibilities associated with membership in a community
- We seek to develop responsible citizenship and working for the common good
- We advocate involvement and partnerships with our external constituents to promote meaningful engagement and applied learning

2. Major achievements from past year

Significant gains were made in fundraising, with \$3.7 million raised in 2006-07, an increase of about 190% over the previous year. Construction was completed in 2007 on the Convocation Center to house athletics and provide space for large-scale events in the Aiken community, and several events have already been held in this facility. Academic success and support services were consolidated into a Center for Academic Success, and a Center for Teaching Excellence was also created to support innovations in university teaching. Construction on a new residence hall was started in 2007 using a more efficient design-build process that will have the facility operational and housing students by Fall 2008.

USC Aiken also sustained its excellence in the University's wide range of programs, offerings, and accomplishments of faculty and students. In 2006-07, 467 undergraduate degrees and 25 master's degrees were awarded. Additionally, four students and four faculty members received Magellan Scholar awards through USC Columbia in the promotion of undergraduate research with faculty members. USC Aiken continued to receive recognition at the state, regional, and national levels, and the university was again ranked in 2006-07 as the #1 public comprehensive college in the South and #3 in the nation by *U.S. News and World Report*.

3. Key strategic goals for the present and future years

Strategic Goals for 2007-08 and Beyond

The university's strategic goals are placed in the context of the university's overarching mission to graduate engaged learners and principled citizens.

I. Excellent Academic and Co-curricular Programs

II. Dynamic Student Centered Environment

III. Superior Faculty and Staff

IV. Strong Community Relations

V. Enhanced Campus Environment

4. Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals

Opportunities:

Changing Community Demographics – Population growth among the retirement community will provide support for fundraising and other university activities and initiatives.

Facilities – New facilities present opportunities for recruitment, advancement, and public service. These include new student housing facilities (one completed in 2004 and one planned for 2008), the Convocation Center for athletics and events (completed in 2007) and the renovation of the Student Activities Center (completion in late 2008)

Renewal Activities – (1) a large number of faculty retirements will introduce new faculty with new approaches; (2) the implementation of the OneCarolina ERP system will

revolutionize administrative processes; and (3) a review of general education begun in 2006 will create new chances to think through “what” and “how” we teach.

Student Engagement – USC Aiken aims to increase levels of student engagement through a complete first-year experience program, a comprehensive academic success center, and additional student life opportunities. In 2007-08, this includes the addition of a freshman reading program and a summer bridge program to support students who are at risk of not reaching their educational goals. An ongoing emphasis on quality and a wider recruiting net will attract students from other regions in the state who will thrive in this environment.

Barriers:

Increased Competition for Qualified Students – The environment for recruiting and retaining qualified students continues to become more competitive. As the University continues to raise the academic standards for admission, the opportunity to recruit students in the local area is diminished, prompting greater efforts to recruit students state-wide.

Funding – Sharp decreases in state funding and projected decreases in lottery revenues have significantly shifted costs to students, whose ability to pay for higher tuition is limited. Lack of funding for capital projects decreases the University’s ability to serve more qualified students and to improve the educational experience for those who are already enrolled. A pending change in contractors at the Savannah River National Laboratory has contributed to mission uncertainty at the Lab and raises questions about the area’s future. A new Strategic Planning Sub-Committee at USC Aiken has been convened to address financial issues.

Resource Management – An impending wave of faculty and staff retirements has prompted heightened competition with other institutions for qualified personnel, especially in the area of faculty. Limited classroom and office space will also have a negative impact on the institution’s capacity to deliver a quality educational experience and expand the number of students earning bachelor’s degrees. Also, ongoing developments in technology, such as a new ERP system, pose challenges for implementation and training.

Creating a Focus on Action – Identifying a few priorities which can make a “real” difference poses a challenge in instances where institutional culture may make it difficult to “think outside the box.”

5. How the accountability report is used to improve organizational performance.

This report is reviewed annually by senior administrators, who participate in its preparation each year. In 2006-07, the entire report and all of its indicators was reviewed by the Strategic Planning Committee in a series of presentations and discussions, and the group identified modifications to the strategic plan based on the contents of the report, including a move to a “balanced scorecard” approach in 2007-08. Additionally, other groups on campus, including Academic Council, the Enrollment Planning Team, and a variety of committees, were given copies of the report to review. USC Aiken envisions continuing to use this report as an increasingly central means to focus institutional energy along strategic lines.

Section II – Organizational Profile

1. Main educational programs, offerings, and services and the primary methods by which these are delivered

USC Aiken offers 25 baccalaureate degrees in 35 programs of study in the areas of Business, Education, Humanities & Social Sciences, Nursing, and Sciences. In addition, three master’s degree programs are offered in elementary education, educational technology, and clinical psychology. USC Aiken provides campus housing for almost 700 students, fields eleven men’s and women’s NCAA Division II intercollegiate athletics teams, and offers a full complement of co-curricular and student life activities, including over sixty-five student clubs and groups.

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

II.2-1 Key Student Segments and Requirements (Fall 2006)

Geographic Market Segments		Educational Goals		Requirements / Expectations
Local Counties	71%	Undergraduate Degree (Off-Campus Students)	66%	<ul style="list-style-type: none"> Outstanding programs that develop skills, knowledge, and values necessary for success in a dynamic global environment. Exemplary instruction and individualized contact with student-centered faculty and staff High quality academic, social, and living facilities, equipped with cutting-edge technology Employment or further education in field of study Student services that include advising, academic support, counseling, career services, health care, housing, dining, and safety
Aiken	46%			
Lexington	11%	Undergraduate Degree (Residential Students)	20%	
Edgefield	4%			
Barnwell	4%			
Orangeburg	4%	Undergraduate Non-Degree (HS students, senior citizens)	10%	
Saluda	2%			
Other SC Counties	19%			
Out-of-State	5%	Graduate Degree	2%	
GA Tuition Remit.	4%			
International	2%	Graduate Non-Degree (Teacher certification)	2%	

II.2-2 Additional Stakeholder Groups

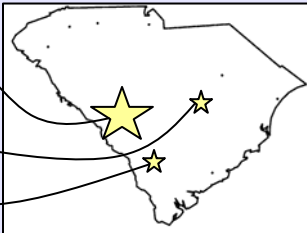
Stakeholder	Requirements
Private sector industry	<ul style="list-style-type: none"> Astute, motivated employees and interns with a high level of skills
Graduate schools	<ul style="list-style-type: none"> Applicants thoroughly grounded in disciplinary subject matter and broad general education
Local, State, and Federal Government	<ul style="list-style-type: none"> Responsible stewardship of resources and sound fiscal management of taxpayer dollars Economic development in the region and state by providing well-educated, high-skill workers Conscientious and responsible citizens who will become future civic leaders
Alumni and Community Partners	<ul style="list-style-type: none"> Continuous improvement of institutional quality to increase the value of their degrees Engaging relationship with the university through communications and networking

3. Operating locations

Main campus: Aiken, SC (Fall 2006 Headcount: 3,306)

Cooperative program in business: USC Sumter campus (Fall 2006 Program Headcount: 59)

Cooperative program in education: USC Salkehatchie campus (Fall 2006 Program Headcount: 15)



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

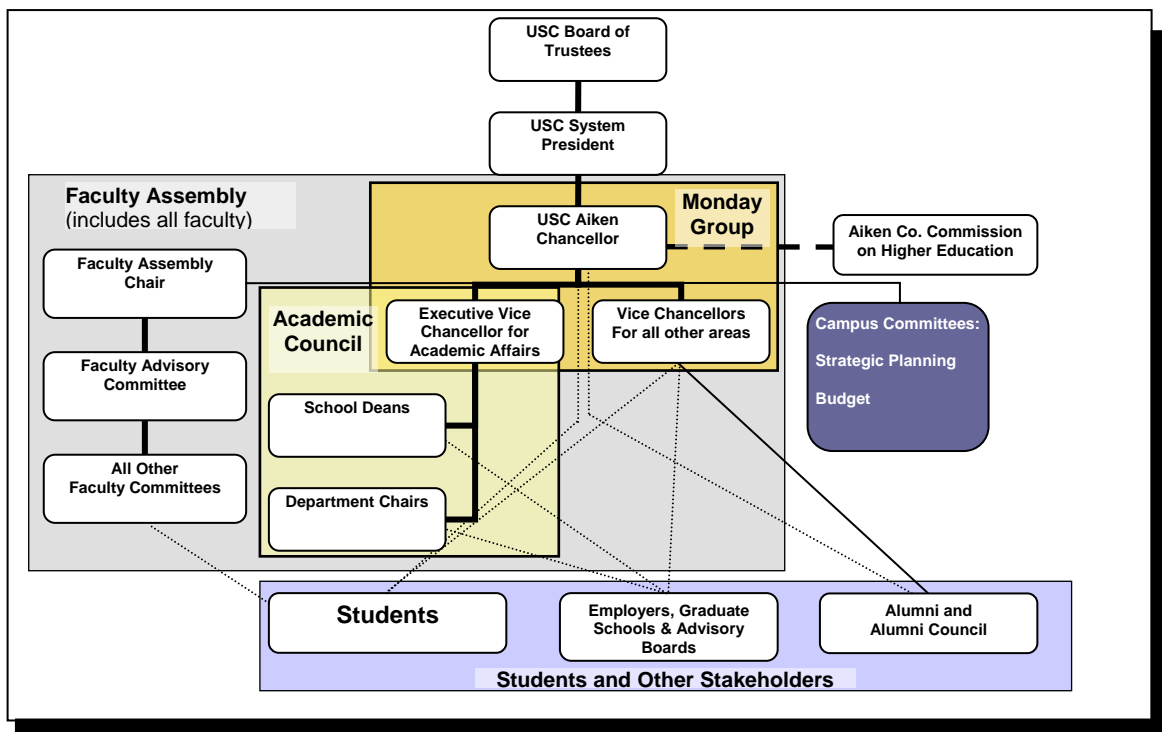
In Fall 2006, USC Aiken had 357 full-time employees; of these 161 had faculty status, while 196 did not (IPEDS Human Resources Survey, Fall 2006).

5. Regulatory environment under which the organization operates

USC Aiken complies with all chapters of Title 59 of the South Carolina Code of Laws providing the primary legislative mandate for education in the state, as well as with all other applicable statutes. The South Carolina Commission on Higher Education is the primary state regulatory agency, and USC Aiken is in compliance with all rules and guidelines issued by this and other state agencies. Federal regulations affecting the University include, but are not limited to, all sections of the Higher Education Act of 1965, as amended; Title VI and VII of the Civil Rights Act, Americans with Disabilities Act, Age Discrimination in Employment Act, Family Rights and Privacy Act, Drug-Free Schools and Communities Act, Family and Medical Leave Act, and Equity in Athletics Disclosure Act. The university complies in full with all regulations issued by the U.S. Department of Education, Department of Labor, State Department, and other federal agencies. Various accreditation agencies require ongoing assessments with periodic reviews to monitor compliance with standards for accreditation. These include the Southern Association of Colleges and Schools (SACS), the National Council for Accreditation of Teacher Education (NCATE), Association to Advance Collegiate Schools of Business (AACSB), National League for Nursing Accrediting Commission (NLNAC), and the Masters in Psychology Accreditation Council (MPAC).

6. Governance system (the reporting relationships between the governance board/policy making body and senior leaders, as appropriate)

II.6-1 Shared Governance System



7. *Key suppliers and partners*

Key suppliers are South Carolina high schools, especially those in the Aiken County School District, local two-year colleges, and other four-year institutions, especially other institutions in the USC system. Through the Ruth Patrick Science Education Center, USC Aiken maintains significant partnerships with local school districts providing educational experiences for their students and teachers. Partnerships with other USC institutions as well as Aiken Technical College are also in place to share information and align programs and resources.

II.7-1 Key Suppliers of Students (Fall 2006)

Students Originating from High Schools (N=1,548)			Students Originating from Other Colleges (N =1,350)					
			Technical Colleges			Four-Year Colleges		
HS Name	N	Percent	Tech College Name	N	Percent	Univ. Name	N	Percent
North Augusta HS	147	8.6%	Aiken Tech	272	20.1%	USC System	192	14.2%
South Aiken HS	146	8.5%	Midlands Tech	71	5.3%	Augusta State U	34	2.5%
Midland Valley HS	108	6.3%	Georgia Military C	39	2.9%	C of Charleston	24	1.8%
Aiken HS	106	6.2%	Orangeburg-C Tech	19	1.4%	Winthrop U	18	1.3%
Silver Bluff HS	89	5.2%	Piedmont Tech	17	1.3%	Clemson U	16	1.2%

Percentages are calculated as a proportion students coming from HS or students coming from other higher education institution.

Source: USC Aiken Fall 2006 Enrollment File; HS Origin includes basis type HB only; Other College Origin excludes basis/types HA, HB, HX, NF.

8. *Key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)*

Key competitors are other higher education institutions and the job market. Roughly half of all undergraduates who depart USC Aiken without earning a degree do not pursue their education elsewhere within the next twelve months; about 30% pursue a degree at a four-year institution, and another 20% pursue a degree at a technical college. In general, these key competitors in higher education are also USC Aiken's key suppliers (II.6.1).

9. *Principal factors that determine competitive success. The key changes that are taking place that significantly impact the organization's competitive situation*

The quality of learning and achievement of current students and graduates represents the principal factor that determines competitive success. Other factors include preparation of incoming students, the level of state funding, pricing, recruitment of quality faculty and staff, success in attracting students who can succeed at USC Aiken, and availability of job placements for graduates.

10. *Key strategic challenges (could include operational, human resource, financial, and community-related strategic challenges)*

USC Aiken has identified three key strategic challenges for 2007-08 and beyond: (1) attract and retain a qualified and diverse student body when student preparation to perform college-level work is declining; (2) continue to improve educational outcomes while maintaining affordable programs; and (3) manage impending faculty retirements (40% are over age 55) to advance the institution.

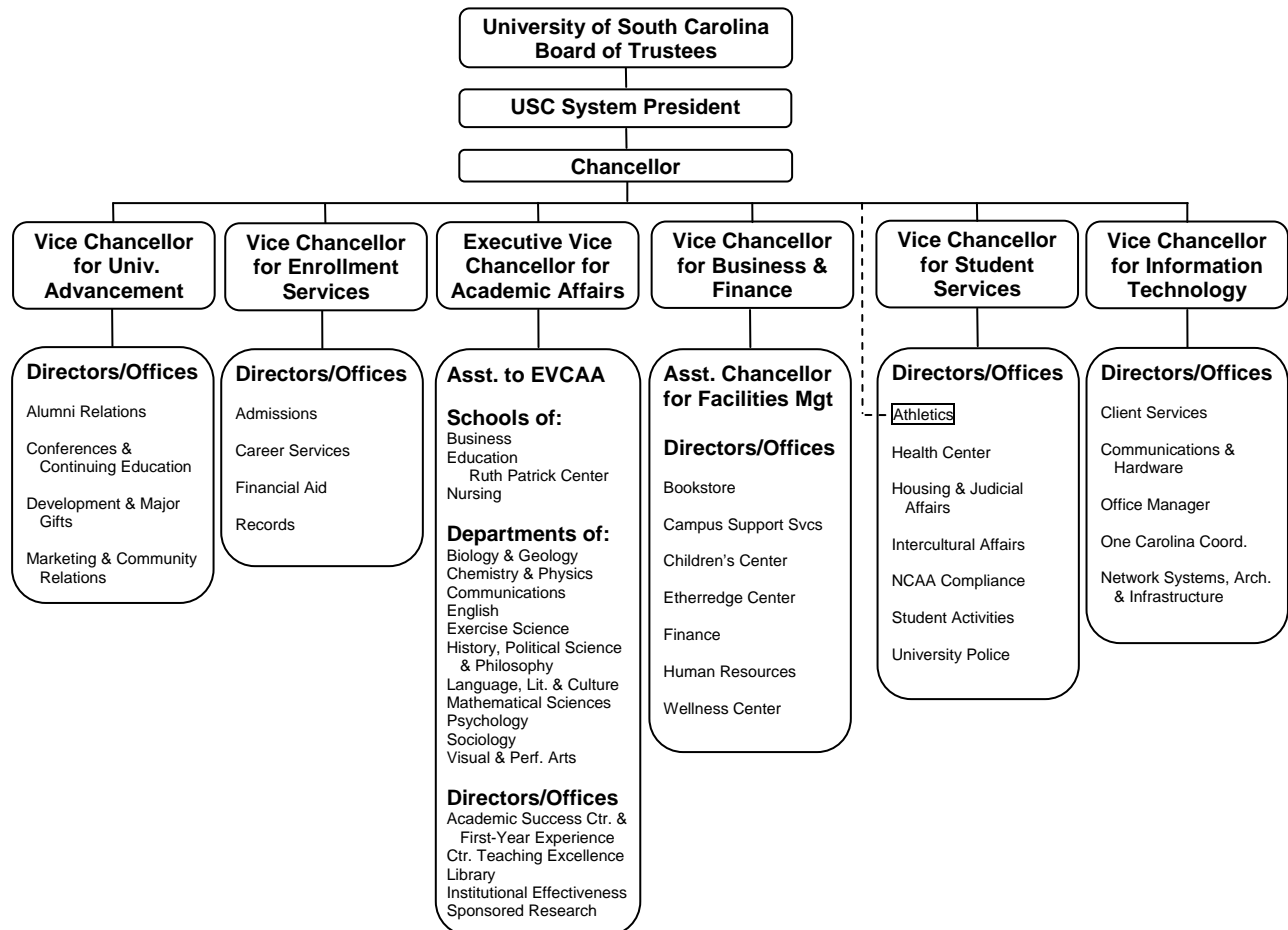
11. The organization’s performance improvement systems

USC Aiken is committed to developing a culture of continuous improvement. The performance of all organizational units, academic programs, and personnel is reviewed annually to determine effectiveness and to identify how to continue to advance the University’s mission in new and innovative ways.

II-11-1 Key Performance Improvement Systems

Performance Area	Performance Improvement System
Academic Programs, Departments, Schools	Academic Program Review
Administrative Departments and Offices	Administrative Program Review
Strategic Plan	Strategic Planning Committee Review (ongoing)
Faculty	Tenure and Promotion Review Post-Tenure Review Annual Review Peer Review of Teaching
Classified Employees	Employee Performance Management System (EPMS)
Senior Administrators	Annual Review Annual Evaluation of Chancellor Annual Evaluation of Executive Vice Chancellor 360 Degree Evaluations

12. USC Aiken’s Organizational Structure



13. Expenditures/Appropriations Chart**II-13-1 Base Budget Expenditures and Appropriations (\$)**

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	18,486,387	8,217,061	19,418,537	8,463,573	22,183,665	8,463,573
Other Operating	18,520,443	-	20,511,304	-	22,919,182	
Special Items	-	-	-	-		
Permanent Improvements	-	-	-	-		
Fringe Benefits	4,584,162	1,804,918	4,844,941	1,917,689	5,500,994	1,917,689
Non-recurring	-	250,000	599,237	599,237		
Total	41,590,992	10,271,979	45,374,019	10,980,499	50,603,841	10,381,262

14. Major Program Areas Chart

II.14-1 Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
482	Instruction	State: 5,977,911	10,980,499	7.3-5,14,15,20,25 7.4-8, 9, 10
483		Federal: 26,982	0	
484		Other: 7,789,023	3,971,979	
485		Total: 13,793,916	14,952,478	
		% of Total Budget: 33%	% of Total Budget: 32.95%	
487	Auxiliary – Student housing, bookstore, dining services, and vending.	State: 0	0	7.3-25
488		Federal: 0	0	
489		Other: 2,264,788	2,987,131	
		Total: 2,264,788	2,987,131	
		% of Total Budget: 5%	% of Total Budget: 6.58%	
486	Institutional Support -Admin. functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 1,111,756 Federal: 0 Other: 1,919,401 Total: 3,031,157 % of Total Budget: 7%	0 0 3,576,035 3,576,035 % of Total Budget: 7.88%	7.3-22
490	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 Federal: 173,155 Other: 224,694 Total: 397,849 % of Total Budget: 1%	0 72,906 132,671 205,577 % of Total Budget: 0.45%	7.3-23
491	Public Service -Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 61,495 Federal: 476,535 Other: 1,743,449 Total: 2,281,479 % of Total Budget: 5%	0 202,535 1,984,538 2,187,073 % of Total Budget: 4.82%	7.6-1
492	Academic Support -Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 883,862 Federal: 0 Other: 1,967,642 Total: 2,851,504 % of Total Budget: 7%	0 0 2,823,543 2,823,543 % of Total Budget: 6.22%	7.3-21
493	Student Services -Student focused activities to include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State: 1,185,701 Federal: 144,686 Other: 3,036,544 Total: 4,366,931 % of Total Budget: 10%	0 129,442 4,537,219 4,666,661 % of Total Budget: 10.28%	7.3-24
494	Operations & Maintenance Administration -Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 1,051,254 Federal: 0 Other: 1,810,164 Total: 2,861,418 % of Total Budget: 7%	0 0 3,324,751 3,324,751 % of Total Budget: 7.33%	7.3-26
495	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 Federal: 2,938,518 Other: 6,803,432 Total: 9,741,950 % of Total Budget: 23%	0 3,136,144 7,514,626 10,650,770 % of Total Budget: 23.47%	7.3-5,6,7,8,9,10,11, 12,13
Grand Total		State: 10,271,979 25% Federal: 3,759,876 9% Other: 27,559,137 66% Total: 41,590,992 100%	State: 10,980,499 24% Federal: 3,541,027 8% Other: 30,852,493 68% Total: 45,374,019 100%	

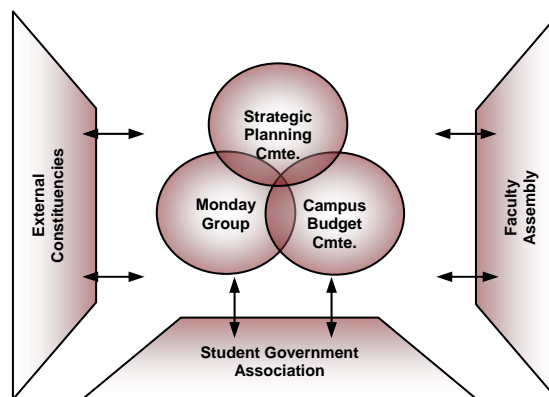
Category 1 – Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Senior leaders foster a mission-driven environment at USC Aiken which is both inclusive and participatory. These leaders have deployed an ongoing and collaborative process that has involved all stakeholders to develop a statement of the university’s vision and values. In terms of vision, USC Aiken aspires to be among the top comprehensive liberal arts institutions in South Carolina and the Southeast. This vision is grounded in the university values (see p. 1) that are prominently integrated into campus life. The university’s vision and values are promoted by senior leaders through active participation in formal and informal venues for communication and shared governance. The Chancellor delivers an annual State of the Campus address to members of the campus community, the Aiken Partnership, the Aiken County Commission on Higher Education, friends of the university, and local media. In addition to attending all meetings of the Faculty Assembly and the Classified Employees Assembly, the Chancellor provides a formal update to all faculty and staff about university and issues and finances at the end of each major semester. Further, Chancellor’s Panels for students are held monthly to gather feedback from students and to share information. Other senior administrators also attend these meetings to answer questions and discuss issues with faculty and staff and with student leaders.

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

Senior leaders meet every Monday morning, as the “Monday Group” to discuss and coordinate tactical and strategic operations to advance the university’s mission, vision, and values. The Monday Group regularly reviews financial and operational performance measures and provides annual reports to the Strategic Planning Committee. Further, Monday Group members belong to the Faculty Assembly and they participate on the Strategic Planning Committee, the Campus Budget Committee, and appropriate committees of the Faculty Assembly.



1.3 How do senior leaders 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 oversee processes and units at USC Aiken that ensure compliance with all federal, state, and local legislation and regulations as well as compliance with requirements from the university’s regional accreditor and specialized national accreditors in various fields. The

Business and Finance Division conducts audits and regularly monitors key financial and performance indicators. Regular audits are conducted every three years by the USC Internal Audit Department. Budgeted and actual expenditures are routinely reported to state and federal oversight agencies. The Office of Institutional Effectiveness coordinates and monitors external reporting to assure consistency and accuracy. A training program on respect in the workplace was conducted for faculty and staff in Spring 2007.

1.4 How do senior leaders create an environment for organizational, faculty, and staff learning?

Senior leaders encourage and provide support for unit-level retreats as well as for professional development workshops and support for conference attendance by faculty and staff. An orientation and mentor program for new faculty and staff helps to integrate new employees into the University community. Tuition reimbursement and flexible scheduling enable faculty and staff to take courses for undergraduate and graduate credit. Senior leaders also support invited reviews of programs and services by external consultants. For instance, in 2006-07 consultants were retained to review the athletic training and the music education programs, and more regularly scheduled professional development workshops were provided through the HR Office.

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

The development of future organizational leaders in the university is promoted through regular executive staff consultations with directors at the mid-management level. The development of these leaders is formally monitored through the Employee Performance Management System (EPMS). Additionally, the University sponsors leaders at all levels on campus to participate in development opportunities such as the South Carolina Executive Institute, Leadership Aiken County, and Leadership South Carolina. Succession planning issues are also discussed each year at the annual senior staff retreat.

1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

Senior leaders engage in formal and informal review of faculty and staff to reward outstanding performance, and they promote a culture of recognition for accomplishments. The EVCAA reviews annual evaluations of all faculty and approves salary increases based on inequity or compression. Appropriate executives review annual evaluations of classified staff reporting through their divisions and approve any pay-for-performance increases. Senior leaders recognize faculty and staff achievement at Classified Employment Assembly and Faculty Assembly meetings and the annual Faculty/Staff Appreciation Luncheon. Faculty awards for teaching, scholarship, and service are presented by the Chancellor at the spring Academic Convocation, and staff awards are also presented annually in May. The Chancellor sends letters recognizing accomplishments, birthdays, and employment anniversaries. A comprehensive review of staff salary inequities was conducted in 2007 and funds were allocated to address observed inequities.

1.7 How does the organization evaluate the performance of senior leaders, 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?

Every three years, 360 degree evaluations are conducted of the senior administration, and results are a part of their performance reviews; these evaluations occurred in 2007 (7.6-4). On an annual basis, the Office of Institutional Effectiveness invites members of Academic Council to evaluate the performance of the Executive Vice Chancellor for Academic Affairs (EVCAA). The Chancellor evaluates executive staff annually, and Department Chairs and Deans are reviewed annually by the EVCAA.

1.8 How does the organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

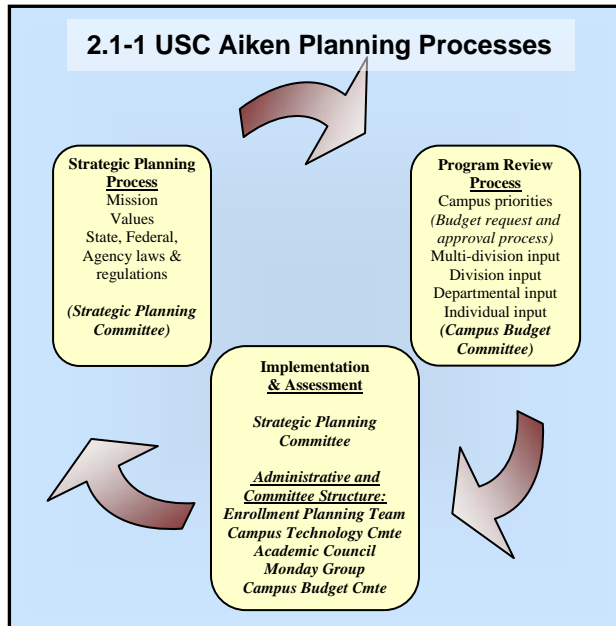
Regular and ongoing review of programs, services, and offerings by senior leaders prompts quick and proactive anticipation to reduce adverse impacts. Typically, such instances involve changes in or elimination of programs. In 2006-7 the administration has devoted attention to anticipate the budgetary and human impact of raising academic standards by tightening guidelines for academic probation and suspension. Also, a special action team has been formed to address the campus and community impact of an additional 300 residential students on the campus beginning in 2008. Significant efforts to coordinate curricula with P-12 school systems are underway, and various academic units make use of community- and business-based advisory boards. The University reports regularly about the impact and effectiveness of its programs to its accreditors as well as state and federal agencies, including the South Carolina Commission on Higher Education and the U.S. Department of Education.

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

Senior leaders involve themselves deeply in the local and regional community and reinforce the integration of the University into the fabric of the state economy and culture. These leaders serve on advisory boards and boards of directors, coordinate and encourage American Democracy Project programs and service learning initiatives, and participate in civic and volunteer related activities. These include the Chambers of Commerce in Aiken, North Augusta, and Midland Valley; Aiken Rotary Clubs; the Kiwanis Club; Project VISION and other United Way initiatives; Habitat for Humanity; Children's Theatre and Concert Series; holiday food drives for non-profit agencies, and various community health initiatives, such as the CSRA Heart Walk, and the Relay for Life. Areas of emphasis are determined in part by visibility as well as the opportunity to make a difference in the community and region.

Category 2 – Strategic Planning

2.1. What is your Strategic Planning process, including key participants, and how does it address: a. the organizations’ strengths, weaknesses, opportunities and threats; b. financial, regulatory, and other potential risks; c. shifts in technology, student and community demographics, markets, and competition; d. human resource capabilities and needs; e. the opportunities and barriers described in the Executive Summary; f. long-term organizational sustainability and organizational continuity in emergencies; g. ability to execute the strategic plan.



The strategic planning process at USC Aiken emphasizes collaboration and shared responsibility for outcomes to promote tactical flexibility while remaining focused on strategic priorities. The Strategic Planning Committee, which meets throughout the academic year, includes senior administrators and faculty leaders as well as staff, student and alumni representatives. This group reviews progress, indicators, and the external environment and proposes adjustments to strategic objectives and strategies. Area III Superior Faculty and Staff specifically addresses human resource capabilities and needs. Review processes in 2006-07 included degree production and enrollment projections as well as a move toward development of a “balanced scorecard.”

2.1-2 Linkages Between the Strategic Plan and Opportunities/Barriers

Strategic Plan Area	Opportunities/Barriers (from pp. 2-3)
I. Excellent Academic & Co-Curricular Programs	Renewal Activities
II. Dynamic Student Centered Environment	Increased Competition for Quality Students
III. Superior Faculty and Staff	Resource Management
IV. Strong Community Relations	Changing Community Demographics
V. Enhanced Campus Environment	Facilities
(VI. Finance - under development)	Funding

2.2. How do strategic objectives address the strategic challenges identified in the Organizational Profile? (Section II, question 10).

2.2-1 Linkages Between the Strategic Plan and Strategic Challenges

Strategic Plan Area	Strategic Challenge (from p. 6)
I. Excellent Academic & Co-Curricular Programs VI. Finance (under development)	Continue to improve educational outcomes while maintaining affordable programs
II. Dynamic Student Centered Environment	Attract and retain a qualified and diverse student body when student preparation to perform college-level work is declining
III. Superior Faculty and Staff	Manage impending faculty retirements (40% are over age 55) to advance the institution

2.3. How do you evaluate and improve the strategic planning process?

The Strategic Planning Committee monitors the progress of the plan and receives updates from the senior administration and appropriate groups. The outcomes and effectiveness of this process are evaluated by the senior administration on an ongoing basis. USC Aiken's strategic planning process ensures the responsiveness to student, staff, faculty, and community needs through (1) its establishment of and/or restructuring of key committees or groups, (2) its continuous attention to monitoring the progress made toward accomplishing objectives, (3) and its requirement that the annual program review (see III-4) and budgeting process for the campus support the strategic objectives of the University.

Following a review of progress on strategic initiatives in Fall 2006, the Office of Institutional Effectiveness presented findings from an intensive review of the State Agency Accountability Report submitted in 2006 to the Strategic Planning Committee, along with a newly developed model to project degree production and enrollment through 2016. As a result, the Committee has formed a working group to develop an additional strategic area (VI) Finance and to move to a "balanced scorecard" approach to track progress on the results of the plan.

2.4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Key to USC Aiken's planning and implementation process is overlapping membership of the Strategic Planning Committee, the Campus Budget Committee, and the Monday Group (senior administration) to ensure fiscal alignment with strategic goals and objectives. Fiscal planning and resource allocation take place in the context of the goals and objectives of the strategic plan.

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

Each of the five goals of the strategic plan is assigned to a senior administrator who champions its implementation and coordinates reporting and communication of progress and accomplishments. These reports are made on an ongoing basis to the Strategic Planning Committee, and all proceedings and reports of this committee are posted on the strategic planning web site. In response to recently conducted focus groups suggesting that more effective communication about strategic planning and its outcomes is desired, the Strategic Planning Committee is moving toward a "balanced scorecard" approach to track and communicate progress on strategic objectives.

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

Progress on action plans between 2003 and 2006 has generally been measured by the extent to which strategies were implemented or accomplished; these accomplishments are reported by senior administrators to the Strategic Planning Committee, and summary reports are posted on the strategic planning web site (2.9, 7.6-1). The most recent round of strategic planning in conjunction with preparation of the state accountability report has begun the linkage of plans to specific indicators using a "balanced scorecard" approach, which will be monitored by the senior administration and the Strategic Planning Committee.

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

The strategic planning web site URL is <http://www.usca.edu/strategicplan/>.

2.7-1 Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
482-85. Instruction	I. Excellent Academic and Co-Curricular Programs	I.A Modify/Enhance the curriculum to promote the development of engaged learners and principled citizens	7.1-5, 7.1-6, 7.1-9, 7.1-10, 7.1-12, 7.1-14, 7.1-16, 7.1-17, 7.2-5
		I.B Increase support for faculty to develop effective teaching strategies and techniques	7.1-11, 7.1-14, 7.1-15, 7.3-20
		I.D Review degree offerings to ensure continuing viability of existing programs and to capitalize on new and emerging degree opportunities	7.1-1, 7.1-3, 7.1-4, 7.1-7, 1.1-8
	III. Superior Faculty and Staff	III.A Recruit and retain high quality faculty and staff	7.4.2, 7.4-3, 7.4-4, 7.4-5, 7.4-6, 7.4-7, 7.4-8, 7.4-9, 7.4-10, 7.4-11, 7.4-12
		III.B Recruit and retain increasing numbers of qualified African American faculty and professional staff and other minorities as appropriate to our student population	7.4-6
487-89. Auxiliary	V. Enhanced Campus Environment	V.A Strengthen the campus community by increasing the opportunity for students to live on campus	II.2-1, 7.1-9, 7.1-10, 7.1-11, 7.1-12, 7.1-13, 7.2-1, 7.2-2, 7.5-13
	II. Dynamic Student Centered Environment	II.B Expand recruitment of students beyond the CSRA	II.2-1, 7.3-1, 7.5-17
486. Institutional Support	V. Enhanced Campus Environment	V.D Improve administrative services by increasing the effectiveness and efficiency of data management systems and business processes	7.2-6, 7.3-22, 7.3-24, 7.3-25, 7.3-26
	IV. Strong Community Relations	IV.B Increase engagement of USC Aiken alumni to build lifelong relationships with USC Aiken.	7.2-3, 7.2-4, 7.2-5, 7.2-6, 7.2-7
	II. Dynamic Student Centered Environment	II.A Continue to use the EPT to address enrollment management issues	7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.5-16, 7.5-17

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
490. Research	I. Excellent Academic and Co-curricular Programs		7.3-23
491. Public Service	IV. Strong Community Relations	IV.A Expand and enhance USC Aiken partnerships in the local area to strengthen relationships and broaden the educational experience IV.D Build community pride and commitment to USC Aiken in the local area	7.6-3 7.2-7
492. Academic Support	I. Excellent Academic and Co-curricular Programs II. Dynamic Student Centered Environment	I.C Expand initiatives that promote student retention and academic success II.D Increase the effectiveness of academic advising	7.1-5, 7.1-6, 7.1-20 7.5-1, 7.5-3, 7.5-5 7.1-20, 7.5-13
493. Student Services	II. Dynamic Student Centered Environment	II.E Plan for the expansion of housing and the programs and services due to this expansion II.F Develop ways to enhance community at USC Aiken	II.2-1, 7.1-12, 7.1-13 7.2-1, 7.2-2 7.3-24, 7.3-25 7.2-6, 7.5-5, 7.5-8, 7.5-9
494. Operations & Maintenance Administration	V. Enhanced Campus Environment	V.B. Stimulate informal learning, study, and social engagement outside the classroom V.C Enhance the academic environment by improving the quality and versatility of space for formal learning	7.1-10, 7.1-12 7.1-10 7.3-25, 7.3-26
495. Scholarships	IV. Strong Community Relations	IV.C Substantially expand financial support of USCA through annual contributions and major gifts	7.2-3, 7.2-4, 7.2-5, 7.2-6, 7.2-7 7.3-14

Category 3 – Student, Stakeholder, and Market Focus

3.1. 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 on the basis of the university's mission; analysis of need at the local, state and national levels; and ongoing internal and external research. As part of USC Aiken's mission, the university attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USC Aiken actively seeks student enrollment from all parts of South Carolina as well as from other states and countries. Following the SC Commission on Higher Education's guidelines for approval of new academic programs, all proposals for new programs include an analysis of student demand and interest, anticipated employment opportunities for graduates, or demand for services. Ongoing survey and focus group research with current students and research about the external environment also contribute to these practices. In 2006-07, a bachelor's program in middle school education was approved for implementation in Fall 2007 in order to meet growing demands for highly qualified teachers.

3.2. 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?

USC Aiken employs deliberate and structured contact with students and stakeholders to closely monitor their needs and expectations. Student feedback about satisfaction, expectations, and outcomes is collected before enrollment, throughout their careers as students, and several years following graduation. Collected data are processed and analyzed by the Office of Institutional Effectiveness and results are returned to specific programs. While such data can be included in program review at the unit level, the overarching data collection and reporting process may require further optimization and common indicators in order to make systematic comparisons and to examine comprehensively how stakeholder needs align with plans for action.

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

Feedback from students and stakeholders through survey and focus group research is integrated into the program review process at the unit level (see III-4), and these academic and non-academic units regularly conduct evaluations of their effectiveness. The results of assessments that have campus-wide implications are disseminated to key groups on campus, such as the senior administration, Academic Council, the Strategic Planning Committee, Campus Budget Committee, Campus Technology Committee, and the Enrollment Planning Committee. In addition, the results of these assessments are posted on the Institutional Effectiveness website (<http://www.usca.edu/ie>).

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

As a part of the university's comprehensive system of institutional effectiveness, USC Aiken monitors student and stakeholder satisfaction, outcomes, needs, and demands at regular intervals through paper- and web-based surveys, focus group research, course evaluations, employer surveys, and direct assessment of learning. The results of evaluative processes are used by departments to optimize program offerings or eliminate programs that are ineffective. Department heads and senior administrators continuously adjust their programs and processes based on feedback from students and other stakeholders.

3.4-1 Stakeholder Satisfaction Research Methods

Instrument	Stakeholders	Frequency
Post-admission follow-up	Admitted students	Following admission
Orientation surveys	Incoming students, parents	Before classes begin
CIRP freshman survey	Incoming freshmen	During orientation
Course evaluations	Current students	End of every course
National Survey of Student Engagement (NSSE)	Current freshmen and seniors	Every other spring
Your First College Year survey	Current freshmen	Every other spring
Residence life survey	Residential students	Every spring
Focus groups	Current students	Ongoing
Area-based surveys (Health Ctr., Athletes, Library, etc.)	Current students	Ongoing
Academic advisement survey	Current students	Every spring
Stop-out phone surveys	Departing non-graduates	Following start of term
Senior exit surveys	Graduating seniors	Before graduation
Employer surveys	Employers of certain majors	Annual
Alumni surveys	Graduates	Every other spring, 2-4 years after graduation

3.5. 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.

A commitment to providing students with individualized attention is one of USC Aiken's hallmarks and is prominently featured in the university values statement (see p.1) as well as in marketing and communication strategies, such as the branding slogan that USC Aiken is "focused on you." Students remark regularly that USC Aiken's primary strengths lie in its vibrant and welcoming community, high degree of student-faculty contact, and small campus atmosphere, while providing access to the resources of a large university system.

USC Aiken begins building positive relationships with students even before they enroll with personalized service through the Admissions and Financial Aid Offices. Following enrollment, small groups for key programs like New Student Orientation, individual meetings with faculty and staff members for academic advising, and small class sizes continue to foster positive and lasting relationships among students, faculty, and staff. Students receive ongoing one-to-one academic advising throughout their careers as students, and the campus offers multiple opportunities for individualized programs of study and undergraduate research.

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

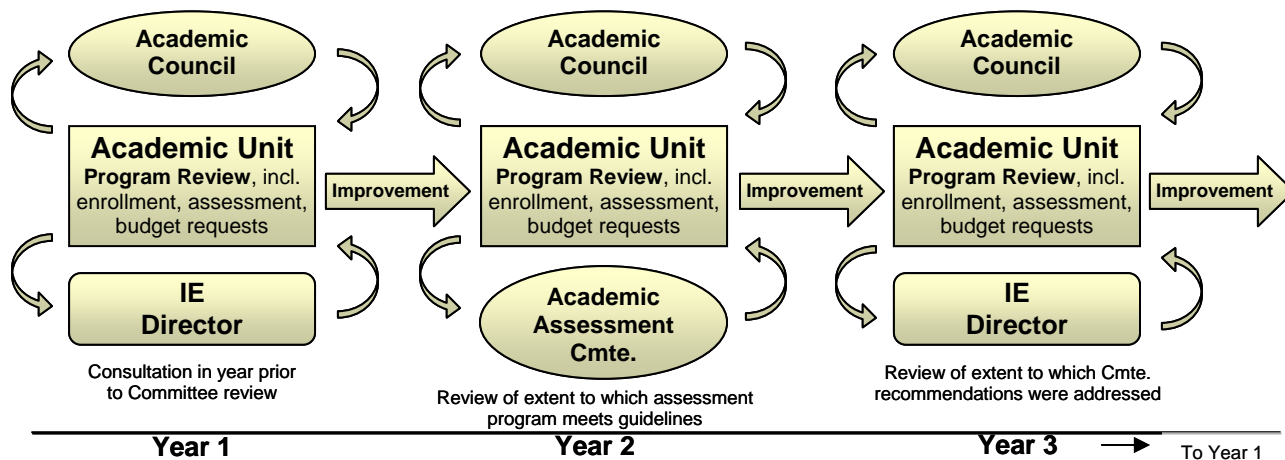
4.1 How do you select which operations, processes and systems to measure to determine student learning, for tracking organizational performance, including progress relative to strategic objectives and action plans?

As a requirement for accreditation through SACS, all academic and administrative units must identify outcomes, regularly measure and analyze results, and use findings for improvement. Faculty members determine educational outcomes appropriate for students and assess the extent to which students have achieved these outcomes. Administrative units identify appropriate outcomes and assess their efficacy in consultation with the senior administrator responsible for their division. The results from assessment are included in annual program reviews and used to improve student learning and the quality of services. The Office of Institutional Effectiveness consults with all units about the structure and implementation of their assessment systems. An examination of the effectiveness of the administrative program review process completed in 2006-07 has resulted in proposed changes for conducting the process in 2007-08.

4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?

Each academic unit implements ongoing assessment of degree programs and general education courses in their areas. Faculty members have the responsibility to articulate goals and objectives for student learning, periodically measure learning outcomes in major disciplines and general education, analyze findings, and use results for improvement. All of these activities are documented annually in program reviews. The Academic Assessment Committee oversees this process and coordinates the general education assessment process, and the Office of Institutional Effectiveness provides leadership, consultation, and overall coordination of this process to ensure that appropriate outcomes meet institutional goals.

4.2-2 Three-Year Academic Assessment Review Cycle



Administrative units also participate in ongoing assessment activities and report how findings were used for improvements in annual program review reports. These reports are examined by

the senior administrator responsible for each division, who extracts budget requests from the reports for consideration by the Campus Budget Committee.

4.3 What are your key measures, how do you review them, and how do you keep them current with educational services needs and directions?

Key measures are posted on PacerDash, the web-based institutional dashboard maintained by the Office of Institutional Effectiveness and monitored on an ongoing basis. Indicators are benchmarked against a national peer group of 84 comparable and aspirational public institutions with similar missions, programs, geographic settings, and enrollments, including the public teaching institutions in South Carolina, except for The Citadel and USC Beaufort. In some cases data are benchmarked solely against public institutions in South Carolina. This set of indicators is reviewed by senior administrators on an ongoing basis.

4.3-1 Key Indicators on Institutional Dashboard

Academics	Enrollment	Student Costs & Financial Aid	Finance
Degrees Awarded by Level Retention & Graduation Rates Faculty Composition Student-Faculty Ratio NSSE Benchmarks Exam Pass Rates	Headcount Full-Time Equivalent (FTE) Enrollment Student Body Composition o Race & Gender o International Students o Place of Residence	Tuition & Fees % Receiving Fin. Aid: o Any Aid o Federal Grants o State/Local Grants o Institutional Grants o Loans	Revenue Per FTE by Area Expenditures Per FTE by Area Faculty Salaries Giving Rates, Foundation Assets Staff Per FTE

4.4 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?

Indicators for the institutional dashboard were developed from an examination of traditional metrics used by leading higher education institutions and then refined by the senior administration to tailor them to USC Aiken’s needs, mission, and strategic plan. To monitor the efficacy of programs and their alignment with strategic and tactical goals, the senior administration receives additional reports from the Office of Institutional Effectiveness as well as program reviews from academic and administrative departments. The administration then analyzes trends and other notable findings and identifies appropriate action plans including responsible departments or committees. Analysis also occurs at the department level resulting in recommendations which are forwarded through the appropriate level of the organization for approval.

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

The Office of Institutional Effectiveness provides data to senior and mid-level administrators on a regular schedule, facilitates delivery of operational data via a secured web portal, and conducts in-depth studies upon request. The IE Office also audits data to ensure its integrity, accuracy and security. However, an aging information management system on a 25 year-old mainframe has limited the availability of information to make strategic and tactical decisions based on data analysis. A new ERP package through the OneCarolina Project in the USC System will address many of these issues, but full implementation is at least three years away.

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

Once findings are analyzed, appropriate feedback is provided to the responsible departments through the administrative head. Departments are responsible for development of improvement plans and subsequent reporting of progress. Strategic indicators are designed to provide five years of trend data or more when available.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Organizational knowledge is communicated through policies, procedures, rules, and other documents which are updated as necessary. Supervisors serve as coaches transmitting knowledge to staff through informal and formal training opportunities, including cross-training. Senior administrators, department heads and others in the organization maintain relationships with peers in other higher education institutions, statewide, regionally and nationally, to identify best practices and establish benchmarks. Senior leadership, mid-level managers, and various faculty members serve on campus visit teams to other institutions for regional and national accreditation visits, research projects, and consortium agreements. Best practices are also identified and shared when administrators attend and make presentations at professional conferences.

Category 5 – Faculty and Staff Focus**5.1 How do you organize and manage work to enable faculty and staff 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 administrators work directly with staff and faculty to communicate the objectives, strategies, and action plans to implement the university's strategic plan and are encouraged to include this focus in the evaluation instruments used for full-time faculty and staff. The Employee Performance Management System (EPMS) process used with classified staff encourages two-way communication between supervisors and employees. Department Chairs and School Deans conduct an annual review of each faculty member that is integrated into the promotion and tenure and post-tenure review processes. Grounded in USC Aiken's value of collegiality, its organizational culture features openness through a flat organizational structure, allowing for increased communications without several layers of management. In a series of focus groups conducted in 2005-06, faculty and staff commonly described USC Aiken as a "family" and praised the richness of personal bonds formed among students, faculty, and staff. The Faculty Assembly and Classified Employee Assembly meet regularly for information sharing across departments and to make collective decisions (II.5-1). In addition, multiple cross-functional committees operate on the principle of inclusiveness and diversity, ensuring all campus constituencies have a voice in decision making processes.

5.2 *How do you evaluate and improve your organization and human resource related processes?*

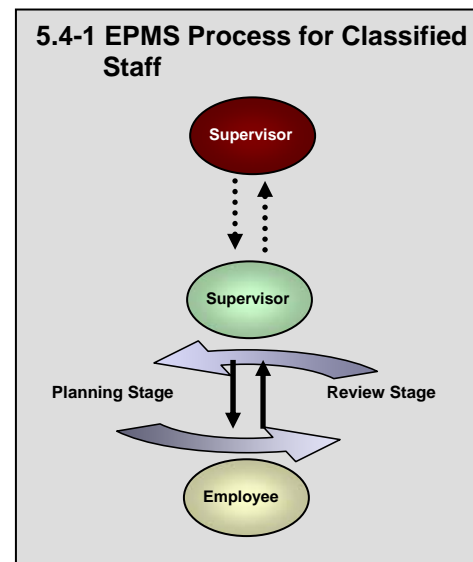
Human resources processes are evaluated annually through the administrative program review system in which a number of indicators, such as employee turnover rate (7.4-12), is monitored, and overall alignment of human resources with strategic needs is assessed in regular senior administration retreats.

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

Academic Council, which includes all Deans, Department Chairs, the Head of the Library, and the Executive Vice Chancellor for Academic Affairs, meets weekly to share knowledge and best practices across departments. Each Vice Chancellor also has regular staff meetings, in which staff from various offices participate and discuss issues. In addition to cross-functional committees (5.1), division and unit meetings are also held regularly to promote communication and cooperation, and the institution provides support for annual retreats at the division/department level. The Chancellor holds three campus-wide meetings each year to provide an overview of campus priorities. Consultants are retained to evaluate best practices on campus, including recent reviews of marketing efforts and academic advisement. Nevertheless, organizational communication was cited as an area for improvement in recent focus group research.

5.4 *How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?*

The EPMS process establishes clear performance expectations and measures for classified employees. In the planning stage, supervisors and employees agree upon meaningful objectives that benefit the employee and align with unit and university goals. In the review stage, supervisors evaluate the extent to which employees' performance has not met, met, exceeded, or substantially exceeded performance objectives. This process is monitored by the supervisor at the next level of management, and supervisors participate in periodic workshops offered by the University to develop critical skills to implement this process effectively. Faculty members participate in a systematic annual evaluation of their teaching, research, and service to ensure that they remain highly productive throughout their careers. The post tenure review process strengthens faculty assessment by providing the opportunity for peer feedback on faculty performance at regular six-year intervals. Because of the centrality of teaching to USC Aiken's mission, a process for peer review of teaching was implemented in 2005-06.



5.5 *How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff through the organization?*

Succession planning for staff includes annual discussions among the senior administrators regarding staff with the potential to progress to more responsible leadership roles within the institution. Through the EPMS process, supervisors discuss the need for additional education and training as a means of career progression. Additionally, appointments to leadership roles on *ad hoc* committees are named by senior staff. Each year employees are selected to participate in leadership programs such as Leadership Aiken County, Leadership South Carolina and the South Carolina Executive Institute. The tenure process for faculty is structured to provide multiple reviews to faculty members at every stage in their careers. In instances where shortcomings may be identified, faculty members have ample opportunity to make adjustments prior to official tenure decisions and subsequent promotions.

5.6 *How do your faculty and staff education, training and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?*

The University recognizes the need for training and development of its employees and the value employees add to organizational growth and productivity. Training needs are continually identified through supervisory recognition, employee requests, and informal needs assessments. All employees may participate in workshops sponsored by the Human Resources Office on topics such as diversity and supervision (7.5-14). The Office of Academic Affairs arranges multiple faculty workshops each year about teaching and learning, technology, and grant writing. Interested employees may receive tuition assistance for one free course a semester that may count toward a degree, and the Aiken Partnership of the USC Educational Foundation provides funding for faculty and staff for professional conferences and other training opportunities. Such activities are evaluated by participants upon completion, and the results are used to amend the instruction. Further, annual performance reviews are opportunities for supervisors and employees to reflect upon performance changes as a result of training and development opportunities.

5.7 *How do you motivate faculty and staff to develop and utilize their full potential?*

The development of faculty and staff to reach their full potential is embodied in the University's value for a High Quality Learning Environment which prompts all members of the USC Aiken community to strive for excellence. Focus group research has suggested that internal motivations for quality and personalized service to students and community are hallmarks of faculty and staff at USC Aiken. Also, several campus-wide social events throughout the year for faculty and staff are designed to enhance morale, motivation and communication. Additional incentives for classified staff to improve are embedded in EPMS reviews, the opportunity for pay for performance increases to base salary, four awards for Classified Employee of the Year and a Classified Employee of the Month Program. For faculty, incentives consist of funds for salary increases in the promotion and tenure and post-tenure review processes. Awards to recognize outstanding efforts by faculty include the Teaching Excellence, Scholarly Activity, Community Service, University Service, and Academic Advisement Awards

5.8 *What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction and motivation?*

Focus groups with faculty and staff are conducted on an ongoing basis. In 2005-06, these groups discussed the university's image, mission, and values. The prior year, focus groups examined the role of athletics on campus. In 2004-05, USC Aiken participated for the first time in the triennial national survey of faculty conducted by the Higher Education Research Institute (HERI). The results were widely shared and posted on the IE Office web site. This survey will be administered again in 2007. In 2006-07 the Human Resources Director conducted research about the needs of classified staff by means of individual interviews with all offices and directors on campus. More broad-based research will be conducted in 2007-08.

5.9 *How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?*

Data about faculty and staff satisfaction are presented to the senior administration, the Strategic Planning Committee, and other groups on campus, such as the Faculty Welfare Committee. These groups may work with the administration or the Office of Institutional Effectiveness to conduct additional research and then make recommendations based on their findings. In the past several years, issues such as teaching load, advising load, and salary inequities were identified through assessment as areas for improvement, and steps have been taken in each of these areas to address specific concerns.

5.10 *How do you maintain a safe, secure, and healthy work environment? (Include your work-place preparedness for emergencies and disasters.)*

USC Aiken is committed to providing a safe work environment, free of recognizable hazards, and it is the policy of the University to comply with all applicable state and federal standards, codes and regulations, including the occupational safety and health standards established by the federal Occupational Safety and Health Administration (OSHA). USC Aiken's Environmental Health and Safety Division in the Department of Operations provides health and safety services to the University community through technical support, information and training programs, consulting services, and periodic auditing of health and safety practices and regulatory compliance. Additionally, the USC Aiken Emergency Action Plan (EAP) has been developed to provide carefully prepared guidelines for appropriate response actions to a wide array of emergency scenarios on campus. The purpose of this plan is to save lives, reduce the incidence of personal injury, and prevent property damage. The plan may be found on the University website at <http://www.usca.edu/operations/emergencyplan.asp>.

The University also actively encourages employee participation in wellness activities. The State Health Plan "Prevention Partners" promotes healthier lifestyles by providing health screenings on campus. The USC Aiken Wellness Center offers a discounted rate for faculty and staff to take advantage of exercise facilities and programs, and the Employee Assistance Program assists employees with a broad scope of professional and confidential counseling services aimed at prevention, early detection, and skillful early intervention with problems that could adversely impact employees' job performance.

Category 6 – Process Management

6.1 How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings and student services?

Key learning-centered processes at USC Aiken are determined by the University's mission, the faculty, student input, and stakeholder feedback. These learning-centered processes are broadly divided into (1) curricular experiences in (a) general education and (b) the major discipline and (2) co-curricular experiences or learning outside of the classroom. Experiences in the curriculum are delivered through small classes and individual attention, and learning-centered processes are designed to challenge students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields.

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key learning-centered process requirements?

Input from students is incorporated at the course-level through Student Evaluations of Teaching in every course as well as at the program-level and institution-level through surveys, focus groups, and dialogue within the shared governance structure. Faculty design the curriculum and monitor its effectiveness. Minor adjustments are made on an ongoing basis by individual faculty and Departments; major changes, such as the addition or deletion of a course or a change to degree requirements, involves endorsement by the Faculty Courses and Curriculum Committee and approval by the Faculty Assembly. Other stakeholders, such as employers and graduate schools, participate in providing advice and counsel about content in the major discipline through advisory boards or other relationships with academic departments. Non-faculty staff members primarily determine and monitor the content and effectiveness of co-curricular experiences to ensure that they are aligned with the University's mission, although some faculty members are invited to consult in these determinations.

6.3 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?

Minimum class sizes, program enrollments, and degree production provide cost controls for learning-centered processes and are used to reduce inefficiencies. Institutional policies for student probation and suspension establish a minimum for satisfactory academic progress, i.e. cycle time, as students pursue their degrees. A recent review of these minimums has indicated that a higher threshold will improve academic success, and the process of making these policies more stringent has been approved for implementation in Fall 2008.

The University regularly evaluates and implements new technology to improve cycle time in various other processes. For instance, faculty members are required to submit grades online, students register for their courses online, library materials continue to migrate to internet-based resources, and the School of Nursing has transformed its RN completion program to be delivered online. Such transformations improve customer satisfaction by delivering services when students want them and also improve the speed of delivery.

6.4 How do you systematically evaluate and improve your learning-centered processes?

Annual academic program reviews incorporate a battery of common indicators that include faculty loads, credit and contact hours by discipline, enrollment counts, average class sizes, and number of graduates. Additionally, each program provides discipline-specific outcomes for student learning and evidence about the extent to which students have mastered these outcomes as well as how the results from assessment have been used to make program-level changes (7.6-4). Student evaluations of teaching are also monitored, as are data from senior exit surveys and campus-wide surveys by discipline.

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

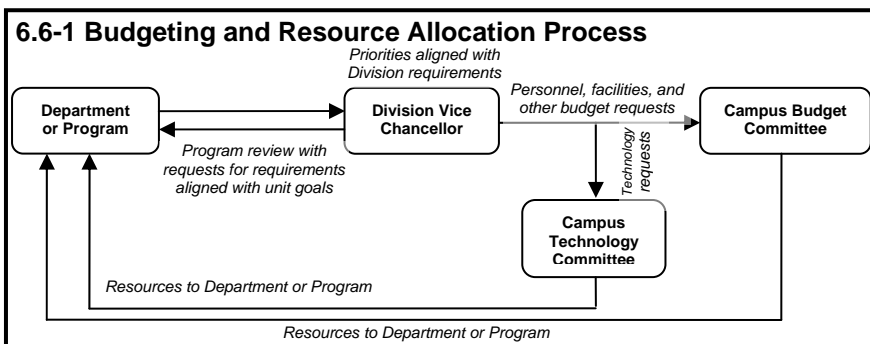
Units delivering support processes determine metrics for success in consultation with senior administrators, stakeholders, and members of the shared governance structure. These measures are reported in annual program review reports as well as in periodic updates to campus-wide committees, such as the Enrollment Planning Team and the Strategic Planning Committee. A recent change in principles for accreditation issued by SACS requires that all support processes be linked specifically to outcomes, especially outcomes for student learning. An evaluation of USC Aiken’s program review process for administrative or non-academic units was completed in 2007 and changes will be implemented in 2007-08.

6.5-1 Support Processes and Performance Measures

Support Process	Performance Measures	Figures
Admissions	Number and quality of new admits	7.1-23, 24
Advancement	Giving rates and amount of funds raised	7.2-7, 7.4-1
Advisement	Satisfaction with advising	7.5-11
Business and Finance	Tuition & fees; revenue & expenditures per FTE	7.3-3, 5, 14, 15
Financial Aid	Students on financial aid; award types & amounts	7.3-7 through 13
First Year Experience	Enrollment in FY seminar, learning outcomes	7.1-22
Housing	Satisfaction with residence life	7.5-13
Information Technology	Computer resources per student	7.5-10, 7.5-12
Student Services	Student satisfaction, time use	7.2-1, 2, 4

6.6 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 education related initiatives?

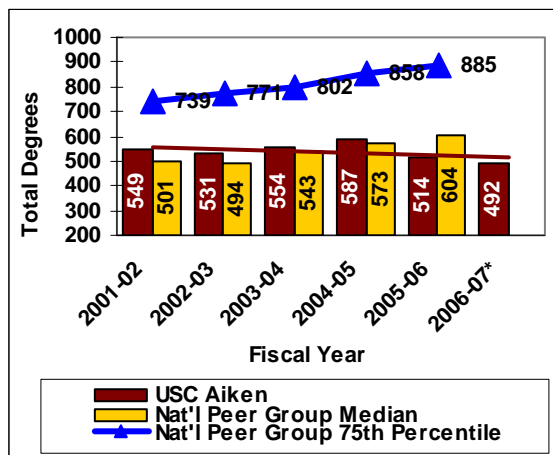
The annual program review process for academic and administrative units requires departments, programs, and offices to submit budget requests in the annual program review report, including requirements for additional personnel, new or upgraded facilities, and technology. These requests are reviewed and prioritized by the senior administrator leading each division. The Campus Budget Committee, which includes all members of the senior administration and selected faculty and staff leaders, evaluates items on all prioritized lists for budget requests and makes recommendations for the allocation of financial resources within constraints of the anticipated budget for the upcoming year. Requests for new technology are reviewed separately by the Campus Technology Committee.



Category 7 – Organizational Performance Results

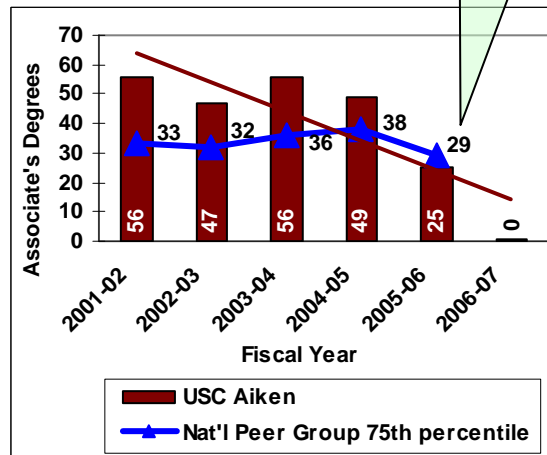
7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.1-1 Total Degrees Awarded



Source: IPEDS Peer Analysis System
 *Note 2006-07 Numbers are projected

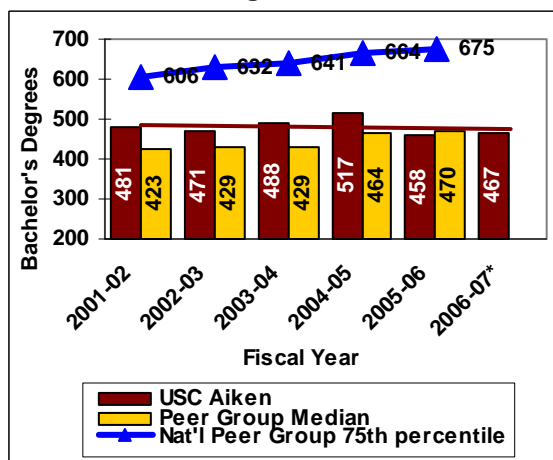
7.1-2 Associate's Degrees Awarded



Source: IPEDS Peer Analysis System

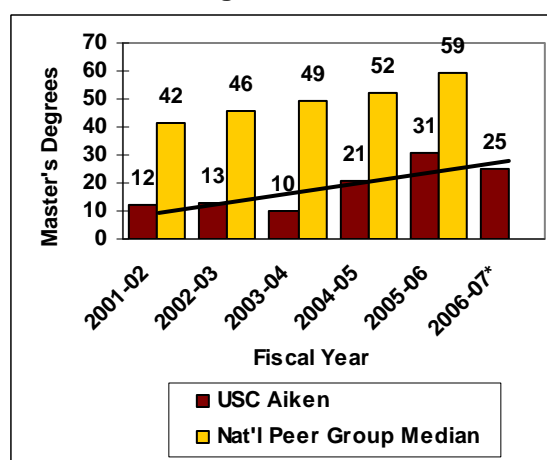
Degree attainment is in many ways the most significant indicator of student learning and the outcome sought by most entering students, and the number of students who attain degrees is directly linked to enrollment (7.1-1). The decline in associate's degrees represents a planned phase-out of the lone two-year degree still offered by USC Aiken, an ADN in nursing, a program that is now offered by Aiken Technical College (7.1-2). The number of bachelor's degrees awarded spiked in 2004-05 and has returned to a more historically typical number of 467 in 2006-07 (7.1-3). The number of master's degrees awarded has been increasing since graduate degrees began to be awarded in 1994 and has doubled since the beginning of the decade (7.1-4).

7.1-3 Bachelor's Degrees Awarded



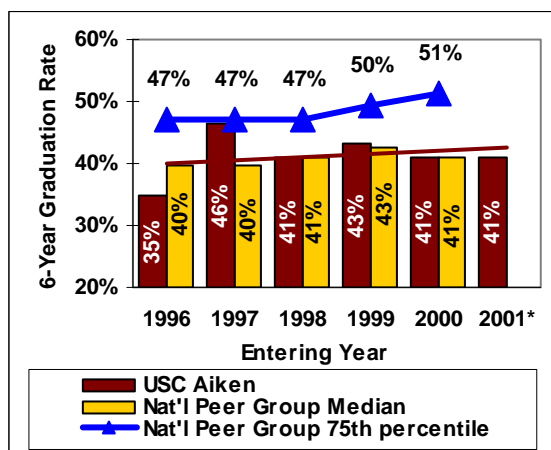
Source: IPEDS Peer Analysis System
 *Note 2006-07 Numbers are projected

7.1-4 Master's Degrees Awarded



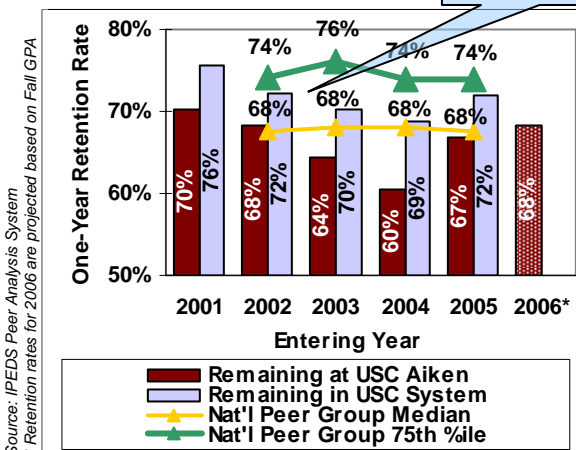
Source: IPEDS Peer Analysis System
 *Note 2006-07 Numbers are projected

7.1-5 Six-Year Graduation Rate



Source: IPEDS Peer Analysis System
* 2001 figures are preliminary

7.1-6 One-Year Retention Rate

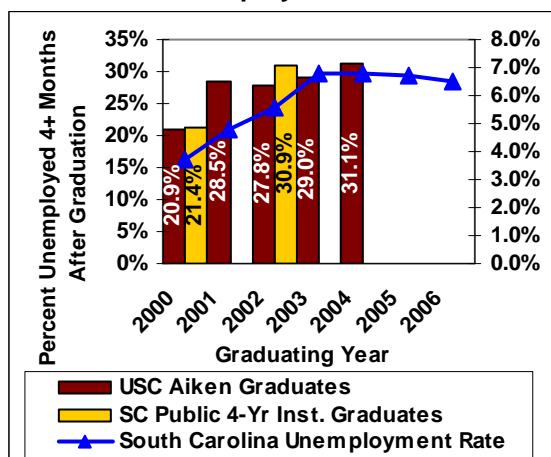


Source: IPEDS Peer Analysis System
* Retention rates for 2006 are projected based on Fall GPA

Change in Requirements for LIFE Scholarship

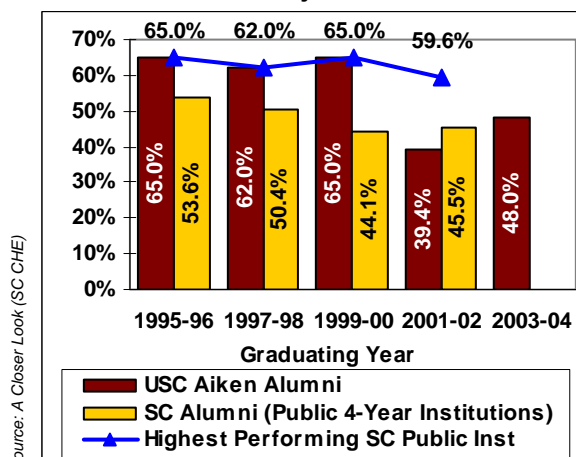
In addition to degree attainment, the proportion of students who earn degrees in a reasonable amount of time is a key indicator of institutional effectiveness (7.1-5). Since 1991, the six-year graduation rate among baccalaureate degree seeking students entering as full-time freshmen has increased from the low- to mid-30% range to the low-40% range. Some of this improvement is attributable to higher admission standards implemented throughout the 1990s. One-year retention rates have improved from a recent decline, the university has also directed resources toward increased academic support. Additionally, the proportion of students transferring from USC Aiken to another USC institution (primarily the Columbia campus) has increased from 2-3% in the early 1990s to 5-8% for those entering in recent years.

7.1-7 Graduates Taking 4 Months or Longer To Find Employment



Source: A Closer Look (SC CHE)
Desired trend ↓

7.1-8 Percent of Graduates with Job Highly Related to Major After 2-3 Years

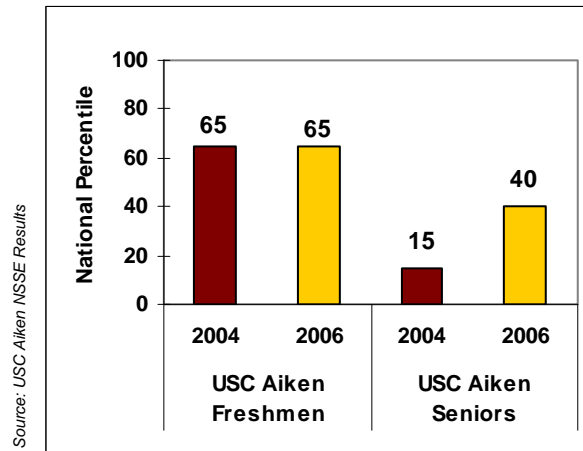


Source: A Closer Look (SC CHE)

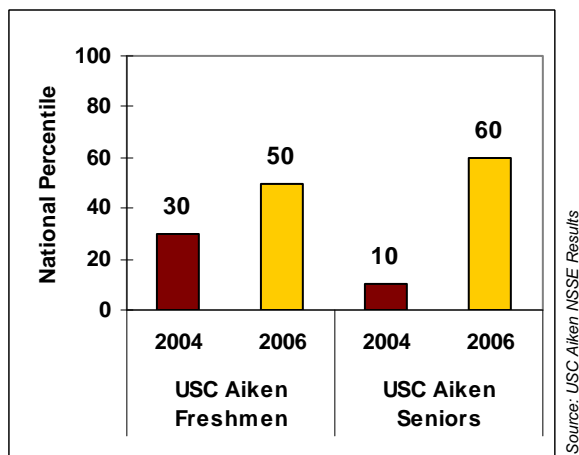
Employment rates are notoriously difficult to measure as more and more students begin working before graduating from college. The rate at which USC Aiken students do not find work within four months in general is at or below rates for other institutions. Until the past two years, graduates from USC Aiken found employment highly related to their majors at higher levels than graduates from all other public four-year universities in the state (7.1-8). It is significant that length of time to employment is directly related to the unemployment rate in the state.

USC Aiken participates in the National Survey of Student Engagement (NSSE) every two years and links results to strategic planning objectives. Some increases in student performance from 2004 to 2006 (7.1-9 through 7.1-13) are a result of an increased response rate from 32% to 59%. Results compare USC Aiken to all 500+ public and private institutions participating in the survey each year. Findings indicate that in most areas, USC Aiken is at or above the 50th percentile. In offering a supportive campus environment, USC Aiken ranks in the top 15-20% of institutions nationwide. NSSE will be administered again in 2008.

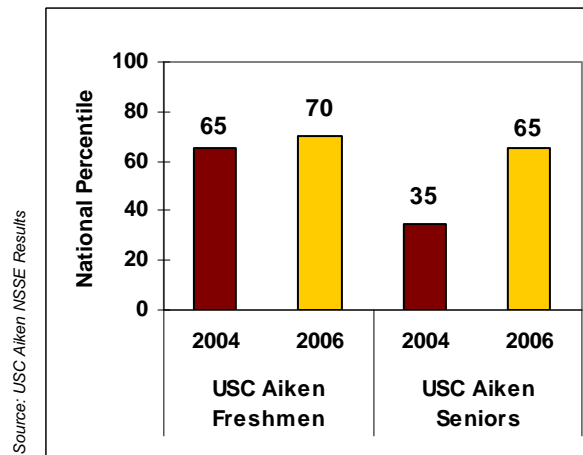
7.1-9 Level of Academic Challenge



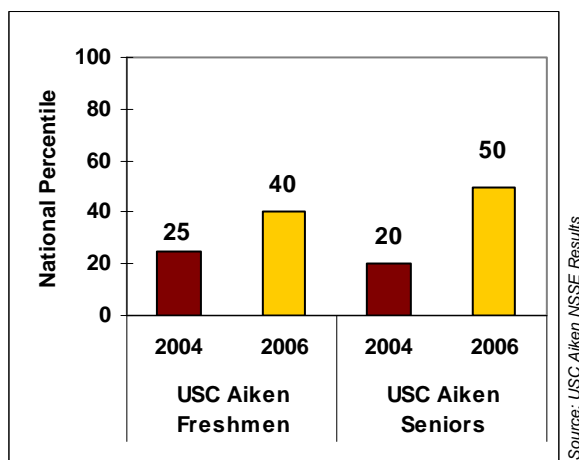
7.1-10 Active and Collaborative Learning



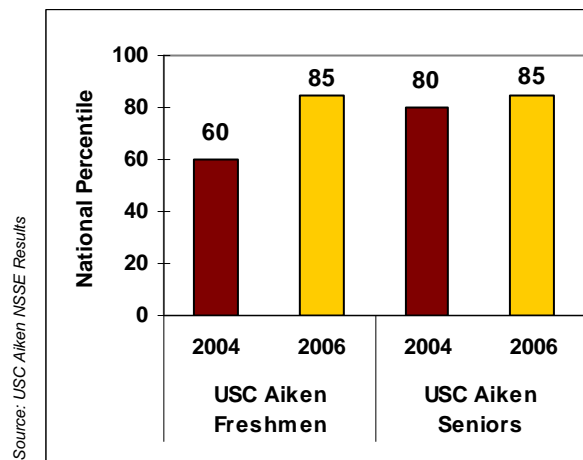
7.1-11 Student-Faculty Interaction



7.1-12 Enriching Educational Experiences



7.1-13 Supportive Campus Environment



Additional results from the NSSE indicate that the experience students receive at USC Aiken contributes to their educational and personal development to a greater extent than the experiences delivered by other institutions nationwide. Increases from 2004 were observed across the board in 2006. Most prominently USC Aiken students reported that their university experience had helped them to develop writing skills, technology skills, quantitative skills, and work-related knowledge at higher levels than did their peers at other universities (7.1-14).

7.1-14 Educational and Personal Growth (NSSE Results)

			2004				2006			
			USC Aiken	NSSE National Group, N=557			USC Aiken	NSSE National Group, N=557		
Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c		
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much										
a.	Acquiring a broad general education	FY 3.22	3.16			3.30	3.12	*	.23	
		SR 3.39	3.32			3.41	3.24	*	.21	
b.	Acquiring job or work-related knowledge and skills	FY 2.75	2.67			2.91	2.70	*	.22	
		SR 3.14	3.02			3.33	3.02	***	.34	
c.	Writing clearly and effectively	FY 3.18	2.97	**	.25	3.36	2.95	***	.48	
		SR 3.29	3.12	*	.21	3.42	3.07	***	.41	
d.	Speaking clearly and effectively	FY 2.95	2.73	**	.24	2.99	2.75	**	.25	
		SR 3.14	3.01			3.28	2.96	***	.35	
e.	Thinking critically and analytically	FY 3.31	3.17	*	.17	3.38	3.16	**	.28	
		SR 3.47	3.37			3.60	3.33	***	.36	
f.	Analyzing quantitative problems	FY 2.90	2.63	***	.29	3.11	2.85	**	.28	
		SR 3.08	2.87	*	.24	3.33	3.02	***	.35	
g.	Using computing and information technology	FY 3.12	2.85	***	.29	3.27	2.99	**	.31	
		SR 3.32	3.12	*	.23	3.53	3.21	***	.39	
h.	Working effectively with others	FY 3.00	2.85	*	.17	3.16	2.92	**	.27	
		SR 3.34	3.14	*	.24	3.40	3.14	**	.31	
i.	Voting in local, state, or national elections	FY 2.12	1.88	**	.25	2.08	1.92			
		SR 2.07	1.84	*	.24	2.29	2.10	*	.19	
j.	Learning effectively on your own	FY 3.01	2.91			3.11	2.85	**	.30	
		SR 3.15	3.09			3.12	3.00			
k.	Understanding yourself	FY 2.76	2.74			2.96	2.71	**	.26	
		SR 2.81	2.88			2.94	2.78			
l.	Understanding people of other racial and ethnic backgrounds	FY 2.63	2.53			2.87	2.57	***	.30	
		SR 2.83	2.58	**	.26	2.79	2.57	*	.21	
m.	Solving complex real-world problems	FY 2.64	2.50			2.86	2.58	***	.31	
		SR 2.97	2.69	**	.30	2.94	2.72	*	.23	
n.	Developing a personal code of values and ethics	FY 2.55	2.61			2.77	2.59	*	.19	
		SR 2.80	2.72			2.77	2.65			
o.	Contributing to the welfare of your community	FY 2.27	2.32			2.59	2.34	**	.26	
		SR 2.46	2.42			2.62	2.42	*	.20	
p.	Developing a deepened sense of spirituality	FY 2.03	2.10			2.27	2.05	*	.20	
		SR 1.99	1.99			1.98	1.92			

a Weighted by gender, enrollment status, and institutional size.

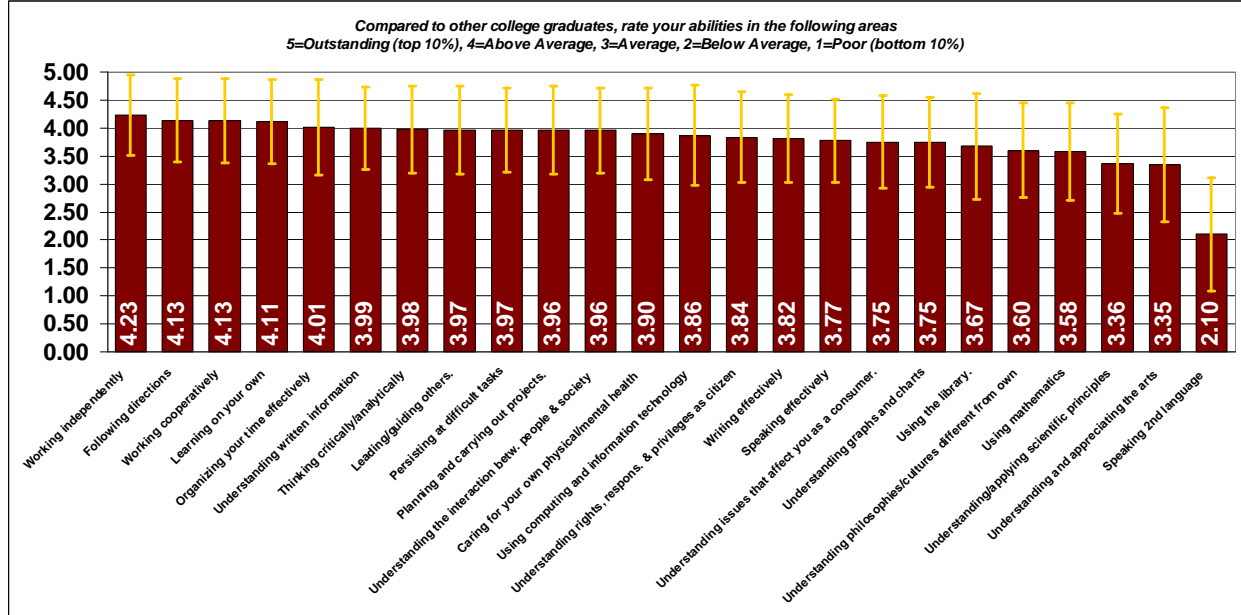
Source: USC Aiken NSSE Results

b * p<.05 ** p<.01 *** p<.001 (2-tailed).

c Mean difference divided by comparison group standard deviation.

A majority of recent graduates surveyed in Spring 2007 identified their abilities in a range of learning outcomes and competencies as above average or outstanding compared to other college graduates (7.1-15). Most highly rated abilities were in broad areas critical for success after college, such as working independently, working as a member of a team, and learning on their own. General education outcomes rated most highly were: understanding written information, thinking critically, and understanding the interaction between people and society. General education outcomes least positively rated were: understanding and appreciating the arts, understanding and applying scientific principles, and speaking a foreign language. There was no significant change in findings from when the survey was last conducted in 2005.

7.1-15 Alumni Self-Assessment of Abilities (3-4 Years Following Graduation)

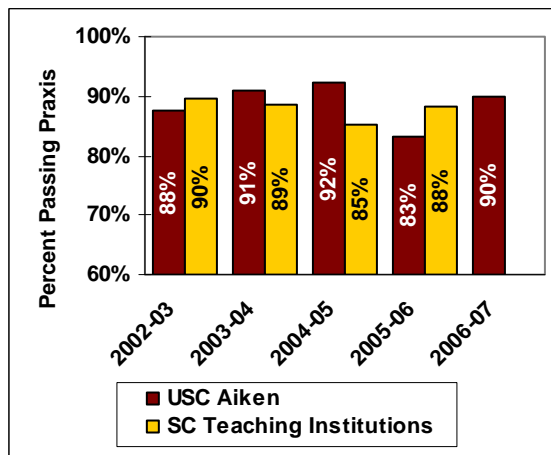


Yellow bars represent +/- one standard deviation

Source: USC Aiken Survey of Alumni '02-'04 (conducted in 2007)

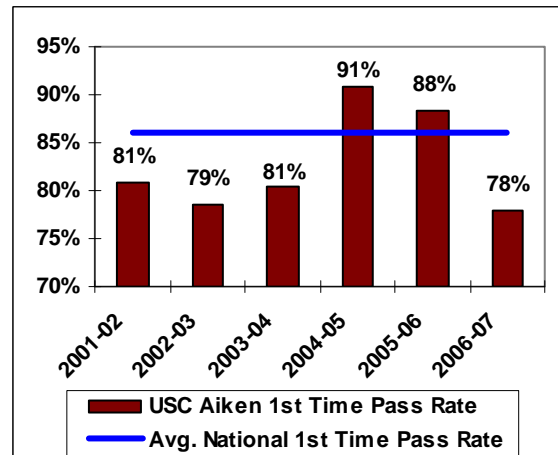
Research on students at USC Aiken who are aspiring to be teachers shows the Praxis exams represent major barriers to entering the program, perhaps indicating preparation issues among these students (7.1-16). Examination pass rates are monitored closely by state and federal agencies as well as NCATE, the national accrediting body. Pass rates of first time test takers on licensure examinations in general are at or exceed national or state averages. In the case of nursing, pass rates have in recent years surpassed the national average, although they declined in 2006-07 when the State Board of Examiners increased expectations. In response to recent pass rates, USC Aiken’s School of Nursing has taken steps to increase the standard of the students, both through extra work and tougher entrance requirements.

7.1-16 Percent Passing Teaching Licensure Exams on First Attempt¹



Source: A Closer Look (SC CHE, 2003, 2006)

7.1-17 Percent Passing Nursing Licensure Exams on First Attempt¹

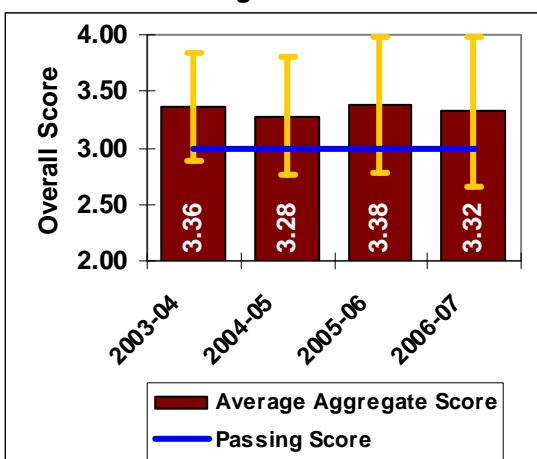


Source: National Council of State Boards of Nursing; SC CHE.

¹ Data for USC Aiken and South Carolina institutions is for April 1 - March 31 (period determined by SC CHE).

USC Aiken is a national leader in assessment techniques for the direct measurement of learning outcomes. Student competencies across most outcomes are either directly measured by faculty or other qualified professionals, or these measures are under development. Several recent peer reviewed presentations have outlined the effectiveness of these methods as well as their improved utility compared to self-reported measures. These measures are most advanced in writing proficiency (7.1-18). While overall mean scores have remained constant over the past four years, the proportion of students not passing the junior writing portfolio has risen from just under 10% in 2003-04 to just over 25% in 2006-07. Curricular adjustments in 2007-08 to offer more sections of a 200-level composition course may address this issue. In foreign languages, faculty members measure the extent to which students have mastered skills in reading, listening, writing, speaking and culture. These results are also tracked each semester, and findings are used by faculty to make curricular adjustments.

7.1-18 Junior Writing Portfolio Results



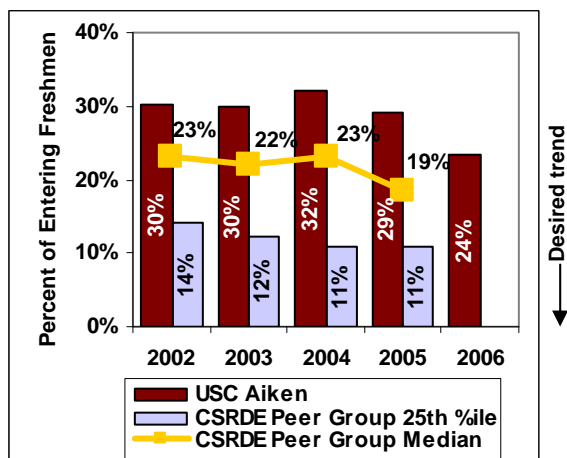
Source: USC Aiken General Education Outcomes Results GEnerator (GEORGE)

7.1-19 Foreign Language Learning Outcomes

Term	N	Reading	Writing	Listening	Speaking	Culture	Total Score
F 2005	252	3.87	3.55	3.72	3.47	3.39	3.59
Sp 2006	217	3.68	3.65	3.57	3.67	3.22	3.54
F 2006	258	3.93	3.63	3.74	3.62	3.82	3.75
Sp 2007	273	3.85	3.56	3.60	3.56	3.62	3.64

Source: USC Aiken General Education Outcomes Results GEnerator (GEORGE)
A score of 3 is considered acceptable.

7.1-20 First Semester GPA of Entering First Year Students Below 2.0

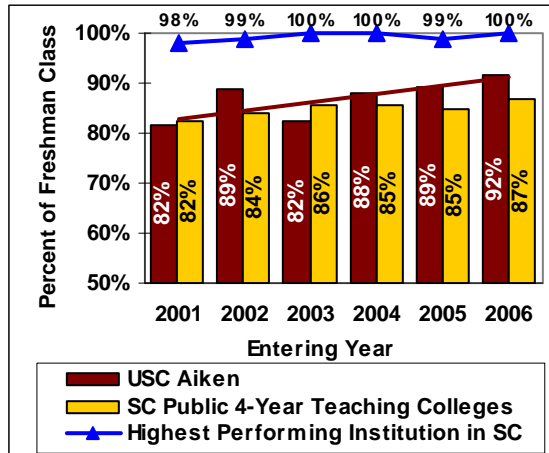


Source: Consortium for the Study of Retention Data Exchange

Internal research has indicated that a major barrier to student persistence and degree attainment is academic success in the first semester. Just under a quarter (24%) of freshmen entering in 2005 earned a first semester GPA below 2.0 (a “C” average), and only about one out of three of these students returns for a second year. By contrast, only about a fifth of entering freshmen at similar institutions nationwide earned a first semester GPA below 2.0. Nevertheless, the decline of 6-8 percentage points likely indicated that strategic goals to improve academic success are having their intended effects. One-year retention rates are expected to rise as a result of fewer students exhibiting weak academic performance.

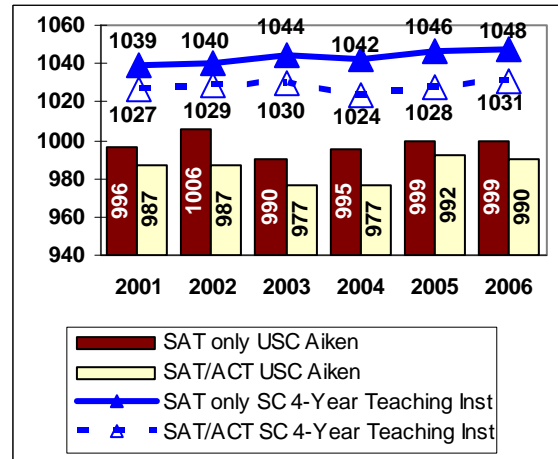
Academic inputs are still used as quality measures by various state and federal agencies, and have been shown to be linked closely to success in college. USC Aiken both regulates minimum levels of ability through admission requirements and monitors the quality of the applicant pool. Admission requirements are keyed from the university mission and set to optimize the number of students who can be successful on the campus while providing access to an increasingly qualified and diverse range of students.

7.1-21 Entering Freshmen with SAT > 1100, GPA>3.0, or HS Rank Over 30%



Source: SC CHE, Performance Funding Indicator 6A/B

7.1-22 Average SAT Scores of Entering Freshmen in South Carolina 4-Year Teaching Universities



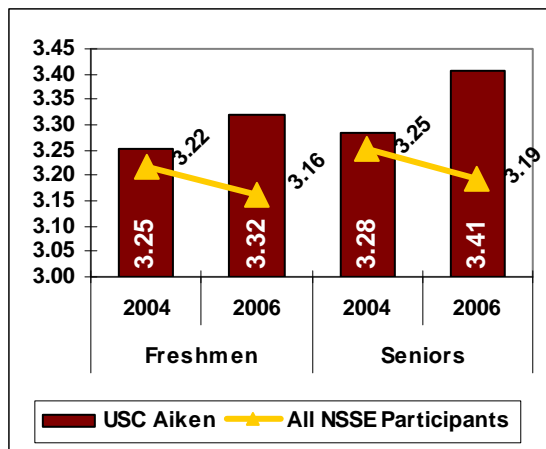
Source: SC CHE, CHEMIS

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

While educational outcomes and the quality of student learning are ultimately more important than satisfaction, USC Aiken recognizes the need to monitor stakeholder satisfaction and adjust services accordingly. The university employs a variety of methods to gauge student satisfaction. Benchmarked surveys include NSSE, CIRP, and the South Carolina biannual survey of alumni. A range of local surveys to measure satisfaction with advising, housing, academic programs, and other areas are used to gather detailed information about student satisfaction.

7.2-1 Quality of College Experience (NSSE)

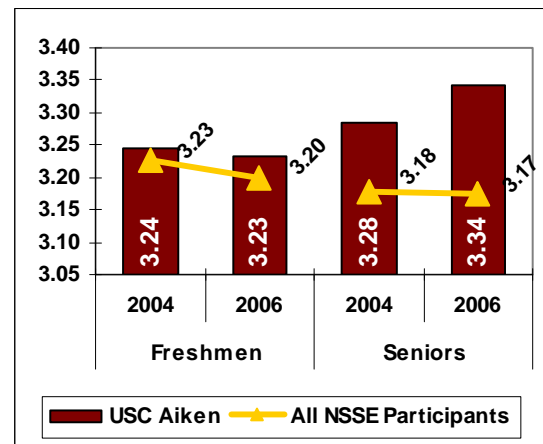
How would you evaluate your entire educational experience at this institution? 1=poor, 2=fair, 3=good, 4=excellent



Source: USC Aiken NSSE Results

7.2-2 Satisfaction with College Choice (NSSE)

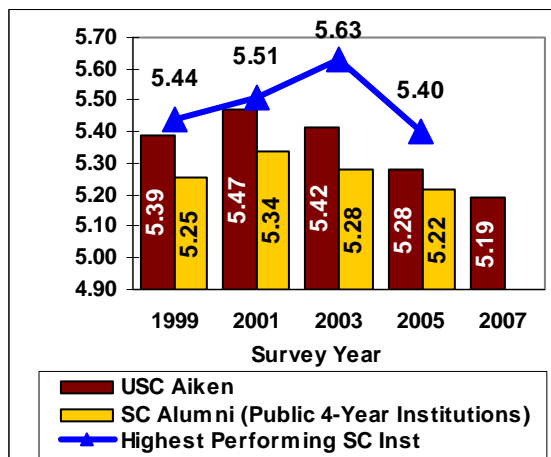
If you could start over again, would you go to the same institution you are now attending? 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes



Source: USC Aiken NSSE Results

7.2-3 Alumni Satisfaction with Overall Academic Program

6=Very Satisfied, 5=Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Dissatisfied, 1 = Very Dissatisfied



Source: SC CHE, A Closer Look

Students rate the quality of their college experience at USC Aiken more highly than do students at other institutions, and more USC Aiken students report they would attend the institution again than do their peers at other universities (7.1-2). Both of these indicators show USC Aiken outperforming other institutions around the country at statistically significant levels. The biannual survey of public colleges in South Carolina shows that USC Aiken alumni report similar levels of satisfaction with their overall academic program (7.2-3). These levels of satisfaction have declined slightly since 2001. Some reasons for this drop in satisfaction may include regional economic weakness, downsizing at the Savannah River National Lab, and the rising cost of tuition reducing perceived return on investment.

7.2-4. Alumni Satisfaction with Overall Academic Program by Institution (2005)

6=Very Satisfied, 5=Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Dissatisfied, 1 = Very Dissatisfied

	Response Rate	% Very Satisfied + % Satisfied	Mean
1. Winthrop Univ.	16.3%	93.8%	5.40
2. College of Charleston	15.3%	93.4%	5.39
3. USC Aiken	25.4%	90.4%	5.28
4. Francis Marion Univ.	14.9%	88.1%	5.26
5. The Citadel	17.1%	89.6%	5.24
6. Lander University	23.7%	85.5%	5.22
7. USC Beaufort	13.4%	88.9%	5.22
8. USC Upstate	17.8%	89.3%	5.18
9. USC Columbia	23.5%	90.4%	5.17
10. Coastal Carolina Univ	18.7%	91.3%	5.17
11. Clemson University	12.4%	81.8%	5.15
12. South Carolina State	23.9%	68.5%	4.97

Source: SC CHE, A Closer Look, 2006

7.2-6 USC Aiken Alumni Satisfaction by Functional Area (2007)

6=Very Satisfied, 5=Satisfied, 4=Somewhat Satisfied, 3=Somewhat Dissatisfied, 2=Dissatisfied, 1 = Very Dissatisfied

	% Very Satisfied + % Satisfied	Mean
Availability of faculty	85.0%	5.21
Your MAJOR program of study	84.1%	5.21
Your OVERALL academic program	87.2%	5.19
Instruction in your major	82.2%	5.18
Level of academic challenge	88.0%	5.14
Class scheduling	80.6%	5.04
Campus facilities	83.0%	5.03
Interactions with administrators	78.2%	5.01
Advising by faculty	76.5%	4.98
Instruction in general education	78.9%	4.95
Integration of computers into courses	79.5%	4.94
General education program of study	75.9%	4.90
University communications	76.2%	4.89
Student life	77.6%	4.84
Opportunities for independent study	72.1%	4.79
Extracurricular activities	72.2%	4.75
Contact with other alumni	53.0%	4.34

(Includes bachelor's degree recipients for 2002-04)

Source: USC Aiken Biannual Alumni Survey (2007)

Based on the biannual alumni survey conducted by all public institutions in South Carolina, USC Aiken has ranked among the top three four-year institutions in the state in terms of satisfaction with the overall academic program since 1999 (7.2-5).

7.2-5 Institutional Rank in Alumni Satisfaction with Overall Academic Program (2005)

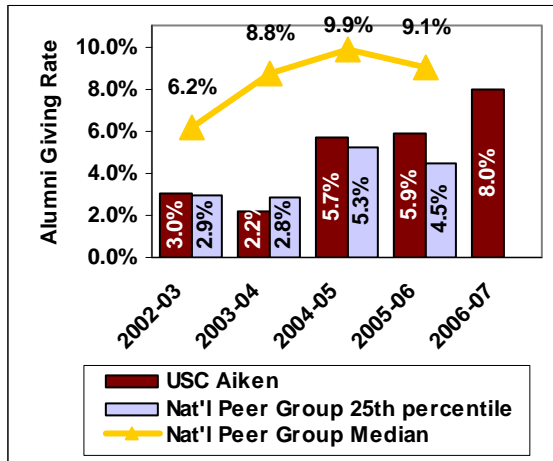
	1999	2001	2003	2005
#1	SC State	Francis M	Clemson	Winthrop
#2	USC Aiken	Winthrop	USC Aiken	Coll. of Ch.
#3	Winthrop	USC Aiken	Coll. of Ch.	USC Aiken

Source: SC CHE, A Closer Look

In general, satisfaction among recent graduates with non-academic and co-curricular areas has been reported as ten to twenty percentage points lower than the level of satisfaction with the overall academic program (7.2-6).

In 2007, almost nine out of ten (87.2%) of bachelor's degree recipients were very satisfied or satisfied with their overall academic program, and about the same proportion (88%) were very satisfied or satisfied with the level of challenge in their academic program. About eight out of ten were very satisfied or satisfied with campus facilities (83.0%), class scheduling (80.6%) integration of computers into course work (79.5%), and interactions with campus administrators (78.2%). Notable increases in alumni satisfaction from 2005 were observed in lower rated items, including satisfaction with student life at 77.6%, up from 71.7% in 2005; extracurricular activities at 72.2%, up from 63.6% in 2005, and contact with other alumni at 53.0%, up from 40.5% in 2005. These increases suggest progress is being made on Strategic objectives for a Dynamic Student Centered Environment and an Enhanced Campus Environment, although there is still considerable room for improvement.

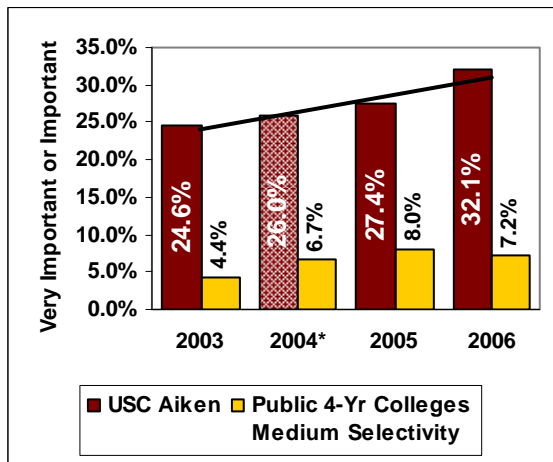
7.2-7 Alumni Giving Rate



Source: Council for Aid to Education Benchmarking Tool

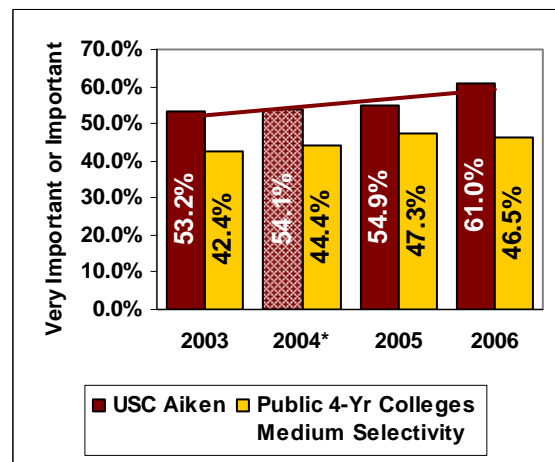
The rate at which alumni contribute to institutions following graduation is an additional indicator of overall satisfaction. Public baccalaureate colleges like USC Aiken traditionally struggle in this area for a number of reasons, but USC Aiken has made improvement in this area a strategic priority. These rates have more than doubled from below 3% to 8% in 2006-07 (7.2-7). Efforts to increase financial support among alumni are highlighted in the Strategic Plan, and these funds represent critical resources for the future as state appropriations are projected to continue to decline over the long term.

7.2-8 Reasons Students Attend Institution: Rankings in National Magazines



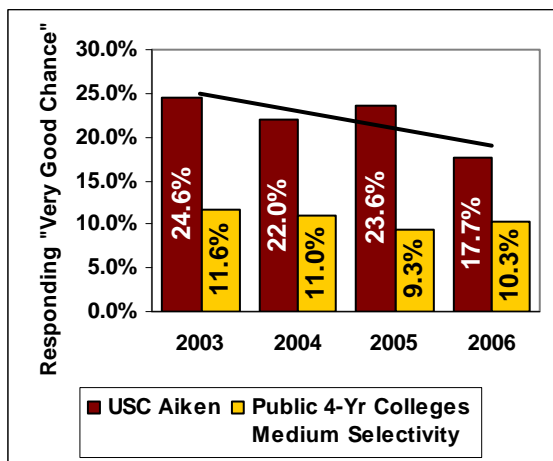
* USC Aiken data interpolated for 2004
Source: CIRP Freshman Survey

7.2-9 Reasons Students Attend Institution: Good Academic Reputation



* USC Aiken data interpolated for 2004
Source: CIRP Freshman Survey

7.2-10 Entering Freshmen Who Plan to Transfer Before Graduating



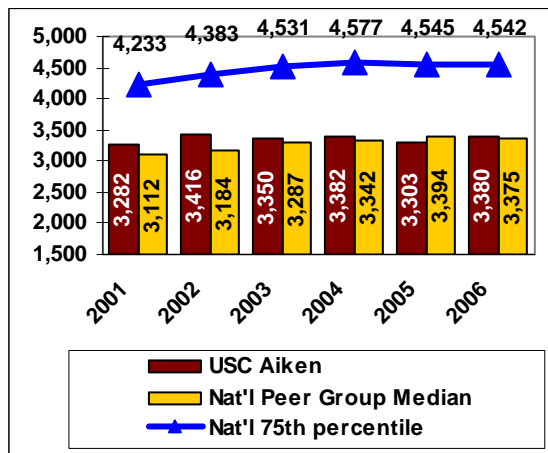
Source: CIRP Freshman Survey

Various additional measures for stakeholder perceptions of the institution are collected on entry using the nationally benchmarked Cooperative Institutional Research Program (CIRP) Freshmen Survey. Entering freshmen at USC Aiken are three times more likely to cite the institution's ranking in national magazines as a very important or important reason they chose USC Aiken (7.2-8). Nevertheless, almost a fifth (17.7%) of entering freshmen indicated they plan to transfer to another institution before graduating, about twice the average proportion (10.3%) of students from similar institutions who plan to transfer (7.2-10).

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

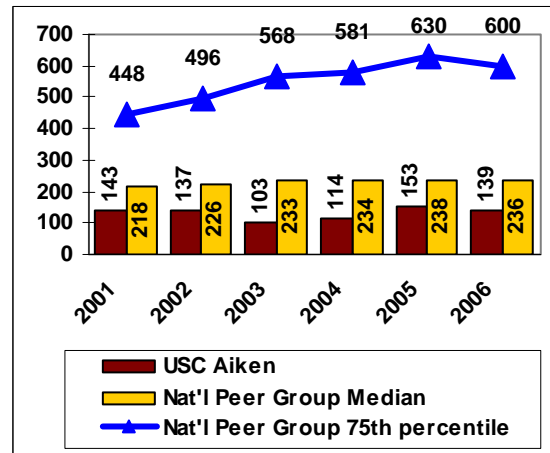
Revenue has become increasingly dependent on student enrollment and the tuition dollars these enrollments generate. Fall headcount and FTE enrollments are used as a baseline to track the number of customers and as a proxy for expected revenue. Specific revenue calculations use annualized FTE for more precise measurements. Enrollments over the past five years have been reasonably stable, ranging between about 3,300 and 3,400 students, with about 100 to 150 graduate students. In this context, the composition of the student population has been changing significantly to include more and more traditional students (ages 18-24) and fewer non-traditional and transfer students, who are not eligible for state merit-based financial aid. Continued fiscal health requires USC Aiken to maintain or increase student enrollment, and the new strategic enrollment plan calls to increase the size of the incoming freshman class at about 4% each year while minimizing or stabilizing the decline in incoming transfer students.

7.3-1 Fall Headcount (All Students)



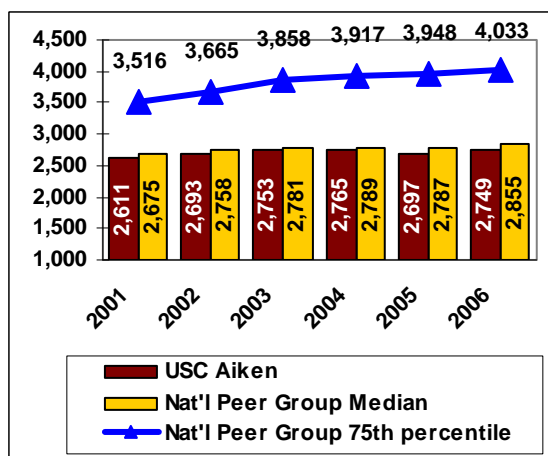
Source: IPEDS Peer Analysis System

7.3-2 Fall Headcount (Graduate Students)



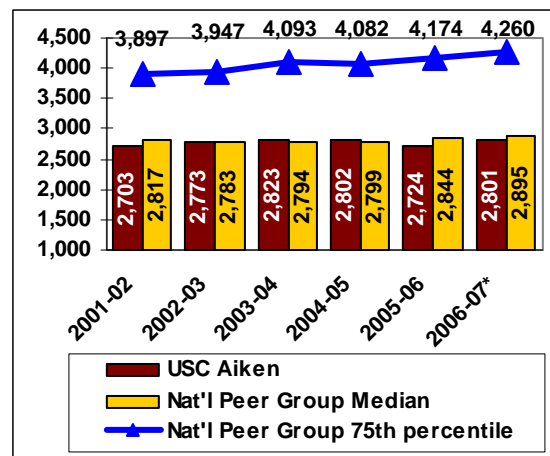
Source: IPEDS Peer Analysis System

7.3-3 Fall Full-Time Equivalent Enrollment



Source: IPEDS Peer Analysis System

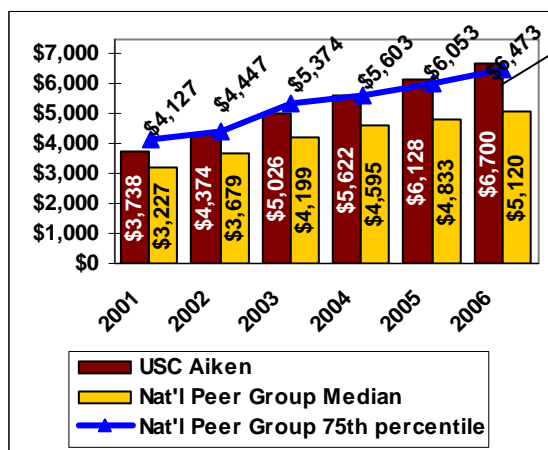
7.3-4 Annualized Full-Time Equivalent Enrollment



* Figures for 2006-07 are estimates

Source: IPEDS Peer Analysis System

7.3-5 Tuition and Fees



Source: IPEDS Peer Analysis System

7.3-6 2006-07 Tuition and Fees of Competitors

Institution Name	Type	Tuition & Fees
Piedmont Technical College	2-Year	\$2,956
Augusta State University (GA)	4-Year	\$3,066
Midlands Technical College	2-Year	\$3,100
Aiken Technical College	2-Year	\$3,190
USC Beaufort	4-Year	\$5,754
Francis Marion University	4-Year	\$6,512
USC Aiken	4-Year	\$6,700
SC State University	4-Year	\$7,161
The Citadel	4-Year	\$7,168
College of Charleston	4-Year	\$7,234
Lander University	4-Year	\$7,312
USC Upstate	4-Year	\$7,344
Coastal Carolina University	4-Year	\$7,500
USC Columbia	4-Year	\$7,808
Clemson University	4-Year	\$9,400
Winthrop University	4-Year	\$9,500

Source: IPEDS Peer Analysis System

7.3-7 Percentage of First-Time Full-Time Students Receiving Financial Aid

		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total Aid	USC Aiken	78	82	92	90	94	95
	25th %ile	69	71	72	73	75	75
	Median	80	83	84	85	85	87
	75th %ile	91	90	91	91	93	94
Federal Grants	USC Aiken	29	22	31	34	36	32
	25th %ile	24	26	29	24	26	21
	Median	36	36	38	37	37	35
	75th %ile	44	47	46	46	45	42
State/Local Grants	USC Aiken	38	36	76	80	78	
	25th %ile	25	27	25	26	27	20
	Median	38	36	36	38	38	35
	75th %ile	50	54	53	49	51	53
Institution Grants	USC Aiken	NA	26	33	17	14	20
	25th %ile	20	17	21	20	22	24
	Median	36	34	34	31	39	34
	75th %ile	52	51	54	54	50	57
Student Loans	USC Aiken	55	25	35	40	51	52
	25th %ile	36	38	38	41	43	41
	Median	49	47	49	53	54	57
	75th %ile	62	64	64	66	66	67

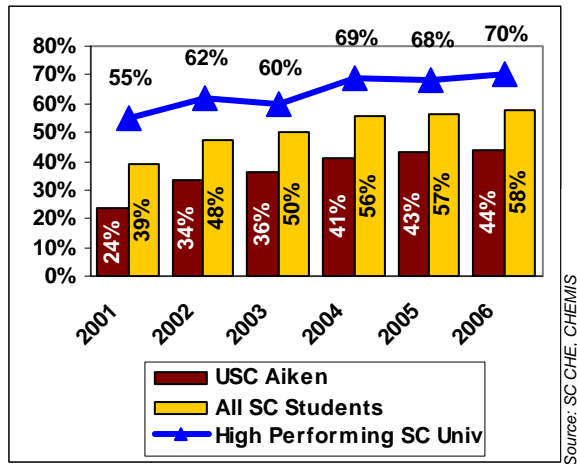
* Chart percentiles refer to national peer group
Source: IPEDS Peer Analysis System

Change in Requirements for LIFE Scholarship

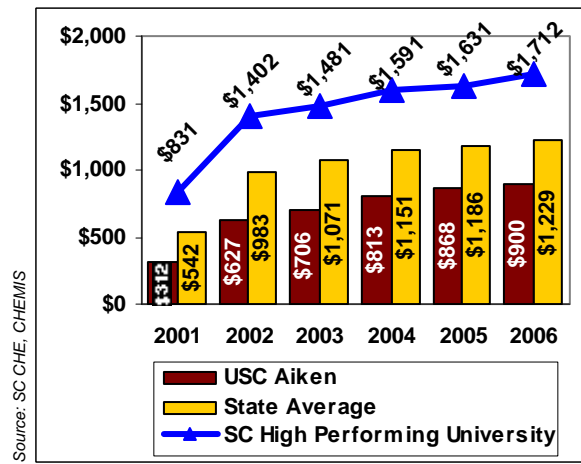
Tuition and fees have risen as revenues from the state have fallen. Charges for tuition and fees for full-time undergraduates in 2001-02 were \$3,738; this amount has risen to \$6,700 in 2006-07, an increase of 79%. Nevertheless, USC Aiken continues to be among the four-year institutions in South Carolina with the lowest student charges, behind only USC Beaufort (which only recently became a four-year institution) and Francis Marion University. Student departures from USC Aiken indicate that more than half of the students who leave and stay enrolled in higher education migrate to nearby technical colleges, which charge lower tuition. Since student charges at USC Aiken are now more than double those at Augusta State University, where residents of Aiken and Edgefield counties receive tuition reciprocity, additional loss of students to that institution is expected.

As cost and financial need have increased, the proportion of students receiving financial aid has increased dramatically. One significant factor is the expansion of LIFE Scholarship eligibility criteria that more than doubled the proportion of first-time full-time students who received merit-based scholarships from the state from 2001-02 to 2002-03 (7.3-7). Over the past five years, the proportion of all students receiving merit-based aid has risen from 24% in Fall 2001 to 44% in Fall 2006 (7.3-8). When this calculation is restricted to full-time students only, the increase is from 29% of full-time undergraduates receiving merit-based state scholarships in Fall 2001 to 54% in Fall 2006. However, the proliferation of merit-based awards has redistributed the cost burden to returning students, part-time students, and others who do not qualify for these awards. Compared to students at the public institution in the state with the highest per-student yield rate in disbursements, USC Aiken students receive only 53% as much in state support (7.3-9).

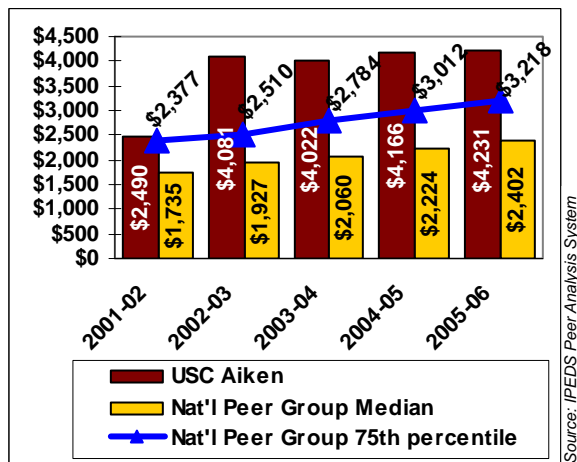
7.3-8 Percentage of SC Undergraduate Students Receiving State Merit-Based Aid



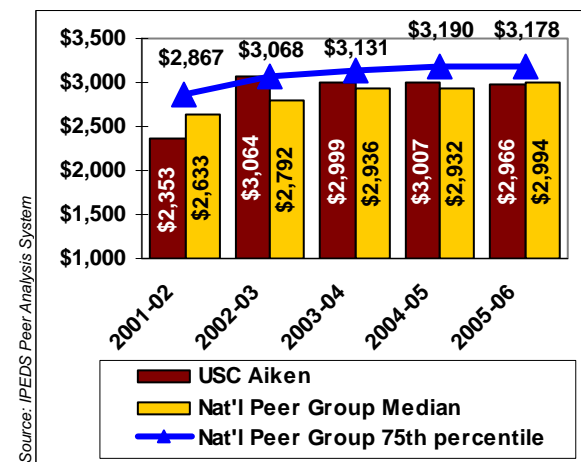
7.3-9 State Scholarship Disbursements Per SC Undergraduate Student



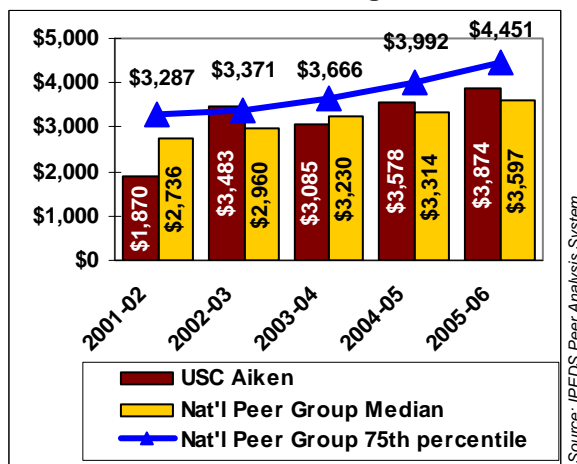
7.3-10 Average State/Local Grant Amount to Full-Time First-Time Students Receiving State/Local Grants



7.3-11 Average Federal Grant Amount to Full-Time First-Time Students Receiving Federal Grants



7.3-12 Average Loan Amount to Full-Time First-Time Students Receiving Loans



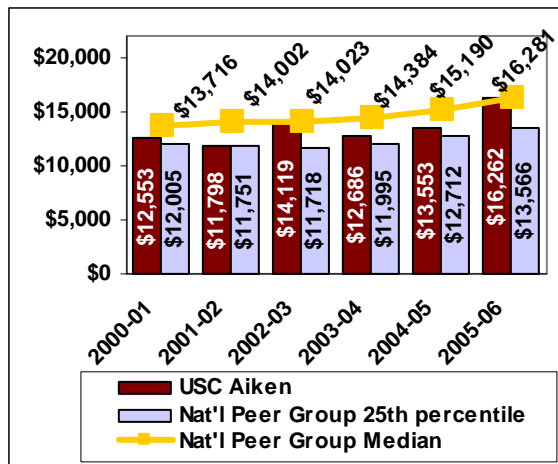
7.3-13 2005-06 Average Institutional Grant to First-Time Students Receiving Grants

Institution Name	Percent Receiving	Average Award
The Citadel	34	\$13,859
Winthrop University	45	\$5,266
Clemson University	49	\$5,187
Coastal Carolina University	22	\$4,718
SC State University	43	\$4,433
College of Charleston	26	\$4,166
USC Upstate	13	\$3,737
USC Columbia	47	\$2,980
Lander University	31	\$2,779
USC Beaufort	1	\$2,596
USC Aiken	20	\$2,430
Augusta State University	5	\$1,991
Francis Marion University	14	\$1,795
Aiken Technical College	8	\$1,002
Piedmont Technical College	0	\$600
Midlands Technical College	0	\$0

Source: IPEDS Peer Analysis System

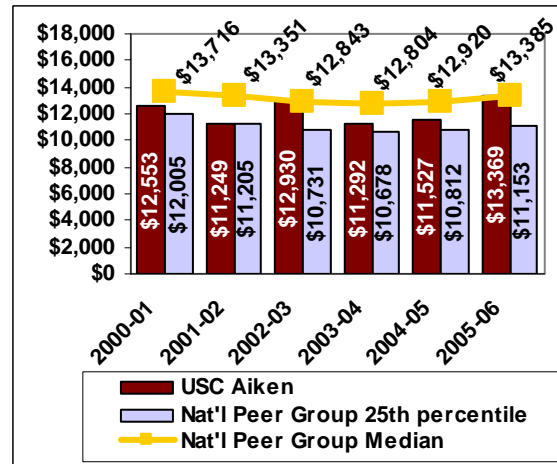
Total revenue from all sources per FTE student has risen from \$11,249 in 2001-02 to \$16,262 in 2005-06. This apparent increase in revenue has only slightly outpaced the overall increase in industry costs as reflected by a 5.5% annual increase in the higher education price index (HEPI) during the same period. When adjusting total revenue by HEPI, USC Aiken's total revenue per FTE has risen from \$12,553 in 2000-01 to \$13,369 in 2005-06 in constant 2000 dollars (7.3-15), an average annual increase of just 1.3%. Indeed, while USC Aiken is no longer in the 30-35th percentile among its national peer group in terms of revenue per FTE, it is still slightly below the peer group median. During this same period, state appropriations per FTE have declined from \$4,563 in 2000-01 to \$3,952, placing USC Aiken below the 25th percentile of its national peer group (7.3-17). In unadjusted dollars, state appropriations per FTE in 2005-06 were below levels in 1997-98, which has prompted the university to generate revenue by raising tuition. Total expenditures per FTE have risen from \$12,184 in 2000-01 to \$14,580 in 2005-06 in unadjusted dollars (7.3-18); in constant 2000 dollars adjusted by HEPI, total expenditures per FTE in 2005-06 were about 2% below spending levels in 2000-01 (7.3-19).

7.3-14 Total Revenue Per FTE Student (Unadjusted Dollars)



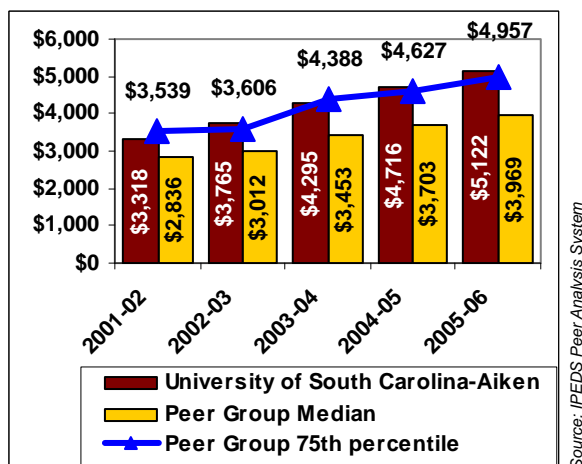
Source: IPEDS Peer Analysis System

7.3-15 Total Revenue Per FTE Student (FY 2000 Dollars, Adjusted by HEPI)



Source: IPEDS Peer Analysis System; HEPI is from Commodityfund.org

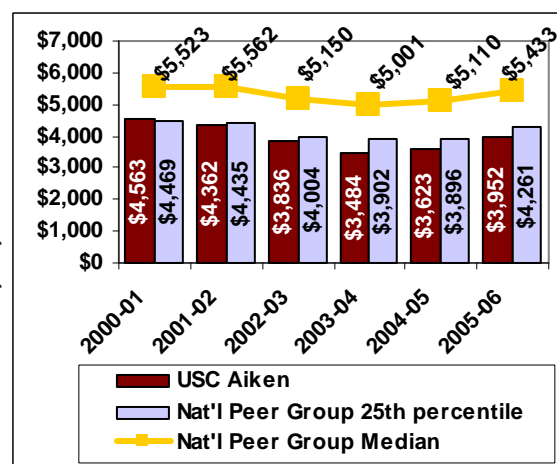
7.3-16 Net Tuition Revenue Per FTE Student*



Source: IPEDS Peer Analysis System

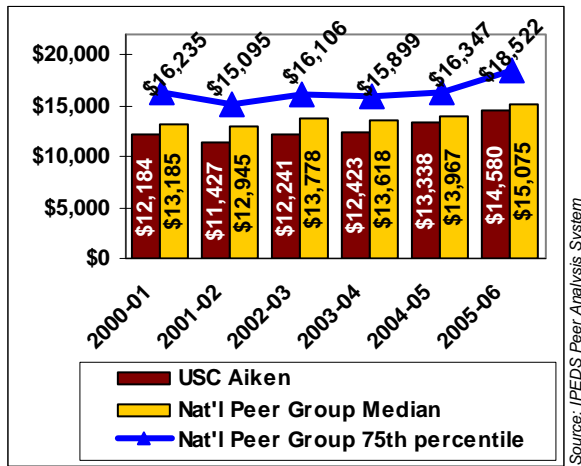
* Move to GASB standards makes tuition revenue data prior to 2001 not comparable to recent data

7.3-17 Revenue from State Appropriation Per FTE Student



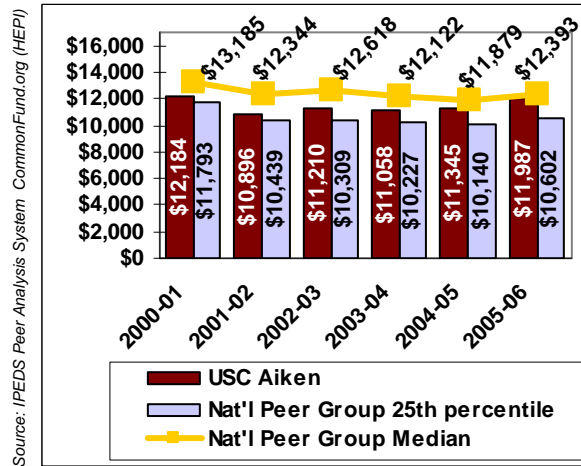
Source: IPEDS Peer Analysis System

7.3-18 Total Expenditures Per FTE Student (Unadjusted Dollars)



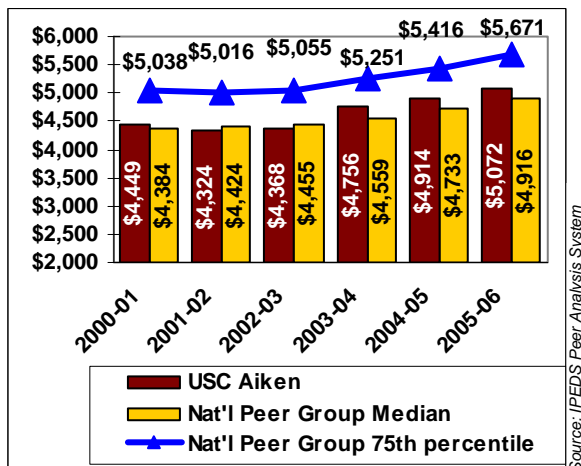
Source: IPEDS Peer Analysis System

7.3-19 Total Expenditures Per FTE Student (FY 2000 Dollars, Adjusted by HEPI)



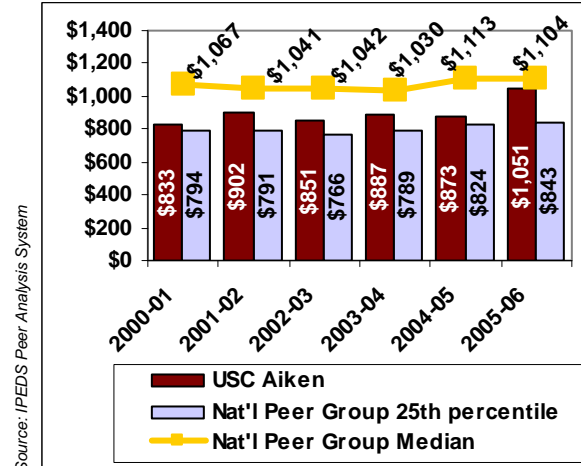
Source: IPEDS Peer Analysis System CommonFund.org (HEPI)

7.3-20 Instructional Expenditures Per FTE



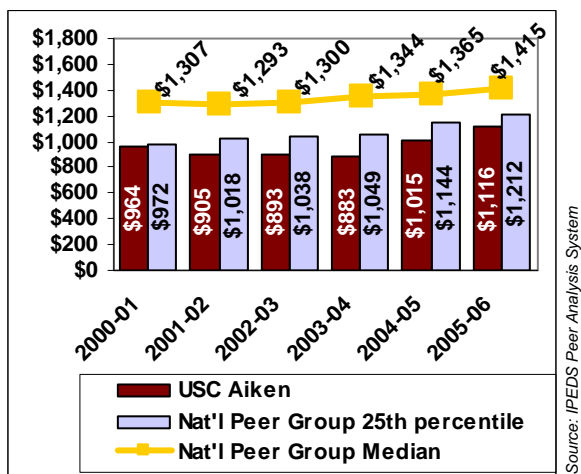
Source: IPEDS Peer Analysis System

7.3-21 Academic Support Expend. Per FTE



Source: IPEDS Peer Analysis System

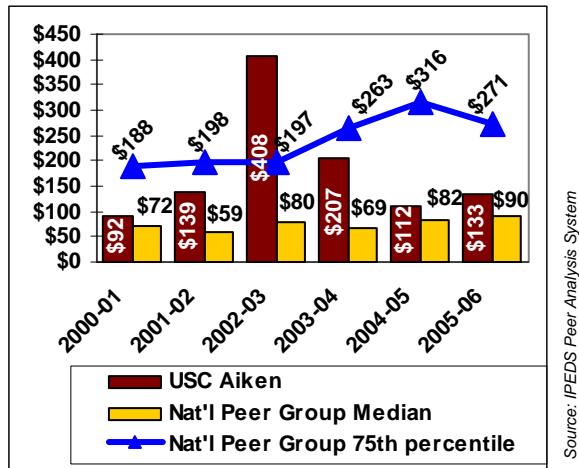
7.3-22 Institutional Support Expenditures Per FTE Student



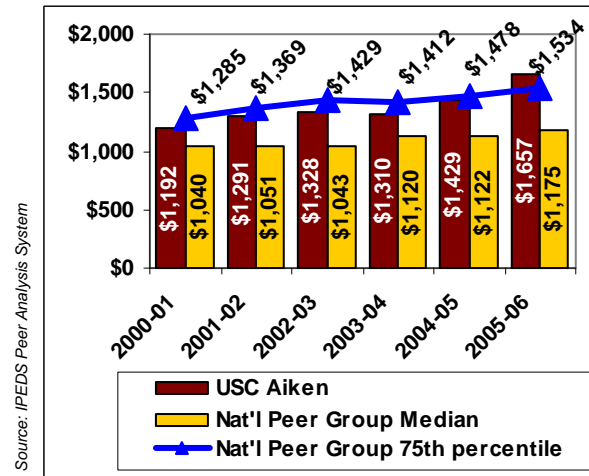
Source: IPEDS Peer Analysis System

To monitor cost containment and institutional efficiency, the University closely scrutinizes the proportion of funds spent on institutional support for administrative services; management and long-range planning; legal and fiscal operations; space management; employee relations, personnel, and records; logistical services, such as purchasing and printing; and public relations and development. USC Aiken's expenditures on institutional support have consistently ranged between about \$900 and \$1,100 per FTE, indicating USC Aiken is well-positioned in the top quartile of the most efficient institutions in its national peer group (7.3-22).

7.3-23 Research Expenditures Per FTE Student

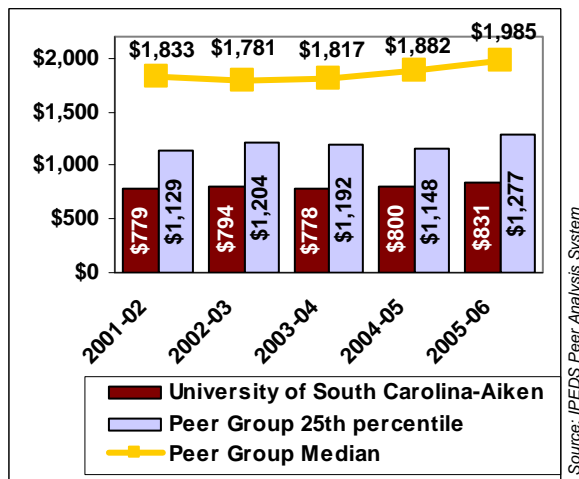


7.3-24 Student Services Expenditures Per FTE Student

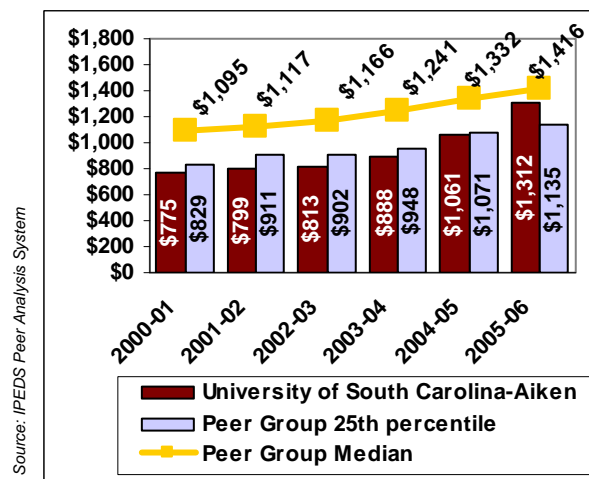


Research expenditures per FTE student at USC Aiken reflect grant activity and typically exceed the median of the University's national peer group. The spike in expenditures in 2002-03 to \$408 per FTE student resulted from technology grants from lottery funds (7.3-23). Expenditures related to student services and auxiliary functions are difficult to compare within the national peer group because of institutional differences in accounting practices. In particular, some universities include their intercollegiate athletics programs in auxiliary expenditures while others, including USC Aiken, budget expenditures for athletics in student services. The 39% increase in expenditures on student services from 2000-01 to 2005-06 reflects a doubling of the population of students living on campus in 2004 (7.3-24). Expenditures per FTE student on operations and maintenance have increased 69% over five years from \$775 per FTE student in 2000-01 to \$1,312 per FTE student in 2005-06 (7.3-26). Despite these increases, USC Aiken still spends less on operations and maintenance than the median institution in its national peer group.

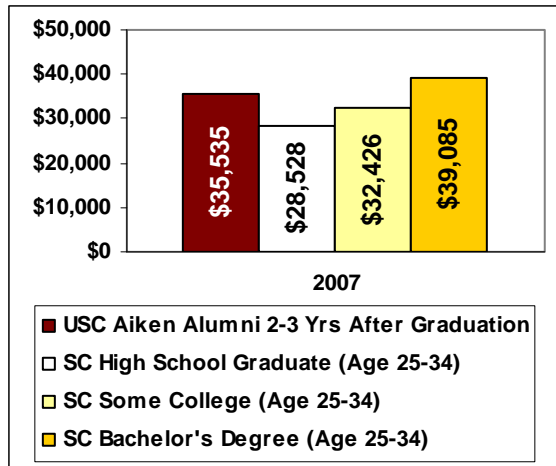
7.3-25 Auxiliary Expenditures Per FTE Student



7.3-26 Operations Expenditures Per FTE Student



7.3-27 Estimated Median Salaries By Level of Education



Source: USC Aiken Alumni Survey (2007); South Carolina Median Salary Data from US Census Bureau (2004). Earnings by occupation and education: South Carolina and adjusted by CPI.

The most recent survey of USC Aiken graduates indicated that 2-3 years after graduation, alumni earn \$35,535 a year, which is about \$7,000 more per year than a South Carolina resident (ages 25-34) with just a high school diploma. This earnings gap widens with age. According to the U.S. Census Bureau, the difference in earnings between an individual with a bachelor's degree and an individual with a high school diploma is \$19,194 in 2004 dollars.² This difference in earning power represents a tremendous return on the initial investment of time, money, and effort on the part of individuals to earn a degree.

This difference in earnings also represents a tremendous return on investment for the state, which benefits from an expanded tax base, the power to attract quality industry, and a higher standard of living for its citizens. For FY 2006, there were 10,649 USC Aiken alumni, and 9,677 of them had graduated prior to the end of 2003. The additional earning power of these 9,677 USC Aiken alumni represents an estimated \$173 million annually beyond what they would have earned if they only possessed a high school diploma. This amount increases with every graduating class for a long term return on all stakeholders' investments in the institution (7.3-28).

7.3-28 Return on Investment: Graduates' Additional Earnings Related to Degree

\$173 million est. return on investment in 2006

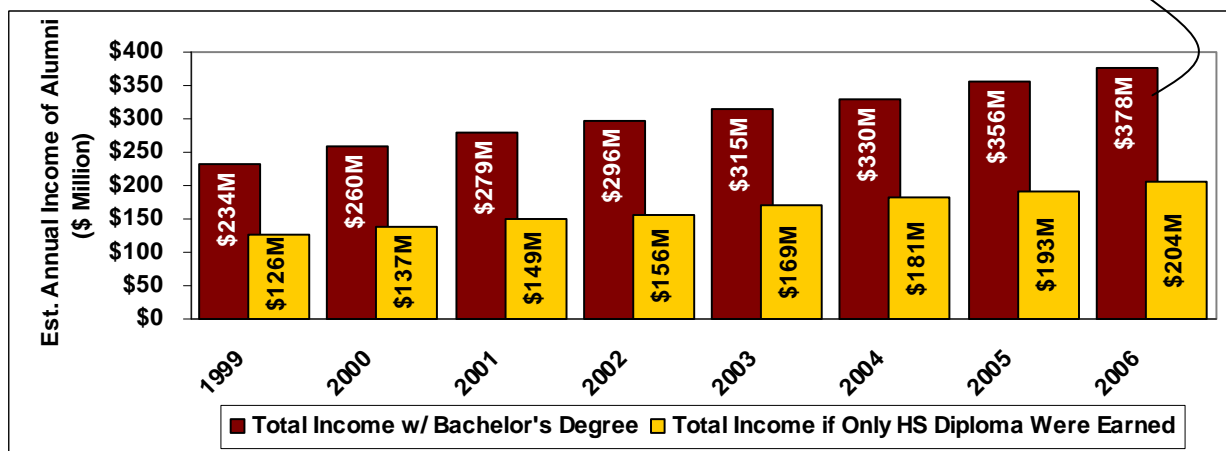


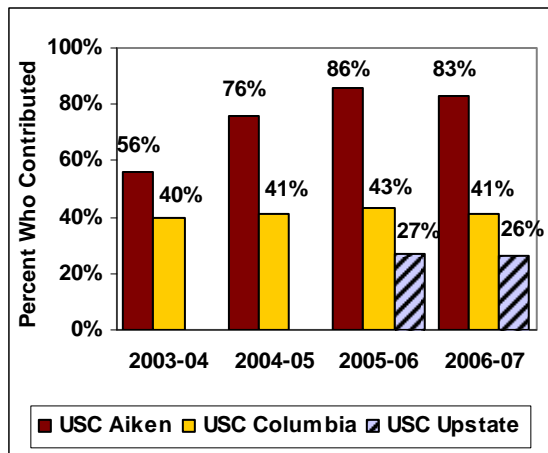
Chart uses 2004 constant dollars. Since research shows graduates do not achieve age- and education-appropriate salaries until two years after graduation (7.3-27), alumni graduating after 2003 are not included in the Return on Investment calculation.
 Source: U.S. Census Bureau (2006). Historical income tables. Table P-16 Educational attainment.

² U.S. Census Bureau (2006). Historical income tables. Table P-16 Educational attainment. <http://www.census.gov/hhes/www/income/histinc/incpertoc.html>

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

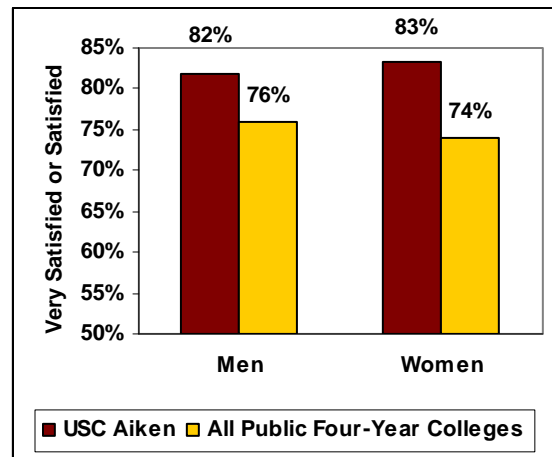
The extent to which USC Aiken integrates the value of collegiality into its institutional culture is evident in the level at which faculty and staff members give back to the university and in the overall satisfaction levels of employees. USC Aiken’s Family Fund giving rate has increased from 56% in 2003-04 to around 85% in recent years, a significantly higher increase than at other four-year campuses in the USC System (7.4-1). Findings from the HERI national survey of faculty in 2004 indicate that overall faculty satisfaction at USC Aiken outpaced the national average for faculty at public four-year institutions by eight to nine percentage points (7.4-2). Compared to peers at other institutions, USC Aiken faculty were more satisfied with child care, their relationship with the administration, and prospects for career advancement. Highest levels of dissatisfaction were with salary and fringe benefits, the quality of the students, opportunities for scholarly pursuits, and teaching load (7.4-3). This survey will be conducted again in 2007.

7.4-1 Giving Rates of Faculty and Staff to the Family Fund



Source: USC Columbia Advancement, USC Upstate Advancement web site

7.4-2 Faculty Overall Job Satisfaction



Source: HERI 2004 Faculty Survey

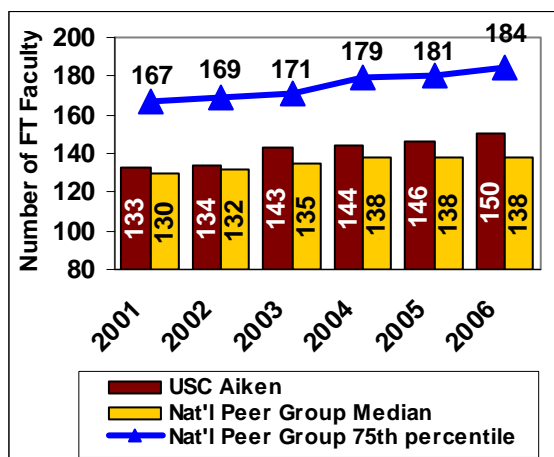
7.4-3 Detailed Elements of Faculty Job Satisfaction

Aspects of job noted as satisfactory or very satisfactory:	USC Aiken		Public 4-Yr Colleges		Difference	
	Rank	%	Rank	%	Rank	%
Availability of child care at this institution*	1	93.8	16	36.8	15	57.0
Autonomy and independence	2	86.1	1	85.0	-1	1.1
Overall job satisfaction	3	82.5	4	75.4	1	7.1
Opportunity to develop new ideas	4	82.5	5	73.1	1	9.4
Professional relationships with other faculty	5	81.3	2	78.3	-3	3.0
Competency of colleagues	6	80.0	3	76.4	-3	3.6
Social relationships with other faculty	7	74.7	6	67.3	-1	7.4
Relationship with administration	8	74.0	8	54.6	same	19.4
Prospects for career advancement	9	57.9	10	51.5	1	6.4
Office/lab space	10	57.5	7	59.6	-3	-2.1
Clerical/administrative support	11	50.0	9	52.5	-2	-2.5
Visibility for jobs at other institutions/organizations*	12	48.1	13	43.3	1	4.8
Teaching load	13	40.0	11	46.2	-2	-6.2
Opportunity for scholarly pursuits	14	38.0	12	45.5	-2	-7.5
Quality of students	15	33.7	15	42.5	same	-8.8
Salary and fringe benefits	16	28.7	14	42.8	-2	-14.1

* Low response rate for item. For availability of child care N=32, for Visibility for jobs at other Insts. N=54, for all others N=76-80.

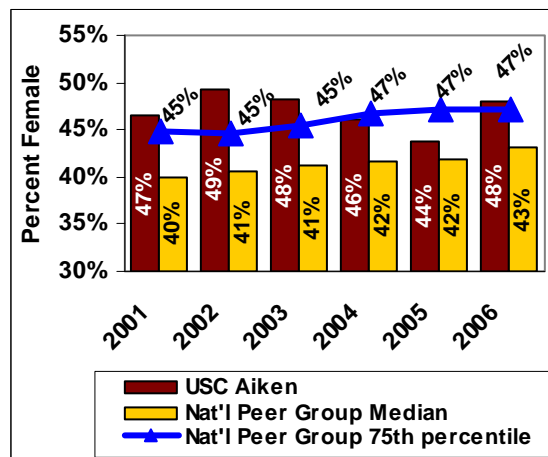
Source: HERI 2004 Faculty Survey

7.4-4 Number of Full-Time Faculty



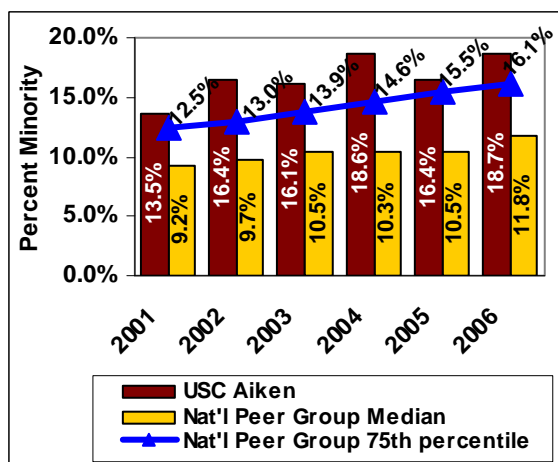
Source: IPEDS Peer Analysis System

7.4-5 Full-Time Faculty Who Are Female



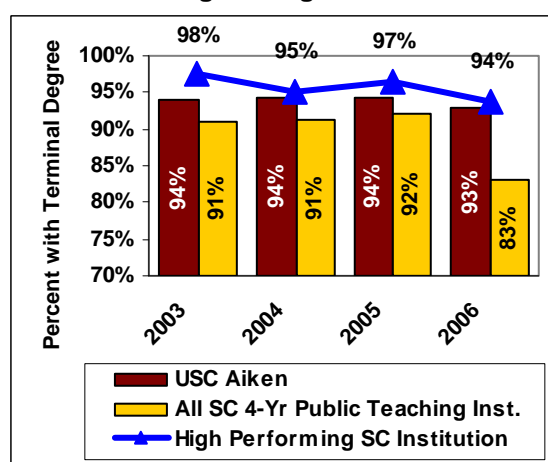
Source: IPEDS Peer Analysis System

7.4-6 Full-Time Faculty from Minority Groups



Includes faculty coded as non-resident aliens.
Source: IPEDS Peer Analysis System

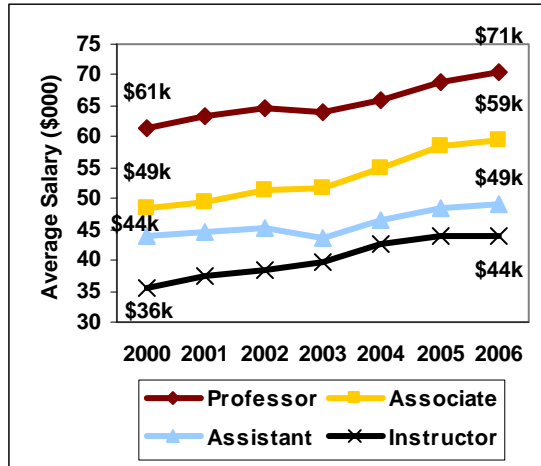
7.4-7 Full-Time Faculty with Terminal Degree Teaching Undergraduate Courses



Source: SC CHE, CHEMIS, FACL603AHP

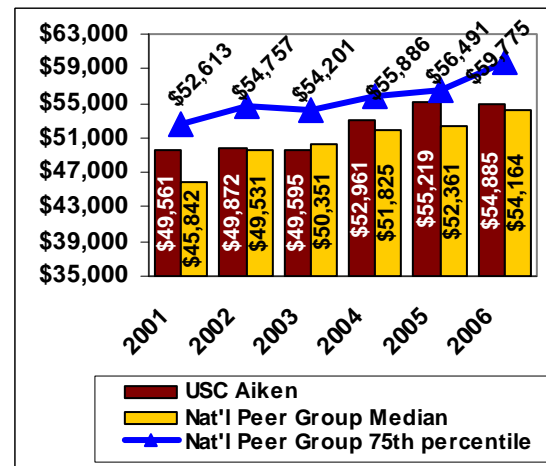
USC Aiken has set and continues to pursue strategic goals to recruit and retain quality faculty and staff. Almost 95% of USC Aiken’s full-time faculty members hold terminal degrees in their disciplines; this level of education is well above the state median for public four-year teaching institutions and just 1% below the level of the highest performing teaching institution in the state (7.4-7). By policy and practice, all undergraduate and graduate courses at USC Aiken are taught by faculty members, and so no courses are taught by graduate teaching assistants. The university has also set strategic goals to recruit highly qualified faculty and staff who reflect the demographic composition of the student population. While the realities of the academic labor market preclude achieving this goal in the short term, about 18% percent of full-time faculty have a racial or ethnic background from a minority group, a level that places USC Aiken well above the 75th percentile in its national peer group (7.4-6). At 48%, the proportion of female faculty members is also above the 75th percentile for the national peer group after a brief dip in 2005 to just above the median (7.4-5).

7.4-8 Mean USC Aiken Faculty Salaries By Academic Rank Equated to 9-Month Contracts



Source: IPEDS Peer Analysis System

7.4-9 Average Faculty Salaries, All Ranks, Equated to 9-Month Contracts



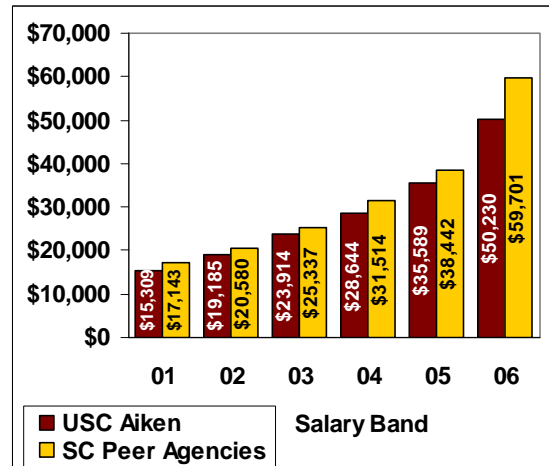
Source: IPEDS Peer Analysis System

7.4-10 SC Faculty Salaries (9-Month Eq.), 2006-07

Institution	Full Prof.	Assoc. Prof.	Asst. Prof.	Instructor
USC Columbia	\$106,922	\$75,890	\$68,523	\$41,969
Clemson U	\$99,372	\$71,902	\$64,979	\$59,470
The Citadel	\$77,994	\$65,858	\$53,043	\$70,000
Coll. Of Charleston	\$76,064	\$61,522	\$52,461	\$44,603
Coastal Carolina U	\$73,231	\$62,123	\$53,996	\$37,009
Winthrop U	\$72,651	\$63,131	\$52,117	\$41,071
USC Aiken	\$70,514	\$59,468	\$49,188	\$43,980
Francis Marion U	\$68,429	\$58,594	\$48,580	\$41,658
USC Upstate	\$67,891	\$55,805	\$50,311	\$43,359
USC Beaufort	\$66,345	\$55,994	\$48,058	\$40,970
SC State	\$66,193	\$60,283	\$51,137	\$38,968

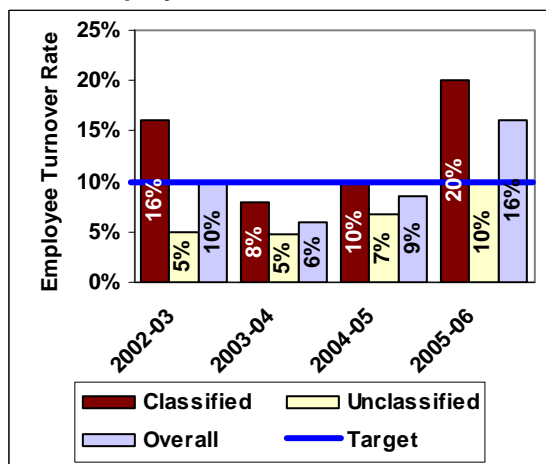
Source: SC CHE, CHEMIS Summary Salary Report

7.4-11 Classified Staff Average Salaries (2006)



Source: USC Aiken Business and Finance Division

7.4-12 Employee Turnover Rates



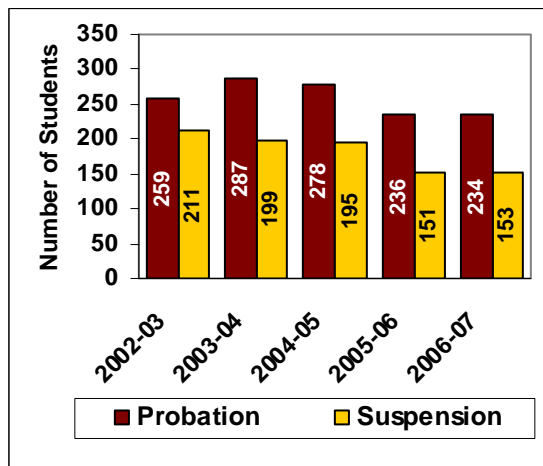
Source: USC Aiken Human Resources Office

To recruit highly qualified faculty and staff, USC Aiken has made an effort to offer competitive faculty salaries and address salary inequities. As a result of these efforts, average salaries for all faculty ranks have increased from \$49,561 in Fall 2001 to \$54,885 in Fall 2006 (7.4-9). Within the state of South Carolina, USC Aiken ranks #7 in the state among public universities for faculty salaries, although the lower cost of living in the western portion of the state lessens the impact of this difference in pay (7.4-10). Staff salaries in various areas lag behind the national median, even when adjusting for cost of living (7.4-11).

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

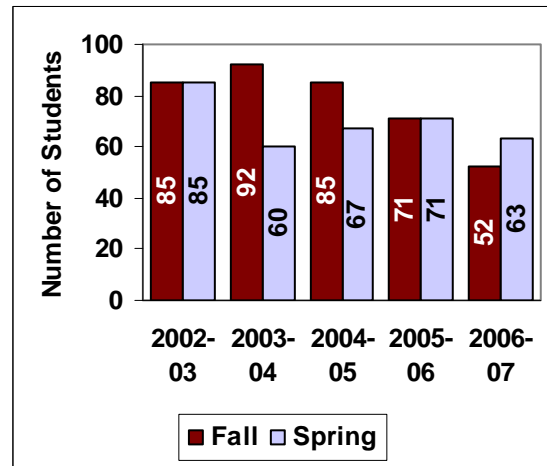
USC Aiken monitors a wide range of indicators to evaluate the success of its learning-centered processes. The number of students who have been suspended for academic reasons has declined 27% over four years from 211 in 2002-03 to 153 in 2006-07, while there was a slight increase and subsequent decline over this same period for students on academic probation (7.5-1). The number of students who withdraw completely from the University has ranged from 2-3% each term and has declined since 2002-03 (7.5-2). Courses in which students earn Ds, Fs, or Ws at high rates are also closely monitored by Department Chairs responsible for those courses (7.5-3). Scholarship retention rates are indicative of the efficacy of learning centered processes (7.5-4).

7.5-1 Students on Probation or Suspended



Source: USC Aiken Enrollment Services Division

7.5-2 Complete Withdrawals from USC Aiken



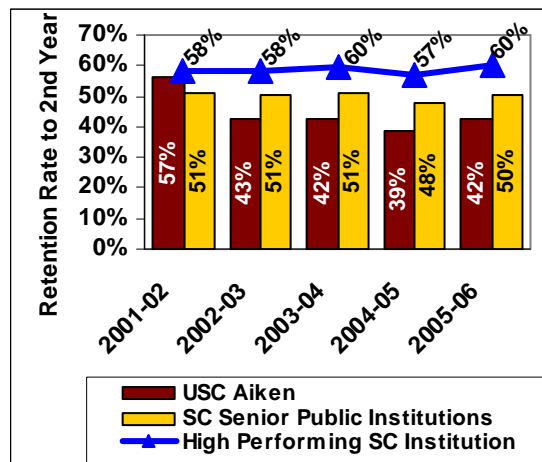
Source: USC Columbia Registrar's Office
http://registrar.sc.edu/html/rpts/eot_rpts.stm

7.5-3 Courses with High Rates of Ds, Fs and Ws and Number of Early Warning Forms

	2004-05		2005-06		2006-07	
	Fall	Spring	Fall	Spring	Fall	Spring
Total Course Grades Earned	13,315	12,125	13,121	12,049	13,515	12,238
Total Course Grades of D, F, and W	2,504	2,254	2,341	2,132	2,395	2,216
Proportion of Ds, Fs, and Ws	19%	19%	18%	18%	18%	18%
Early Warning Forms Submitted	103	190	136	261	401	342
Early Warning Forms as a Proportion of Ds, Fs, and Ws	4%	8%	6%	12%	17%	15%

Source: Grade Totals and USC Aiken Advisement Office

7.5-4 LIFE Scholarship Retention Rates Freshman to Sophomore Year



Source: SC CHE, CHEMIS

7.5-5 Academic and Social Support

Class			2004				2006			
			USC Aiken	NSSE National Group, N=557			USC Aiken	NSSE National Group, N=557		
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much										
a.	Spending significant amounts of time studying and on academic work	FY	3.31	3.15	*	.21	3.35	3.07	***	.36
		SR	3.27	3.14			3.25	3.08	*	.22
b.	Providing the support you need to help you succeed academically	FY	3.14	3.10			3.30	2.99	***	.39
		SR	3.06	2.97			3.20	2.87	***	.40
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.65	2.60			2.88	2.57	***	.33
		SR	2.61	2.41	*	.21	2.76	2.40	***	.37
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.16	2.15			2.49	2.13	***	.39
		SR	2.08	1.92			2.30	1.90	***	.43
e.	Providing the support you need to thrive socially	FY	2.39	2.36			2.76	2.37	***	.42
		SR	2.37	2.12	**	.28	2.46	2.14	***	.34
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.95	2.83			3.11	2.75	***	.38
		SR	2.69	2.59			2.81	2.57	**	.26
g.	Using computers in academic work	FY	3.37	3.32			3.52	3.32	***	.25
		SR	3.52	3.45			3.62	3.47	*	.20

a Weighted by gender, enrollment status, and institutional size.

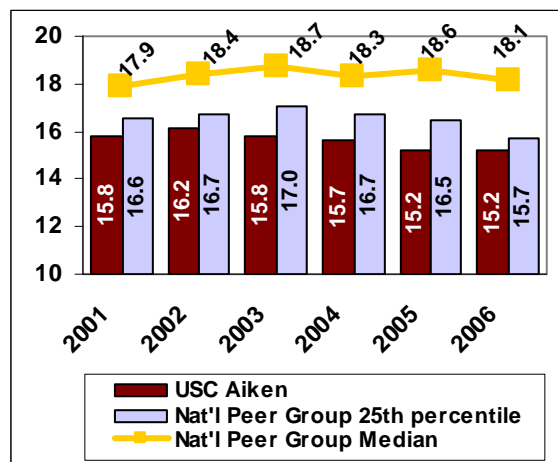
Source: USC Aiken NSSE Results

b * p<.05 ** p<.01 *** p<.001 (2-tailed).

c Mean difference divided by comparison group standard deviation.

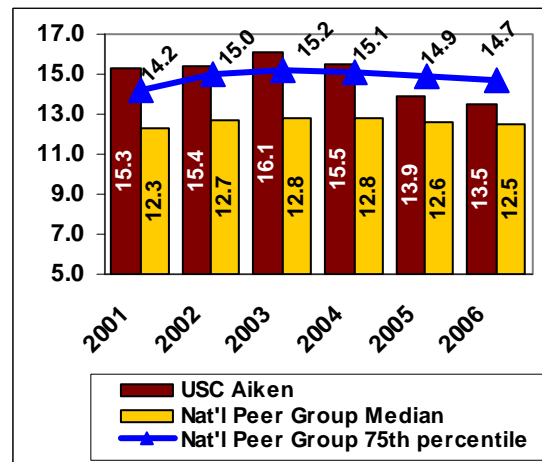
The effectiveness of support processes is monitored through surveys and academic success. Results from the National Survey of Student Engagement (NSSE) indicate the academic and social support offered at USC Aiken exceeds levels at other four-year institutions in the country by a quarter to half of a standard deviation, placing USC Aiken in the 55th to 70th percentile nationally in a range of support activities (7.5-7). Institutional emphasis on using computers registered as the lowest in this group of items, although it was still 0.20-0.25 of a standard deviation above the median for all other institutions nationally. The University’s recent initiatives on student success are aimed at continuing to raise item (a) “spending significant amounts of time on academic work,” in order to improve the depth and breadth of student learning.

7.5-6 Student-Faculty Ratio



Calculated as Fall FTE Students per FTE Faculty
Source: IPEDS Peer Analysis System

7.5-7 Student-Staff Ratio

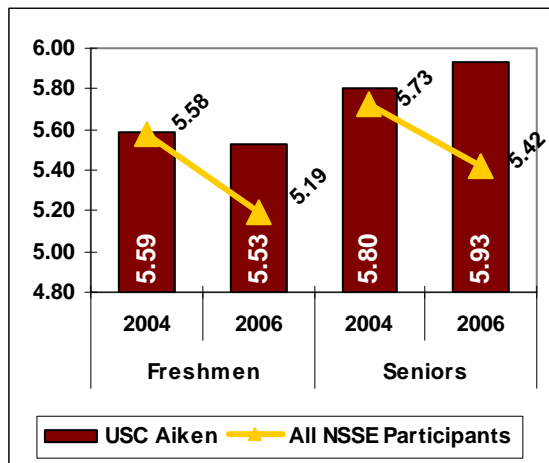


Calculated as FTE students per FT Non-Faculty Employees
Source: IPEDS Peer Analysis System

USC Aiken’s student-faculty ratio, a metric commonly used as a measure of academic quality, has ranged between 15.2 and 16.2 students per faculty member in recent years, consistently positioned in the quartile of peer institutions with the lowest ratios – a lower ratio is indicative of more student contact with faculty (7.5-6). On the staff side, USC Aiken had 13.5 students per staff member in 2006-07, compared to a median of 12.5 students per staff member at peer institutions. This ratio has been declining since 2003 when USC Aiken was in the quartile of peer institutions that had the fewest staff members per student (7.5-7). The qualitative measures of student relationships with staff and faculty show that students perceive their relationships with faculty and staff as much more friendly and supportive than do students at peer institutions (7.5-8 and 7.5-9). Additional surveys of various groups are conducted throughout the year, such as students living on campus (7.5-13) and student athletes (7.5-15).

7.5-8 Student Relationships with Faculty

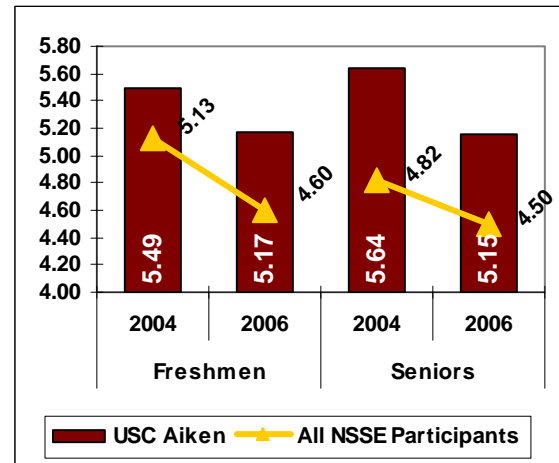
*Quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation to
7=friendly, supportive, sense of belonging*



Source: USC Aiken NSSE Results

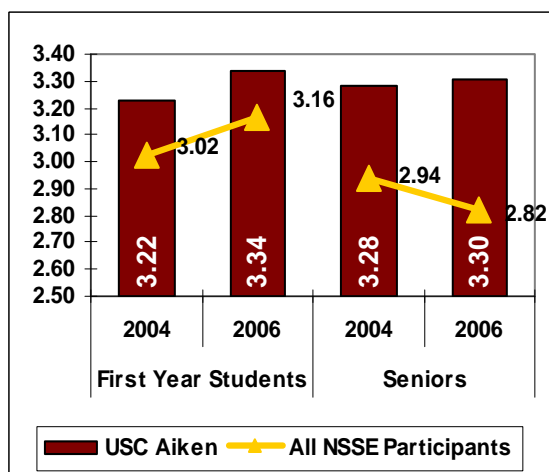
7.5-9 Student Relationships with Administrative Personnel and Offices

*Quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation to
7=friendly, supportive, sense of belonging*



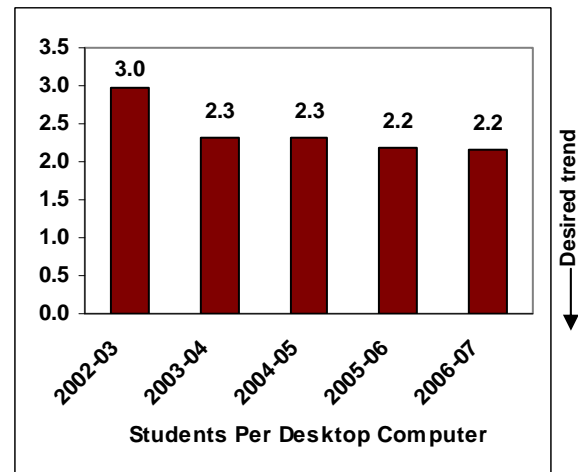
Source: USC Aiken NSSE Results

7.5-10 Satisfaction with Advising (NSSE)



Source: USC Aiken NSSE Results

7.5-11 Ratio of Students to Desktop Computers



Source: USC Aiken Computer Services Division

7.5-12 Ranking in Most Unwired Campuses Survey

Rank in Nat'l Peer Group	Overall Rank	University
1	12	Cal State Univ., Monterey Bay
2	24	College of Charleston
3	35	USC Aiken

Source: Intel's 2005 "Most Unwired College Campuses" Survey

7.5-14 Training Workshops Sponsored by the Human Resources Office

Year	# of Sessions	# of Attendees
2002-2003	11	122
2003-2004	11	247*
2004-2005	14	124
2005-2006	14	188
2006-2007	15	423*

* Sexual harassment workshops offered in these years
Source: USC Aiken Human Resources Office

7.5-15 Athlete Satisfaction

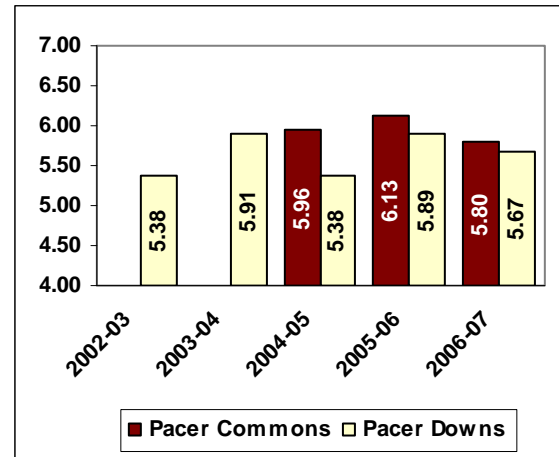
Please indicate your satisfaction with the following areas: (5=Very Satisfied, 4=Somewhat Satisfied, 3= Neutral, 2=Somewhat Dissatisfied, 1=Very Dissatisfied)

	2004-05		2005-06		2006-07		1-Year Change	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
73. Professionalism of training staff	4.54	2	4.12	3	4.46	1	0.34	2
82. Quality of academic experience	4.64	1	4.25	1	4.38	2	0.13	-1
72. Access to training staff	4.49	3	4.22	2	4.30	3	0.09	-1
74. Quality of care from the Student Health Center	--	--	4.07	5	4.29	4	0.22	1
75. Quality of care from Carolina Musculoskeletal Institute	--	--	3.52	11	4.23	5	0.71	6
83. Overall experience as a student athlete	4.26	4	4.11	4	4.15	6	0.04	-2
79. Tutoring and academic support	3.61	9	3.80	9	4.05	7	0.25	2
80. Support/coverage by the Sports Information Department	3.98	6	3.84	8	3.93	8	0.09	unch
78. Travel accommodations	3.85	7	3.91	6	3.87	9	-0.04	-3
81. Support from administrative offices	3.77	8	3.87	7	3.71	10	-0.16	-3
76. Quality of athletics facilities	4.14	5	3.67	10	3.56	11	-0.11	-1
77. Campus involvement with your sport	2.93	10	3.13	12	3.50	12	0.37	unch

Source: USC Aiken Athlete Survey

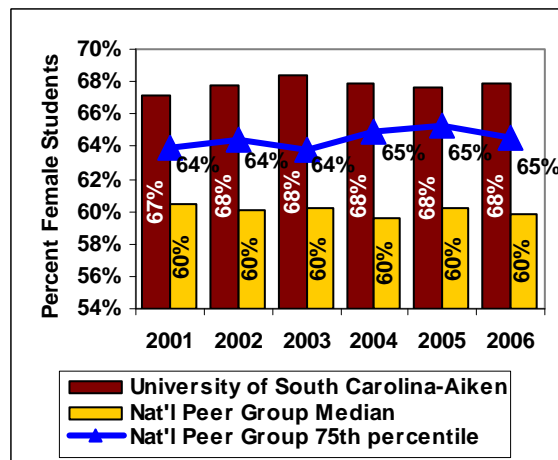
7.5-13 Housing satisfaction

Overall, the services offered by University Housing are of high quality. (7=Strongly Agree, 1=Strongly Disagree)



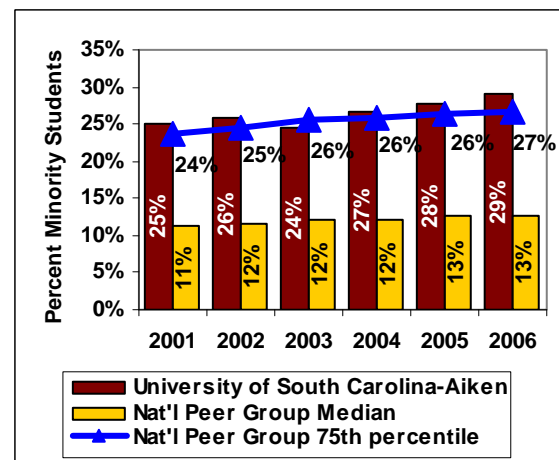
Source: USC Aiken Office of Institutional Effectiveness

7.5-16 Percent of Students Who Are Female



Source: IPEDS Peer Analysis System

7.5-17 Percent of Students with Minority Racial/Ethnic Background



Source: IPEDS Peer Analysis System; calculated as the sum of students with a race or ethnicity of African American or Black, American Indian or Native Alaskan, Asian or Pacific Islander, or Hispanic divided by the total headcount including students of unknown ethnicity and international students.

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
- b.) stakeholder trust in your senior leaders and the governance of your organization
- c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

USC Aiken’s strategic planning process and the accomplishment of its goals and objectives are well-documented and shared with the campus. The Strategic Planning Committee releases a progress report or updates annually (7.6-1). The University’s mission to serve the region and state is reflected in how resources are committed to facilities such as the Ruth Patrick Science Education Center and the Etherredge Center for performing arts. USC Aiken’s expenditures on these and other public service activities per FTE student places the University well above the 75th percentile of its peers nationally (7.6-3). Crime rates on campus at USC Aiken remain well below the state average, with just 0.3 crimes per 1,000 students on campus in 2006 (7.6-7). No lost time accidents occurred on campus in the past three years (7.6-8). USC Aiken’s internal audits and the USC Internal Audit Department have found no significant violations or citations of legal, ethical, regulatory, or fiscal responsibilities for the past 20 years. The accreditation of USC Aiken and its programs has been fully affirmed or reaffirmed by its accreditors (7.6-9).

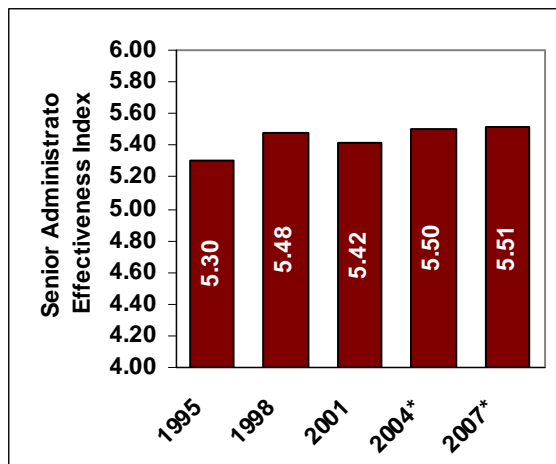
7.6-1 Strategic Planning Progress Reports

Date	Report Title	Web Location
2003	Final Strategic Planning Report	http://www.usca.edu/strategicplan/FinalfinalReportWeb.htm http://www.usca.edu/strategicplan/FinalfinalReportWeb.htm
2003	Keeping the Pace of Excellence	http://www.usca.edu/strategicplan/KeepingPaceTLH.htm
2004	Strategic Plan Accomplishments and Priorities, 2003-2004	http://www.usca.edu/strategicplan/AccomplishmentsPriorities.htm
2005	Strategic Planning Newsletter	http://www.usca.edu/strategicplan/pdf/Newletter2.pdf
2006	Strategic Planning: The Path Forward	http://www.usca.edu/strategicplan/pathforward.html

Source: USC Aiken Strategic Planning Committee Web Site

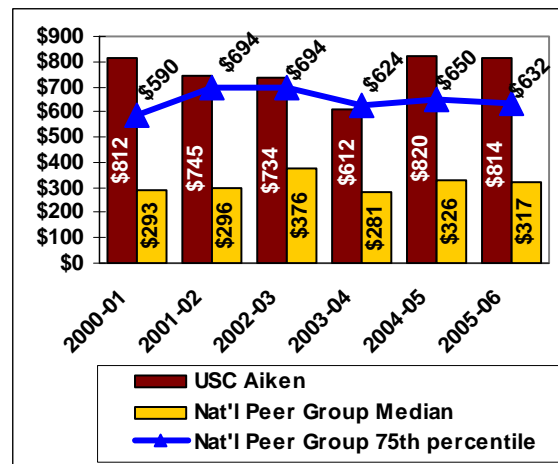
7.6-2 Summarized 360 Senior Administrator Evaluation Results

Overall Index of Senior Leader Effectiveness from 360 Degree Evaluations (6=Strongly Agree , 1=Strongly Disagree)



Source: USC Aiken Office of Institutional Effectiveness; results for 2004 and 2007 are weighted (25% subordinate, 25% internal peer, 25% external peer, 25% direct supervisor)

7.6-3 Public Service Expenditures Per FTE Student



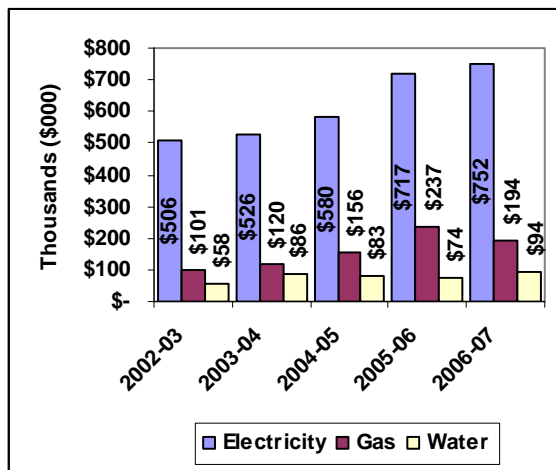
Source: IPEDS Peer Analysis System

7.6-4 Assessment of Academic Programs

	2004-05	2005-06	2006-07
Number of Majors Reviewed by Assessment Committee	5	8	6
<i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i>			
Goals	2.4	2.8	2.9
Objectives	1.8	2.3	2.8
Measurement	2.0	2.3	2.7
Findings	1.7	2.5	2.7
Use of Results	1.7	2.0	2.5

Source: USC Aiken Office of Institutional Effectiveness

7.6-6 Utility Costs



Source: USC Aiken Operations Dept. Program Review

7.6-8 Safety Statistics

	2004-05	2005-06	2006-07
Lost Time Accidents	0	0	0
Workman's Comp Claims	13	10	9
- Avoidable Accidents	6	5	1

Source: USC Aiken Environmental Health and Safety Division

7.6-9 Institutional and Program Accreditations

Institutional Component	Accreditor	Acronym	Status
USC Aiken (Regional Accreditation)	Southern Association of Colleges and Schools	SACS	Fully Accredited
Dept. of Psychology - Master's Program	Masters in Psychology Accreditation Council	MPAC	Fully Accredited
School of Business - All Programs	Association to Advance Collegiate Schools of Business	AACSB	Fully Accredited
School of Education - All Programs	National Council for Accreditation of Teacher Education	NCATE	Fully Accredited
School of Nursing - All Programs	National League for Nursing Accrediting Commission	NLNAC	Fully Accredited

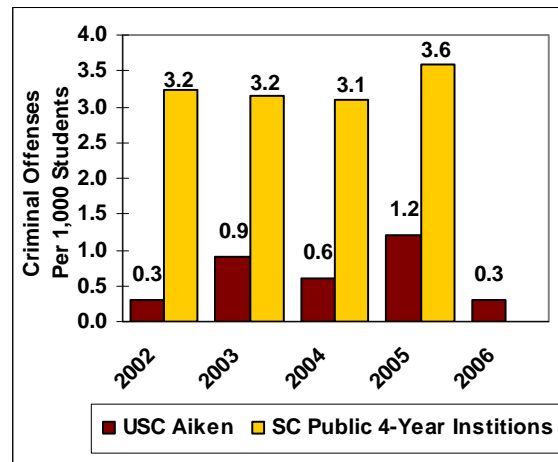
Source: USC Aiken Office of Institutional Effectiveness

7.6-5 Classroom Utilization

Institution	Sq. Ft. per Stu. Station	Avg. Room Hrs of Instruction Per Week	Station Utilization	SC Space Factor Calculation
SC Guidelines	22.00	30.00	60%	1.22
The Citadel	19.48	15.24	57%	2.26
USC-Beaufort	22.62	25.52	40%	2.21
Francis Marion	18.56	15.21	57%	2.12
SC State	18.34	19.79	47%	1.98
Lander	20.14	20.72	58%	1.66
State Average	19.28	24.01	54%	1.61
Coastal Carolina	18.03	24.02	55%	1.35
USC-Columbia	17.38	32.42	40%	1.33
USC-Aiken	22.44	35.17	53%	1.20
Winthrop	18.76	27.50	57%	1.20
Clemson	16.39	30.48	47%	1.15
USC-Upstate	17.84	30.88	53%	1.09
Coll. of Charleston	16.54	26.04	61%	1.04

Source: SC CHE, CHEMIS; SC Space Factor = Col. 1 / Col. 2 / Col. 3

7.6-7 Criminal Offenses on Campus per 1,000 Students



Source: U.S Dept. of Education, Office of Postsecondary Education