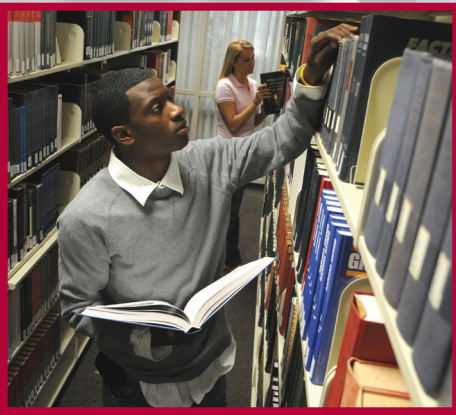




UNIVERSITY OF
SOUTH CAROLINA[®]
A I K E N



State Agency Accountability Report
2007-2008

Accountability Report Transmittal Form

Agency Name University of South Carolina Aiken

Date of Submission September 10, 2008

Agency Director Dr. Thomas L. Hallman

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Section I – Executive Summary

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

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.

Vision Statement

USC Aiken's vision for the future flows from its institutional mission, its statement of core values, and its strategic goals and objectives.

The University of South Carolina Aiken aspires to be among the top comprehensive liberal arts institutions in South Carolina and the Southeast. At USC Aiken, we:

- Emphasize excellence in teaching and collaborative learning experiences, stressing the connections between the liberal arts and professionally based courses;
- Encourage and support high quality scholarly and creative endeavors;
- Emphasize collegiality, civility, cooperation and collaboration within a nurturing campus community where there is mutual support to grow and excel;
- Honor human diversity and respect differences;
- Encourage integrity, honesty, and accountability, and foster responsible citizenship and working for the common good;
- Sustain a strong academic support system for all students and offer quality curricular and co-curricular programs that prepare students to be citizen leaders and effective participants and contributors in a dynamic global society;
- Maintain a moderately-sized campus where students can expect an optimal faculty-student ratio and individual attention;
- Maintain a campus environment that supports creativity and productivity;
- Inspire all members of the campus community to participate in supporting the institutional mission;
- Demonstrate commitment to the effective and efficient use of resources and the wise use of technology; and
- Continue to foster and protect strong community ties and to enrich the lives of all community members.

USC Aiken endeavors to apply knowledge, skills and wisdom in ways that promote the common good. Accordingly, the university seeks to build strong community ties. The institution enriches

the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

USC Aiken embraces 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 encourage critical thinking, independent learning, an understanding of the connection between the liberal arts and discipline-specific courses, and 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

USC Aiken continues to show strength in its fundraising efforts, with \$2.7 million raised in 2007-08, the second highest fundraising total in USCA's history. Significant capital improvements have been accomplished over the past year including: the completion and opening of a new 300-bed freshmen residence hall, Pacer Crossings; expansion of USCA's data center; renovation of the Student Activities Center; implementation of direct internet connections; and establishment of wireless internet access in the new residence hall.

USC Aiken also sustained its excellence in the University's wide range of academic programs, and offerings. Among several strategic initiatives successfully implemented this past year were: the First Year Reading Experience, Freshman Convocation, a First Pace provisional admission program, and the establishment of a Research Day to showcase student research and creative endeavors. USC Aiken continued to receive recognition at the regional, and national levels; for the 11th consecutive year, the institution has been ranked among the top 3 public baccalaureate colleges in the south by *U.S. News and World Report's Guide, "America's Best Colleges."*

3. Key strategic goals for the present and future years

Strategic Goals for 2008-09 and Beyond

- | | |
|--|--|
| <i>I. Excellent Academic and Co-curricular Programs</i> | <i>IV. Strong Community Relations</i> |
| <i>II. Dynamic Student Centered Environment</i> | <i>V. Enhanced Campus Environment</i> |
| <i>III. Superior Faculty and Staff</i> | <i>VI. Enhanced Financial Base</i> |

4. Key Strategic Challenges

Educational – The environment for recruiting and retaining qualified students continues to become more competitive. The principal challenge is to increase the number of graduates through an admission process focused on both demonstrated talent and scholarly potential without being so selective that we fail to serve our key constituents. The provision of accessible academic and student support services that promote success is also essential.

Operational – Continuing efforts are required to foresee and mitigate potential problems associated with the implementation of the One-Carolina ERP system; this system will have significant affects on administrative operations. Given increasing budget constraints and human resource challenges, an equitable means to adjust faculty teaching loads that will not compromise the quality of students' learning experiences must be established.

Human Resources – An impending wave of faculty and staff retirements has prompted heightened competition with other institutions for qualified personnel, especially in the area of faculty. Coupled with this are difficulties in attracting and retaining faculty and staff, given state pay limitations, and the existence of flat budgets that do not allow for significant salary increases and inequity/compression adjustments.

Financial – Sharp decreases in state allocations have significantly shifted costs to students whose ability to pay for increased 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.

Community-related – New strategies to facilitate greater connections with alumni, friends, and the surrounding community must be developed to build financial support for USC Aiken. A change in contractor at the Savannah River Site has highlighted the necessity for a new environmental scan and needs assessment.

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 their primary delivery methods

USC Aiken offers 9 baccalaureate degrees in 21 programs of study in the areas of Business, Education, Humanities & Social Sciences, Nursing, and Sciences. In addition, 3 master’s degree programs are offered in elementary education, educational technology, and clinical psychology. USC Aiken provides campus housing for almost 960 students, fields 11 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 60 student clubs and groups. While some courses are delivered online, the principal method of delivery is via in-class and laboratory based instruction.

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 2007)

Geographic Market Segments		Key Student Segments		Requirements / Expectations
Local Counties	69%	Undergraduate Degree (Off-Campus Students)	68%	<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 after graduation Student services that include advising, academic support, counseling, career services, health care, housing, dining, and safety
Aiken	45%	Undergraduate Degree (Residential Students)	20%	
Lexington	11%	Non-Degree (HS students, senior citizens)	8%	
Edgefield	4%	Graduate Degree	2%	
Orangeburg	4%	Graduate Non-Degree (Teacher certification)	2%	
Barnwell	3%			
Saluda	2%			
Other SC Counties	19%			
Out-of-State	10%			
International	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 through 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 academic degrees Engaging relationship with the university through communications and networking

3. Operating locations

Main campus: Aiken, SC (Fall 2007 Headcount: 3,267)

Cooperative program in business: USC Sumter campus (Fall 2007 Program Headcount: 54)

Cooperative program in education: USC Salkehatchie campus (Fall 2007 Program Headcount: 13)



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

In Fall 2007, USC Aiken had 368 full-time employees and 173 part-time or affiliate employees. Of the full-time employees, 123 were tenured or tenured-track faculty, librarians, or administrators; 36 were instructors; 13 were athletic coaches; and 196 were permanent staff. Temporary employees consisted of 103 faculty, 67 staff, and 3 affiliates.

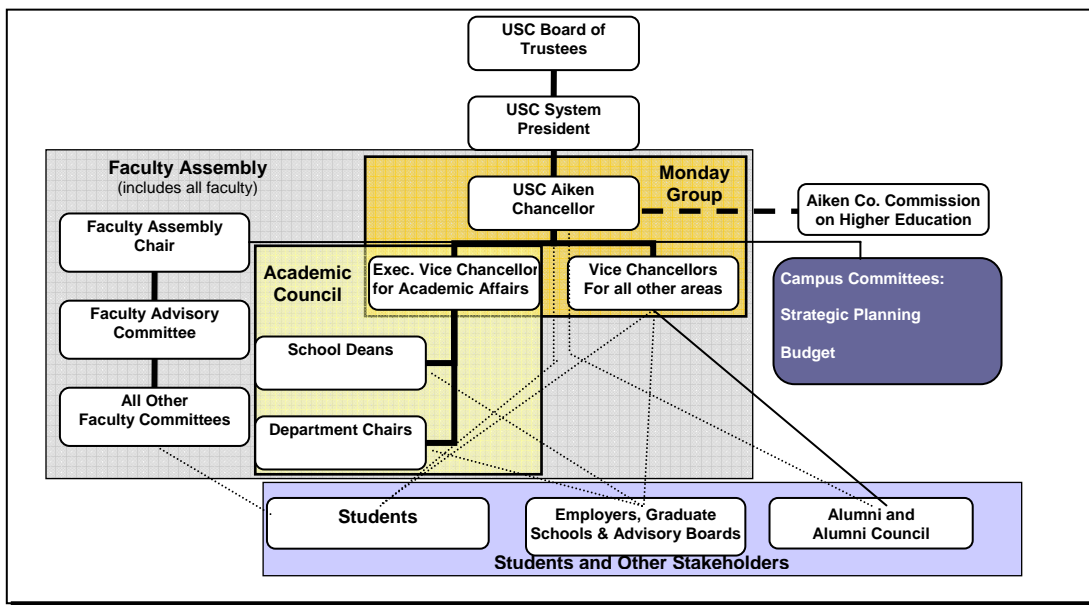
5. Regulatory environment under which the organization operates

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, the National Council for Accreditation of Teacher Education, Association to Advance Collegiate Schools of Business, National League for Nursing Accrediting Commission, and the Masters in Psychology Accreditation Council.

6. Governance system

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.

8. Key competitors

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.

9. Principal factors that determine competitive success

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, and availability of jobs for graduates.

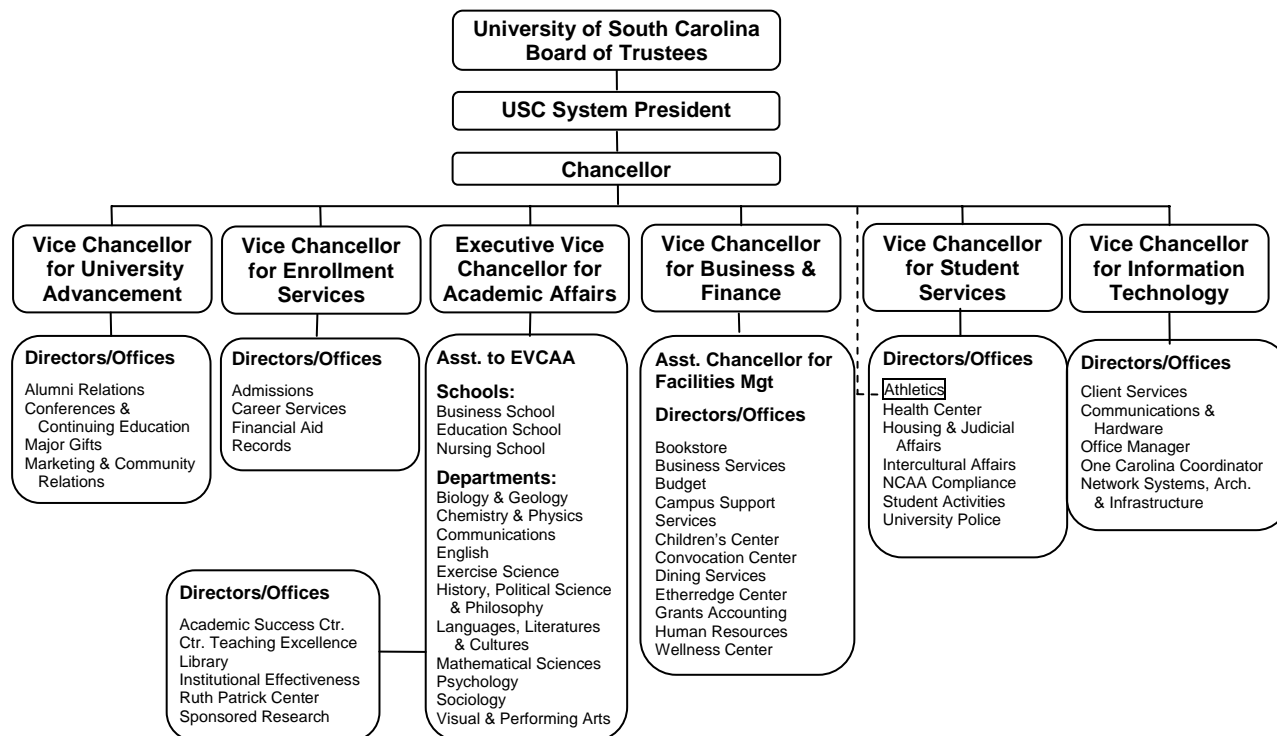
10. The organization’s performance improvement systems

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. As part of the current shift to a balanced scorecard approach, efforts are underway to align the performance improvement systems across the institutional levels.

II-10-1 Key Performance Improvement Systems

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

11. USC Aiken’s Organizational Structure



12. Expenditures/Appropriations Chart

II-12-1 Base Budget Expenditures and Appropriations (\$)

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	19,418,537	8,463,537	20,452,825	9,144,587	22,399,620	8,876,731
Other Operating	20,511,304		23,427,117		26,652,024	
Special Items						
Permanent Improvements						
Fringe Benefits	4,844,941	1,917,689	5,377,983	2,051,493	5,545,513	1,962,208
Non-recurring	599,237	599,237	39,669	39,669		
Total	45,374,019	10,980,499	49,297,594	11,235,749	54,597,157	10,838,939

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	\$ 599,237	\$ 39,669
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

13. Major Program Areas Chart

II.13-1 Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
482	Instruction	State: 10,980,499	State: 11,235,749	7.3-5,7.3-14, 7.3-15, 7.3-20, 7.4-8, 7.4-9, 7.4-10
483		Federal: 0	Federal: 320	
484		Other: 3,971,979	Other: 4,080,246	
485		Total: 14,952,478	Total: 15,316,315	
		% of Total Budget: 33.0%	% of Total Budget: 31.1%	
487	Auxiliary – Student housing, bookstore, dining services, and vending.	State: 0	State: 0	7.3-25
488		Federal: 0	Federal: 0	
489		Other: 2,987,131	Other: 3,869,150	
		Total: 2,987,131	Total: 3,869,150	
		% of Total Budget: 6.6%	% of Total Budget: 7.9%	
486	Institutional Support -Admin. functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 0	State: 0	7.3-22
		Federal: 0	Federal: 0	
		Other: 3,576,035	Other: 3,586,759	
		Total: 3,576,035	Total: 3,586,759	
		% of Total Budget: 7.9%	% of Total Budget: 7.3%	
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	State: 0	7.3-23
		Federal: 72,906	Federal: 82,564	
		Other: 132,671	Other: 204,030	
		Total: 205,577	Total: 286,594	
		% of Total Budget: 0.5%	% of Total Budget: 0.6%	
491	Public Service -Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0	State: 0	7.6-3
		Federal: 202,535	Federal: 167,625	
		Other: 1,984,538	Other: 2,506,811	
		Total: 2,187,073	Total: 2,674,436	
		% of Total Budget: 4.8%	% of Total Budget: 5.4%	
492	Academic Support -Administrative functions that directly support instruction, research, advising, and public service to include libraries, computing services, and academic administration.	State: 0	State: 0	7.3-21
		Federal: 0	Federal: 0	
		Other: 2,823,543	Other: 2,902,711	
		Total: 2,823,543	Total: 2,902,711	
		% of Total Budget: 6.2%	% of Total Budget: 5.9%	
493	Student Services -Student focused activities to include admissions, health, athletics, registration, career advising, student organizations, and other student services.	State: 0	State: 0	7.3-24
		Federal: 129,442	Federal: 136,015	
		Other: 4,537,219	Other: 4,994,308	
		Total: 4,666,661	Total: 5,130,323	
		% of Total Budget: 10.3%	% of Total Budget: 10.4%	
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: 0	State: 0	7.3-26
		Federal: 0	Federal: 0	
		Other: 3,324,751	Other: 3,788,013	
		Total: 3,324,751	Total: 3,788,013	
		% of Total Budget: 7.3%	% of Total Budget: 7.7%	
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	State: 0	7.3-5, 7.3-6, 7.3-7, 7.3-8, 7.3-9, 7.3-10, 7.3-11, 7.3-12, 7.3-13
		Federal: 3,136,144	Federal: 3,357,674	
		Other: 7,514,626	Other: 8,385,619	
		Total: 10,650,770	Total: 11,743,293	
		% of Total Budget: 23.5%	% of Total Budget: 23.8%	
Grand Total		State: 10,980,499 24%	State: 11,235,749	
		Grand Total Federal: 3,541,027 8%	Federal: 3,744,198	
		Grand Total Other: 30,852,493 68%	Other: 34,317,647	
		Grand Total Total: 45,374,019 100%	Total: 49,297,594	

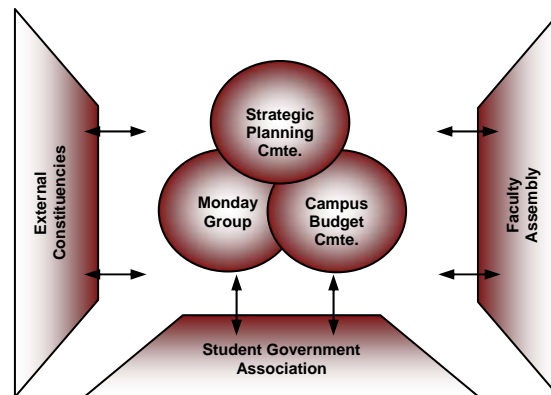
Category 1 – Senior Leadership, Governance, and Social Responsibility

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

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. 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 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 issues and finances at the end of each semester. Further, the Chancellor and senior administrators frequently meet with faculty, staff, and student leaders to gather feedback, to share information, to answer questions, and to discuss issues.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization’s strategic objectives, improve performance, and attain its 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 personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

Senior leaders 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. Ethics training is also offered periodically to faculty and staff through the Human Resources Office.

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

Senior leaders encourage and provide support for unit-level retreats, professional development workshops, and conference attendance by faculty and staff. Orientation and mentoring programs for new faculty and staff help 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. The Center for Teaching Excellence provides faculty workshops throughout the year, and professional staff development workshops are routinely scheduled through the Human Resources 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. Additionally, the University sponsors leaders at all campus levels to participate in opportunities such as the South Carolina Executive Institute, Leadership Aiken County, and Leadership South Carolina. Succession planning issues are discussed each year at the annual senior staff retreat.

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

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 employs an annual comprehensive study of salary inequity and compression to evaluate and approve any faculty salary increases. Similarly, a comprehensive review of staff salary inequities was conducted in 2007, and funds were allocated to address observed inequities among staff. Appropriate executive staff members review annual evaluations of classified employees reporting through their divisions and approve any pay-for-performance increases. Senior leaders recognize faculty and staff achievement at Classified Employee 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 Academic Convocation, and staff awards are presented annually in May. The Chancellor also sends letters recognizing accomplishments, birthdays, and employment anniversaries.

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

Every three years, 360 degree evaluations are conducted of the senior administration, and results are a part of their performance reviews; these evaluations last occurred in 2007. 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), and the executive administration to evaluate the Chancellor. The Chancellor also evaluates executive staff annually, and Department Chairs and Deans are reviewed annually by the EVCAA. Senior

leaders use feedback from these evaluations to adjust their management style in an effort to improve their leadership effectiveness.

1.8 What performance measures do senior leaders review to inform them on needed actions?

Key measures are posted on PacerDash, a web-based institutional dashboard maintained by the Office of Institutional Effectiveness and monitored on an ongoing basis. This set of indicators is reviewed by senior administrators on an ongoing basis. A recent addition to PacerDash includes the ability to benchmark indicators against five peer groups of relevance to USC Aiken: a national peer group of 84 comparable and aspirational public institutions with similar missions, programs, geographic settings, and enrollments; a southeastern United States regional comprehensive peer group consisting of 43 comparable institutions; a state peer group of 12 South Carolina public institutions; a peer group of 9 South Carolina state teaching institutions; and a group of 10 institutions in the Peachbelt athletic association, of which USC Aiken is a charter member. All administrative and academic departments also submit an annual review in which performance measures are used to justify continuing use of, modifications to, or additional operational strategies. These departmental outcomes drive budgetary allocations.

1.8-1 Key Performance Indicators on Institutional Dashboard

Academics	Enrollment	Student Costs & Financial Aid	Finance & Development
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 <ul style="list-style-type: none"> o Race & Gender o International Students o Place of Residence 	Tuition & Fees % Receiving Fin. Aid: <ul style="list-style-type: none"> 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

1.9 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. Over the past two years, 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 was recently formed to address the campus and community impact of an additional 300 residential students on the campus beginning in Fall 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.

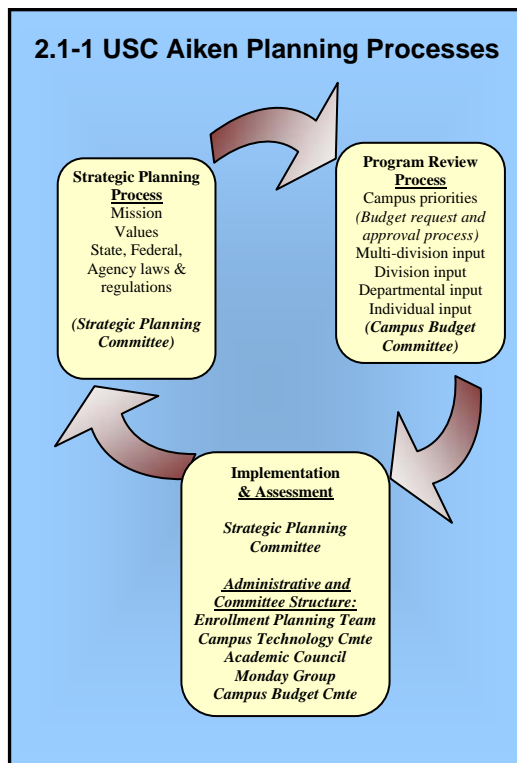
1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization’s students contribute to improving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

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, the contribution of activities to the development of student engagement and principled citizenship, and the opportunity to make a difference in the community and region. We also support the community by housing the Regional Economic Development Partnership on campus and by donating space for the nonprofit Acts of Caring Health Clinic.

Category 2 – Strategic Planning

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



The strategic planning process at USCA emphasizes shared responsibility for outcomes and collaboration 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, and student representatives. This group reviews progress, indicators, and the external environment and proposes adjustments to objectives and strategies including goals that specifically address human resource capabilities and needs. Review processes in 2007-08 included the addition of a new “Enhance the Institution’s Financial Base” goal as well as a move toward development of a “balanced scorecard.” The addition of this new strategic goal is recognition by the Strategic Planning Committee of a financial threat that is increasingly limiting strategic implementation. The goal will help focus institutional energy and efforts to develop strategies for long-term organizational sustainability and to enhance the ability of the institution to execute its strategic plan.

2.2. How do strategic objectives address the strategic challenges identified in the Organizational Profile? (Section 1, question 4).

2.2-1 Relationship between Strategic Challenges and Strategic Objectives

Key Strategic Challenges (Section 1, p.3)	Strategic Objectives (Section 2.7, p.17)
<p>Educational The environment for recruiting and retaining qualified students continues to become more competitive. The principal challenge is to increase the number of graduates through an admission process focused on both demonstrated talent and scholarly potential without being so selective that we fail to serve our key constituents. The provision of accessible academic and student support services that promote success is also essential.</p>	<ul style="list-style-type: none"> I-A. Modify/Enhance the curriculum to promote the development of engaged learners and principled citizens I-B. Increase support for faculty to develop effective teaching strategies and techniques I-D. Review degree offerings to ensure continuing viability of existing programs and to capitalize on new and emerging degree opportunities II-A. Develop and reach enrollment targets by effectively managing the recruitment and retention of students II-B. Enhance student success and persistence through increased engagement in and out of the classroom II-C. Increase effectiveness of academic advising II-D. Assess adequacy and utilization of and satisfaction with housing and associated services II-E. Develop ways to enhance the sense of community at USCA V-A. Strengthen the campus community by increasing the opportunity for students to live on campus 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
<p>Operational Continuing efforts are required to foresee and mitigate potential problems associated with the implementation of the One-Carolina ERP system; this system will have significant affects on administrative operations. Given increasing budget constraints and human resource challenges, an equitable means to adjust faculty teaching loads that will not compromise the quality of students' learning experiences must be established</p>	<ul style="list-style-type: none"> V-D. Improve administrative services by increasing the effectiveness and efficiency of data management systems and business processes I-C. Expand initiatives that promote student retention and academic success II-B. Enhance student success and persistence through increased engagement in and out of the classroom
<p>Human Resources An impending wave of faculty and staff retirements has prompted heightened competition with other institutions for qualified personnel, especially in the area of faculty. Coupled with this are difficulties in attracting and retaining faculty and staff, given state pay limitations, and the existence of flat budgets that do not allow for significant salary increases and inequity/compression adjustments.</p>	<ul style="list-style-type: none"> III-A. Recruit and retain high quality faculty and staff III-B. Recruit and retain increasing numbers of qualified minority faculty and staff members VI-A. Secure the financial resources required to accomplish all of the university's goals and objectives
<p>Financial Sharp decreases in state allocations have significantly shifted costs to students whose ability to pay for increased 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.</p>	<ul style="list-style-type: none"> VI-B. Develop tuition and financial aid policies that support increased access and affordability VI-C. Determine feasibility and desirability of tuition and financial aid policies that allow for differentiation among academic programs VI-E. Maintain effective use of campus financial resources VI-A. Secure the financial resources required to accomplish all of the university's goals and objectives VI-D. Establish and fund a Renovation Reserve Account for the regular maintenance of facility and infrastructure needs, as well as non-technology furnishings and equipment
<p>Community –related New strategies to facilitate greater connections with alumni, friends, and the surrounding community must be developed to build financial support for USC Aiken. A change in contractor at the Savannah River Site has highlighted the necessity for a new environmental scan and needs assessment.</p>	<ul style="list-style-type: none"> IV-A. Expand USCA partnerships with K-16 education IV-B. Increase engagement of USCA alumni to build lifelong relationships with USCA IV-C. Substantially expand financial support of USCA through annual contributions and major gifts IV-D. Build community pride and commitment to USCA in the local area I-D. Review degree offerings to ensure continuing viability of existing programs and to capitalize on new and emerging degree opportunities

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, and (3) its linking of annual program review and budgeting processes to strategic objectives of the University.

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.

Potential initiatives and action plans associated with strategic objectives can arise from myriad sources, including best practices employed at other institutions, alumni, community constituents, faculty, staff, students, and administrators. Suggestions for strategies are carefully considered by the Strategic Planning Committee. 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. The implementation of action plans is evaluated by the senior administration on an ongoing basis and is documented annually in a Strategic action report.

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

Each strategic objective associated with the six 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, maintained by the Office of Institutional Effectiveness. 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 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. 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, 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 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures
<p>482-85. Instruction</p>	<p>I-A. Modify/Enhance the curriculum to promote the development of engaged learners and principled citizens</p> <p>I-B. Increase support for faculty to develop effective teaching strategies and techniques</p> <p>I-D. Review degree offerings to ensure continuing viability of existing programs and to capitalize on new and emerging degree opportunities</p> <p>III-A. Recruit and retain high quality faculty and staff</p> <p>III-B. Recruit and retain increasing numbers of qualified African American faculty and professional staff and other minorities as appropriate to our student population</p>	<p>I-A.1. Revise the general education requirements</p> <p>I-A.2. Increase participation in dynamic experiential learning opportunities</p> <p>I-A.3. Establish several learning communities</p> <p>I-A.4. Increase linked course offerings</p> <p>I-A.5 Expand participation in the Honors Program</p> <p>I-A.6. Expand ADP initiatives</p> <p>I-B.1. Establish a faculty committee on teaching improvement</p> <p>I-B.2. Produce a quarterly newsletter on innovative teaching strategies</p> <p>I-B.3. Fund department subscriptions to disciplinary journals on college teaching</p> <p>I-B.4. Expand programs and resources provided by the Center for Teaching Excellence</p> <p>I-D.1. Determine the viability of existing degree programs</p> <p>I-D.2. Explore development and/or modification of degree programs in response to regional research and employment opportunities as well as market demands</p> <p>I-D.3. Departments will investigate the need for additional online or hybrid course offerings</p> <p>III-A.1. Maintain competitive incoming salaries and address salary compression for continuing faculty and staff through additional annual budget allocations for pay increases above state funded levels with the goal of achieving, then maintaining, average USCA salaries at the average of the appropriate peer group</p> <p>III-A.2. Enhance programs by adding faculty and staff positions as the need is demonstrated through the appropriate institutional planning processes</p> <p>III-A.4. Develop and fund an annual (student-nominated) award for teaching excellence for a part-time Instructor each year</p> <p>III-A.6. Redesign the current annual evaluation rating system for faculty from three levels of evaluation to allow more discrimination among performance levels</p> <p>III-B.1. Seek ethnic, racial and gender diversity among faculty and staff at all levels by developing search strategies and policies that ensure a diverse pool of qualified applicants</p> <p>III-B.2. Develop external relationships with institutions such as professional associations, peer institutions and community-based organizations that will support campus diversity goals</p> <p>III-B.3. Engage members of the Aiken community as a support system to make newly recruited minority faculty feel welcome in the community</p>	<p>7.1-6, 7.1-8, 7.1-9, 7.1-11, 7.1-13, 7.1-14, 7.1-15, 7.1-16, 7.1-17, 7.1-19, 7.2-1, 7.2-2, 7.2-3, 7.2-4, 7.3-27, 7.3-28, 7.5-5, 7.5-6</p> <p>7.1-8, 7.1-9, 7.1-10, 7.1-13, 7.1-14, 7.1-17, 7.1-19, 7.1-20, 7.2-4, 7.3-20, 7.5-5, 7.5-6</p> <p>7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-6, 7.1-7, 7.1-18, 7.2-4, 7.3-28, 7.6-4</p> <p>7.2-4, 7.3-20, 7.4.2, 7.4-3, 7.4-4, 7.4-7, 7.4-8, 7.4-9, 7.4-10, 7.4-11, 7.4-12, 7.5-6, 7.5-7, 7.5-8, 7.5-9, 7.5-14, 7.5-15, 7.6-2</p> <p>7.4-5, 7.4-6, 7.5-16, 7.5-17</p>
<p>487-89. Auxiliary</p>	<p>II-D. Assess adequacy and utilization of and satisfaction with housing and associated services</p> <p>V-A. Strengthen the campus community by increasing the opportunity for students to live on campus</p>	<p>II-D.1. Monitor need for additional on-campus housing</p> <p>II-D.2. Evaluate need for additional staff/support services outside of housing operation to support additional residential students</p> <p>V-A.1. Complete construction of a new residence hall</p> <p>V-A.2. Provide additional support services required to serve an increased residential population</p>	<p>7.2-4, 7.3-25, 7.5-13</p> <p>7.5-12, 7.6-7</p>
<p>486. Institutional Support</p>	<p>IV-B. Increase engagement of alumni to build lifelong relationships with USCA</p>	<p>IV-B.1. Increase consistent communications and programming for USCA alumni</p> <p>IV-B.2. Develop and implement a plan for consistent programs and events that include involvement with current and prospective students to attract alumni back to campus to reconnect with USCA</p> <p>IV-B.2. Increase current student understanding of the role of alumni through programming, education, and contact with alumni.</p>	<p>7.2-3, 7.2-4, 7.2-5, 7.5-15</p>

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures
	<p>V-D. Improve administrative services by increasing the effectiveness and efficiency of data management systems and business processes</p> <p>VI-A. Secure the financial resources required to accomplish all of the university's goals and objectives</p> <p>VI-D. Establish and fund a Renovation Reserve Account for the regular maintenance of facility and infrastructure needs, as well as non-technology furnishings and equipment</p> <p>VI-E. Maintain effective use of campus financial resources</p>	<p>V-D.1. Effectively implement One-Carolina</p> <p>VI-A.1. Institute a rolling multi-year financial planning process</p> <p>VI-A.2. Develop alternative revenue sources to state appropriations</p> <p>VI-A.3. Develop collaborative programs and initiatives with other colleges that will enhance revenue production and effective use of resources</p> <p>VI-A.4. Develop collaborative programs and initiatives with private business and industry that will enhance revenue production and effective use of resources</p> <p>VI-D.1. Determine annual level needed and begin the funding process as part of tuition planning for the academic year</p> <p>VI-E.1. Review current departmental-level budgets every three years</p> <p>VI-E.2. Review degree-level budgets every three years</p>	<p>7.5-10, 7.5-12</p> <p>7.3-5, 7.3-14, 7.3-15, 7.3-16, 7.3-17, 7.4-1</p> <p>7.3-18, 7.3-19, 7.3-20, 7.3-21, 7.3-22, 7.3-23, 7.3-24, 7.3-25, 7.3-26, 7.6-5, 7.6-6</p> <p>7.3-18, 7.3-19, 7.3-20, 7.3-21, 7.3-22, 7.3-23, 7.3-24, 7.3-25, 7.3-26</p>
490. Research	III-A. Recruit and retain high quality faculty and staff	<p>III-A.1. Maintain competitive incoming salaries and address salary compression for continuing faculty and staff through additional annual budget allocations for pay increases above state funded levels with the goal of achieving, then maintaining, average USCA salaries at the average of the appropriate peer group</p> <p>III-A.3. Increase financial support for scholarly and creative activities of faculty</p> <p>III-A.5. Determine and implement additional means of generating faculty release time to allow them to engage more with students and scholarly activities</p>	7.2-4, 7.3-23, 7.4-2, 7.4-3, 7.4-4, 7.4-7, 7.4-8, 7.4-9, 7.4-10, 7.5-6
491. Public Service	<p>IV.A. Expand USCA partnerships with K-16 education</p> <p>IV.D. Build community pride and commitment to USC Aiken in the local area</p>	<p>IV-A.1. Increase the amount and depth of outreach and collaboration across the University with K-16 education</p> <p>IV-A.2. Increase collaborative interactions between USCA and Aiken Technical College (ATC)</p> <p>IV-D.1. Increase community involvement and attendance in campus events and programs through a deliberate and structured marketing campaign</p> <p>IV-D.2. Maintain and strengthen connections to newcomers and retirees in the community through outreach efforts.</p>	7.6-3 7.2-6, 7.2-7
492. Academic Support	I.C. Expand initiatives that promote student retention and academic success	<p>I-C.1. Establish First Pace, a provisional admission program</p> <p>I-C.2. Establish a schedule for raising probation and suspension levels</p> <p>I-C.3. Establish a grade forgiveness policy</p> <p>I-C.4. Establish an online BSN completion program</p> <p>I-C.5. Establish a First year Reading Program</p> <p>I-C.6. Establish Freshman Convocation</p> <p>I-C.7. Continue to maintain small class sizes, where feasible and appropriate, to promote student/faculty interaction</p> <p>I-C.8. Continue to provide opportunities for faculty and staff to participate in national teleconferences on topics related to student success and retention</p> <p>I-C.9. Promote ongoing discussion and adoption of consistent academic standards and expectations</p>	7.1-4, 7.1-5, 7.1-6, 7.1-12, 7.1-21, 7.2-4, 7.3-21, 7.5-1, 7.5-2, 7.5-3, 7.5-5, 7.5-6
493. Student Services	II-A. Develop and reach enrollment targets by effectively managing the recruitment and retention of students	<p>II-A.1. Continue to use the Enrollment Planning Team to address enrollment management issues</p> <p>II-A.2. Attract an increasingly diverse and qualified student body</p>	II.2-1, 7.1-22, 7.1-23, 7.2-8, 7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-24, 7.5-4, 7.5-16, 7.5-17

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures
	<p>II-B. Enhance student success and persistence through increased engagement in and out of the classroom</p> <p>II-C. Increase the effectiveness of academic advising</p> <p>II-E. Develop ways to enhance community at USC Aiken</p> <p>VI-B. Develop tuition and financial aid policies that support increased access and affordability</p> <p>VI-C. Determine feasibility and desirability of tuition and financial aid policies that allow for differentiation among academic programs</p>	<p>II-B.1. Aggressively implement strategies that increase student engagement with academic and curricular life.</p> <p>II-B.2. Aggressively implement strategies that increase the amount of time students interact with faculty, staff, and other students outside of the classroom</p> <p>II-A.3. Adjust class sizes as necessary to ensure effective student-instructor interaction</p> <p>II-C.1. Review and, where appropriate, implement advising consultant's recommendations which included increasing the size of the professional advising staff, redistributing advising loads by increasing the number of trained advisors in disciplines with a large number of majors, and offering more training for academic advisors</p> <p>II-C.2. Add staff member to serve as Director of First Pace program and as an academic advisor</p> <p>II-C.3. Enhance efficiency by increasing advisors' use of electronic resources</p> <p>II-C.4. Adjust advising loads so no academic advisor has more than 30 advisees</p> <p>II-E.1. Develop special traditions/ceremonies including those designed to celebrate the beginning and end of students' careers at USCA</p> <p>II-E.2. Encourage the development of social and academic events to bring students, faculty and staff together outside the classroom, and provide funding for such events</p> <p>VI-B.2. Set academic tuition and fees for in-state residents that are comparable with those of peer institutions in South Carolina</p> <p>VI-C.1. Base future tuition increases on program costs, program demand, and market forces</p>	<p>7.1-4, 7.1-5, 7.1-12, 7.2-4, 7.5-5, 7.5-8, 7.5-9</p> <p>7.2-4, 7.5-11</p> <p>7.2-4, 7.5-5, 7.5-8, 7.5-9</p> <p>7.3-5, 7.3-6</p> <p>7.3-14, 7.3-18, 7.3-19</p>
<p>494. Operations & Maintenance Administration</p>	<p>IV-C Substantially expand financial support of USCA through annual contributions and major gifts</p> <p>V-B. Stimulate informal learning, study, and social engagement outside the classroom</p> <p>V-C Enhance the academic environment by improving the quality and versatility of space for formal learning</p>	<p>IV-C.1. Raise \$26 million through the Capital Campaign</p> <p>V-B.1. Develop exterior areas that create opportunities for student interaction and quiet study</p> <p>V-B.2. Create and enhance interior common areas to promote social engagement and informal study</p> <p>V-B.3. Invigorate campus space through increased use of high-quality graphic displays and banners that reinforce campus life and values</p> <p>V-C.1. Create spaces that encourage independent, assisted, and collaborative learning activities, including a dynamic learning center to be located in a new academic building</p> <p>V-C.2. Expand and reassign academic space to satisfy programmatic growth.</p>	<p>7.4-1</p> <p>7.2-4</p> <p>7.2-4, 7.3-26, 7.5-12</p>
<p>495. Scholarships</p>	<p>IV-C Substantially expand financial support of USCA through annual contributions and major gifts</p> <p>VI-B. Develop tuition and financial aid policies that support increased access and affordability</p>	<p>IV-C-2. Increase donor participation and the average size of gifts to USCA through annual fund efforts (e.g., Family Fund, Alumni Annual Fund, and Friends Annual Fund)</p> <p>VI-B.1. Increase merit and need-based scholarship funding by at least the same percentage annually as the percentage increase in tuition.</p> <p>VI-B.3. Increase scholarship funding so that institutional grant awards are equal to the median of peer in-state institutions (both % of students receiving awards and average award)</p>	<p>7.3-7, 7.3-13, 7.4-1</p> <p>7.3-5, 7.3-6, 7.3-7, 7.3-8, 7.3-9, 7.3-10, 7.3-11, 7.3-12</p>

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 Spring 2008, a bachelor's program in middle school education was initiated 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 process for systematic comparison and prioritization of internal and external and examination of institutional alignment with stakeholder needs as they relate to enrollment may require further optimization.

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, and 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://ie.usca.edu/>).

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 other indirect assessment instruments. 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 2 years, 2-4 yrs 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 as well as in marketing and communication strategies, such as the branding slogan that USC Aiken is "focused on you." Students remark regularly that one of USC Aiken's primary strengths is its vibrant and welcoming community and high degree of student-faculty contact, as well as being a small campus connected 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 Knowledge Management

4.1 How do you select which operations, processes and systems to measure to determine student learning, for tracking daily operations and overall 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 are used to improve student learning and the quality of services. Further, operational outcomes at the departmental level are linked to strategic objectives whenever appropriate; these hierarchical links feed relevant operational assessment measures to key performance measures for strategic objectives. Vice chancellors also report additional strategic actions completed within their scope of responsibility.

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

The Office of Institutional Effectiveness consults with all units about the structure and implementation of their assessment systems and provides coordinated administrative oversight of the collection, storage, and presentation of data/information necessary for effective decision making. Key performance measures and comparative benchmarking data are organized and made available to unit directors via a secure internet portal maintained by the IE Office.

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

Each academic unit implements ongoing assessment of degree programs and general education courses in their areas. Faculty members keep current with developments in their disciplines and have the responsibility to articulate student learning outcomes for their academic programs, to periodically measure learning outcomes in major disciplines and general education, to analyze findings, and to use results from this process for curricular improvement. Directors of administrative offices, in consultation with the Office of Institutional Effectiveness, identify and periodically review the measures and information needed for operations and effective decision making. Requests for *ad hoc* reports and specific data can be submitted to the IE Office through an on-line request form.

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?

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. Serving as a measure of relative program quality, nationally-normed, discipline-specific, standardized assessments such as Major Field Tests are often used by academic units. Test results along with other assessment measures are reviewed annually by faculty to determine the effectiveness of their curriculum and to provide guidance on possible curricular changes. Strategic indicators presented on the institutional dashboard have been developed from an examination of traditional metrics used by leading higher education institutions and 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 and 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 and strategic data via a secured web portal, and conducts in-depth studies upon request. The IE Office also audits data to ensure integrity, accuracy and security. However, an aging information management system on an almost 30 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 this issue.

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

Academic and administrative units participate in ongoing assessment activities and report how findings are 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. The Campus Budget Committee then prioritizes budgetary requests and recommends funding based upon the availability of financial resources.

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 published 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 leadership, mid-level managers, and various faculty members serve on campus visiting 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. Quality enhancement efforts undertaken by *ad hoc* faculty committees typically entail a deliberate effort to research and identify best practices.

Category 5 – Workforce Focus

5.1 How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Senior administrators work directly with staff and faculty to communicate objectives and action plans to implement the university's strategic plan and are encouraged to include a focus on strategic implementation efforts as they evaluate personnel within their divisions. The Employee Performance Management System (EPMS) process used with classified staff encourages two-

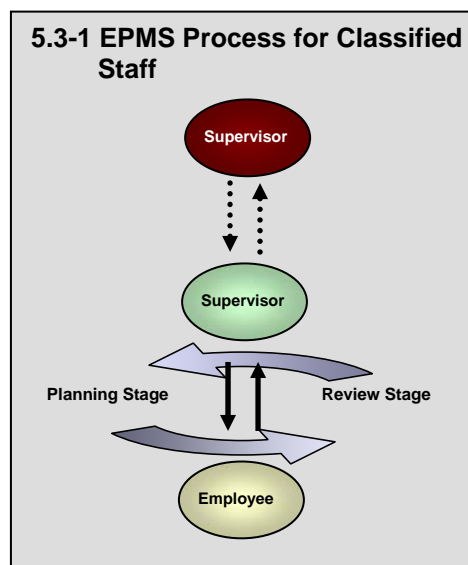
way communication between supervisors and employees. Department Chairs and School Deans conduct an annual review of each faculty member that is integrated into the promotion and tenure and post-tenure review processes. Grounded in its value of collegiality, the university culture promotes openness through a flat organizational structure, allowing for increased communications without several layers of management. Faculty and staff commonly describe USC Aiken as a “family” and praise 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. 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. Human resources processes are evaluated annually through the administrative program review system. Indicators, such as employee turnover rate, are monitored, and overall alignment of human resources with strategic needs is assessed in regular senior administration retreats.

5.2 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 Director 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, division and unit meetings are held regularly to promote communication and cooperation. The institution also 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 often retained to evaluate best practices on campus. Recent reviews of marketing efforts, academic advisement, and the music education degree have been conducted.

5.3 How does your workforce performance management system, including feedback to and from individual members of your workforce 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 have not met, met, exceeded, or substantially exceeded performance objectives. This process is monitored by the immediate supervisor, 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.



5.4 *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce through the organization?*

Succession planning for staff and academic administrators includes annual discussions among the senior administrators regarding staff and faculty 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. 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.

5.5 *How does your development and learning system for leaders address the following: development of personal leadership attributes; development of organizational knowledge; ethical practices; your core competencies, strategic challenges, and accomplishment of action plans?*

Senior administrators identify staff with the potential to progress to more responsible leadership roles within the institution. Each year employees are selected to participate in leadership programs such as Leadership Aiken County, Leadership South Carolina and the South Carolina Executive Institute. Ethics training is also offered periodically to faculty and staff through the Human Resources Office. The faculty governance process provides opportunities for faculty to gain leadership experience and knowledge of the institution. To facilitate the development of organizational knowledge for future leaders, less experienced faculty and staff are often called upon to participate on committees and task forces that are led by respected senior faculty and staff. This affords the opportunity for younger faculty and staff to expand their understanding of university processes and policies and to practice their leadership skills.

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

The requisite skills, competencies and staffing levels needed to fulfill departmental goals and outcomes are defined by unit directors, in consultation with senior administrators, and must be justified based upon assessment data. Requests for additional faculty and staff are made annually as part of the academic and administrative program review process. Faculty capacity needs are determined by an examination of student interest, credit hour production, teaching loads, degrees awarded, local and regional economic indicators, and student learning outcomes. Workforce capability and capacity needs associated with strategic initiatives are discussed and identified by senior administrators in consultation with the Strategic Planning and Campus Budget Committees.

5.7 *How do you recruit, hire, and retain new employees?*

Job announcements and advertisements for faculty and staff positions are posted on the internet, in various media publications, and on discipline-based distribution lists. These announcements, which must be approved by the division's senior administrator, include criteria for the position in keeping with identified workforce capability and capacity needs. Search Committees must follow a prescribed process that includes documented screening of applicants, telephone

interviews, contacting of references, and on-campus visits of short-listed candidates. To ensure legal and ethical guidelines are adhered to, all search committees meet with the Director of Human Resources, who serves as the Affirmative Action Officer, at several junctures throughout the process. Background checks are conducted prior to appointment on all staff who will handle university assets. Candidates for positions are required to meet with department members with whom they will work, the search committee, the unit director, Department Chair or School Dean, Human Resources Staff, Vice Chancellor of the division and the Chancellor. Offer letters are prepared by the Human Resources Office for staff and by the Office of the Executive Vice Chancellor for faculty. Newly hired faculty and staff are provided opportunities to acclimate and develop organizational knowledge by participating in orientation sessions, and attending meetings at the departmental, college, school and institutional level. In addition, new faculty and staff are assigned mentors to answer questions and provide guidance on institutional matters.

5.8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

The 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 by supervisors, employee requests, and informal needs assessments. All employees may participate in workshops sponsored by the Human Resources Office on topics such as appreciation for diversity and effective supervision. The Office of Academic Affairs arranges multiple 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 travel to professional conferences.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

Workshops and training sessions typically include an evaluative survey that participants complete anonymously. Feedback includes indirect measures of the effectiveness of the sessions as well as suggestions from participants for improvement and future training needs. The results are used to amend the instruction. Further, annual performance reviews are opportunities for supervisors and employees to reflect upon changes made as a result of training and development opportunities.

5.10 How do you motivate your workforce 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. 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, and four awards for Classified Employee of the Year as well as 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

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

Focus groups with faculty and staff are conducted on an ongoing basis to discuss such things as the university's image, mission, and values, and the role of athletics on campus. USC Aiken has participated in the national survey of faculty conducted by the Higher Education Research Institute. 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. Directors, Department Chairs and School Deans communicate with faculty and staff regarding their concerns and well-being and monitor their satisfaction and motivation. 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.

5.12 How do you use workforce 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.

5.13 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. 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 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 your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

USC Aiken's core competencies, which are tied to its mission and its evolution as a comprehensive liberal arts institution, are captured in its vision statement. The curriculum is 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. The institution has particularly strong ties to the community. The institution enriches the quality of life not only on campus but also in the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. Strategic initiatives and action plans build upon these key core competencies that represent the principal factors that determine competitive success.

6.2 What are your organization's key work processes?

The key work processes at USC Aiken 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. These key processes are driven by the University's mission, the faculty, student input, and stakeholder feedback.

6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key work 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.

6.4 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors such as cycle time, into process design and delivery?

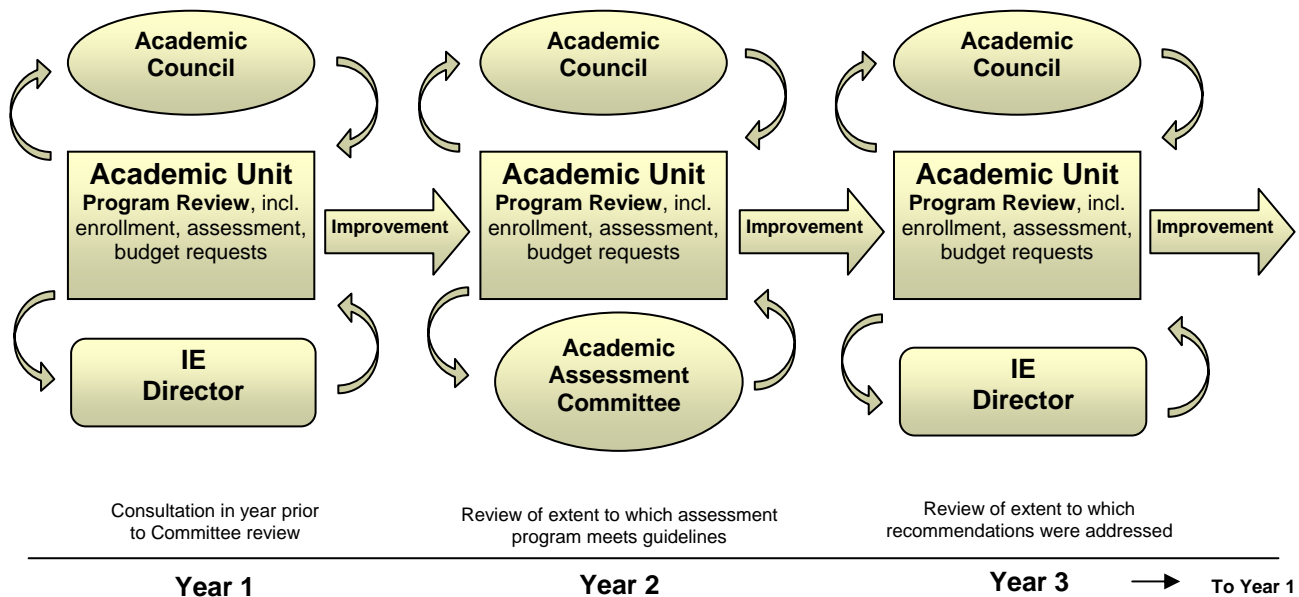
Minimum class sizes, targets for program enrollments, and degree production are used to reduce inefficiencies. Institutional policies for student probation and suspension establish a minimum for satisfactory academic progress, i.e. cycle time, as students pursue their degrees. A recent review of these 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 Spring 2009.

The University takes advantage of 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.

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

Annually, administrative units submit a report that incorporates expected outcomes and key measures relative to target performance levels. Action plans and funding needs to improve work processes are delineated based upon assessment data. Academic departments also submit an annual review that includes a battery of common indicators such as faculty loads, credit and contact hours by discipline, enrollment counts, average class sizes, and number of graduates. Student evaluations of teaching are also monitored, as are data from senior exit surveys and campus-wide surveys broken out by discipline. 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). These reports are reviewed annually by Academic Council, the Executive Vice Chancellor for Academic Affairs, and the Office of Institutional Effectiveness. On a tri-annual rotational basis, academic reviews are presented to the Academic Assessment Committee. The Committee examines the extent to which the department’s assessment program meets institutional guidelines and makes specific recommendations to improve the unit’s assessment process.

6.5-1 Three-Year Academic Assessment Review Cycle



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

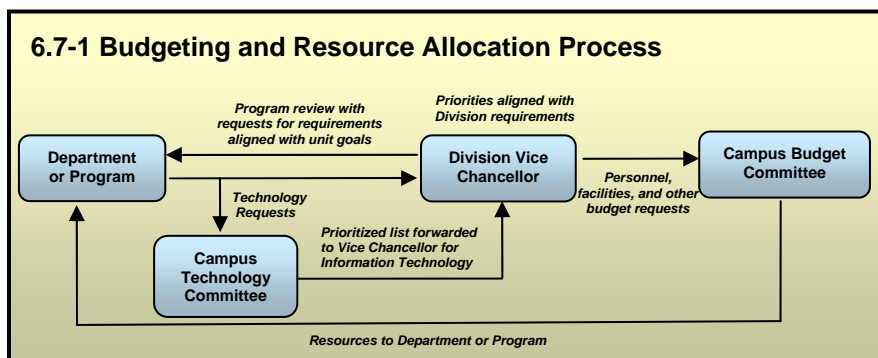
Units delivering support processes determine metrics for success in consultation with senior administrators, stakeholders, and members of the shared governance structure. These measures are reported in annual program review reports as well as in periodic updates to campus-wide committees, such as the 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, and an evaluation of USC Aiken’s program review process and its requirements on the administrative side was completed in 2007.

6.6-1 Key Support Processes and Performance Measures

Support Process	Performance Measures	Figures
Admissions	Number and quality of new admits	7.1-22, 23
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	7.1-21
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

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

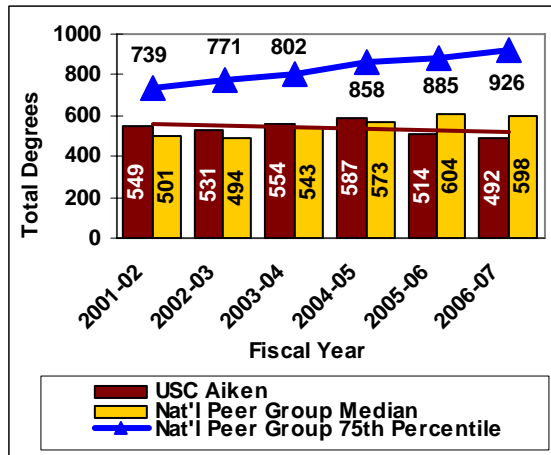
The program review process for academic and administrative units requires programs, offices, and departments to submit budget requests associated with the need for additional personnel, new or upgraded facilities, and technology in the annual program review report. Requests for new technology are reviewed and prioritized by the Campus Technology Committee before being forwarded to the Vice Chancellor for Information Technology. All requests are reviewed and prioritized by the senior administrator leading each division. The Campus Budget Committee, which includes a student, 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.



Category 7 – Organizational Performance Results

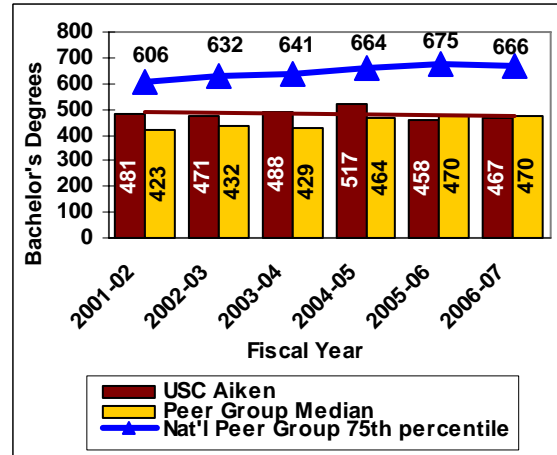
7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.1-1 Total Degrees Awarded



Source: IPEDS Peer Analysis System

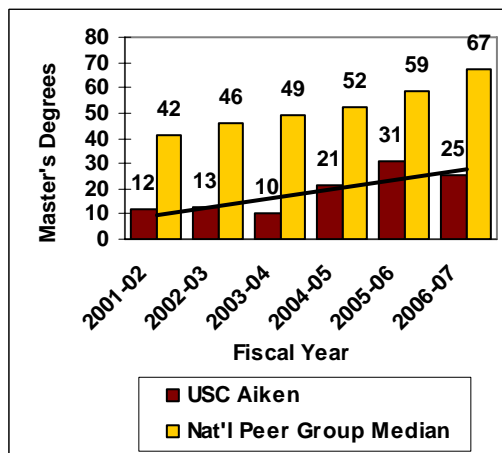
7.1-2 Bachelor's Degrees Awarded



Source: IPEDS Peer Analysis System

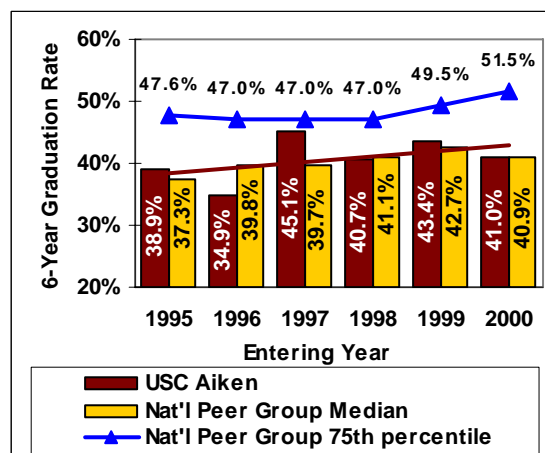
Degree attainment is in many ways the most significant indicator of student learning and the outcome sought by most entering students. Levels of degree attainment have ranged between a low of 492 in 2006-07 to 587 in 2004-05, and these numbers are directly linked to enrollment (7.1-1). While there have been minor variations over the years, the number of bachelor's degrees awarded has been fairly flat and close to the median of our National Peer group (7.1-2). The number of master's degrees awarded has been increasing since graduate degrees began to be awarded in 1994 (7.1-3).

7.1-3 Master's Degrees Awarded



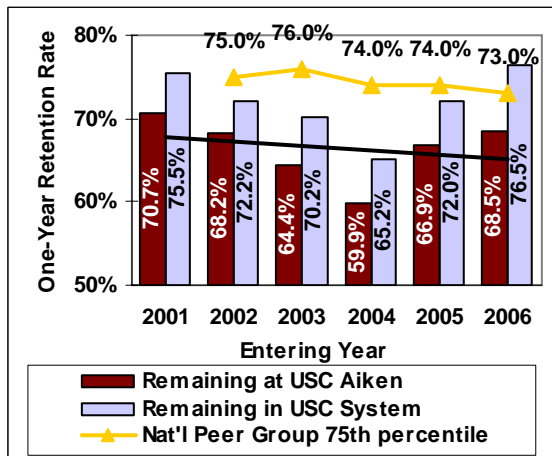
Source: IPEDS Peer Analysis System

7.1-4 Six-Year Graduation Rate



Source: IPEDS Peer Analysis System

7.1-5 One-Year Retention Rate

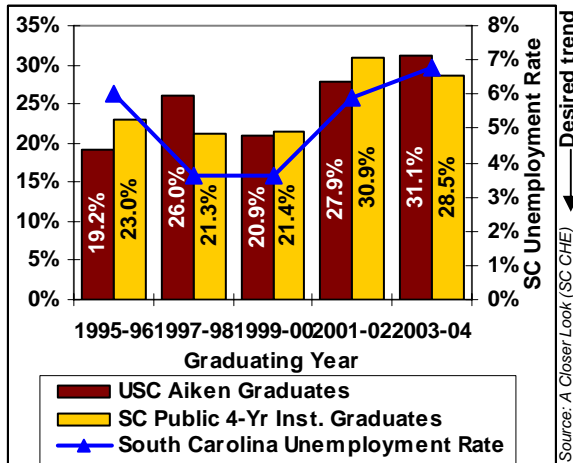


Source: Consortium for the Study of Retention Data Exchange

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 (7.1-4). Since 1991, the six-year graduation rate among baccalaureate degree seeking students entering as full-time freshmen has increased from 32.2% to 41.0% for those entering in 2000. Some of this improvement is attributable to higher admission standards implemented throughout the 1990s. Between 2001 and 2004, a steady decline in the one-year retention rate, from a high of 70.7% for those freshmen entering in 2001 to 59.9% for those entering in 2004, was

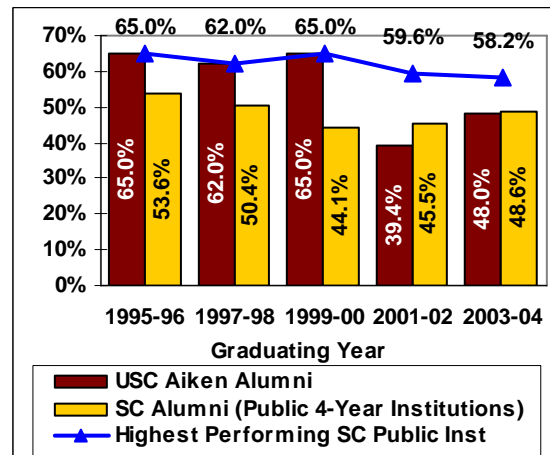
seen. The decline was attributed in part to an increased share of the cost of higher education being shifted to students, and unsatisfactory student performance. To address the issue, the university directed additional resources toward scholarships and increased academic support. This strategy appears to be working as our one year retention rate has shown a steady growth from 59.9% in 2004 to 68.5% in 2006. 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 8% for those entering in 2006.

7.1-6 Graduates Taking 4 Months or More to Find Employment



Source: A Closer Look (SC CHE)

7.1-7 Percent of Graduates with Job Highly Related to Major After 2-3 Years

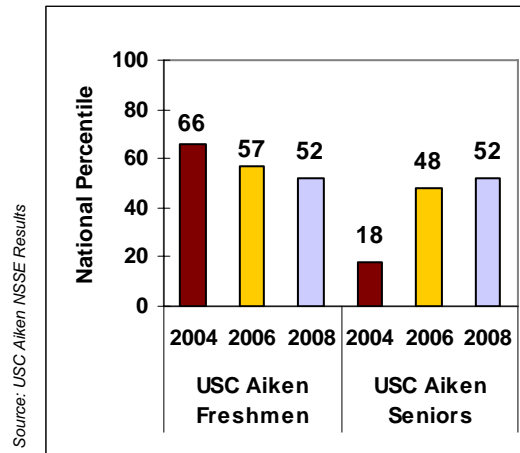


Source: A Closer Look (SC CHE)

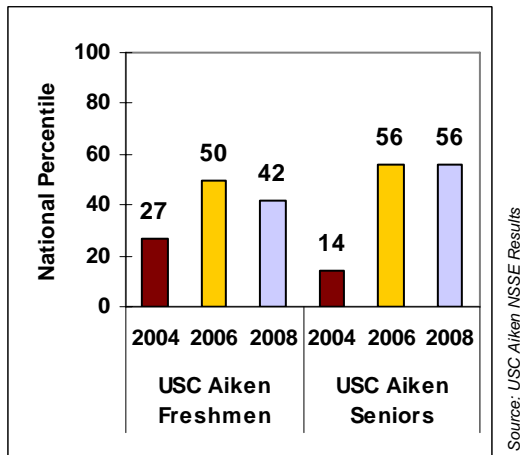
Employment rates are notoriously difficult to measure as more and more students begin working before graduating from college. The rate at which USC Aiken students do not find work within four months is generally at a comparable rate to that of other institutions in South Carolina (7.1-6). Until the past 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 (7.1-7).

USC Aiken participates in the National Survey of Student Engagement (NSSE) every two years and links results to strategic planning objectives (7.1-8 through 7.1-12). Response rate has increase from 32% in 2004 to 53% in 2008, well above the national response rate of 33%. 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.

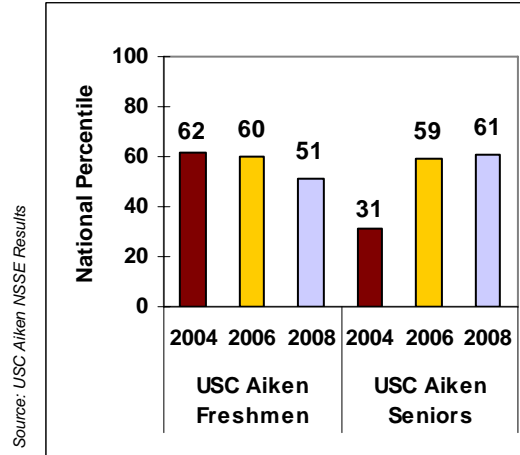
7.1-8 Level of Academic Challenge



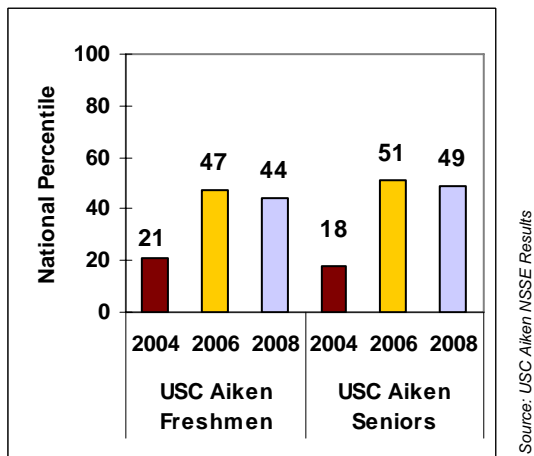
7.1-9 Active and Collaborative Learning



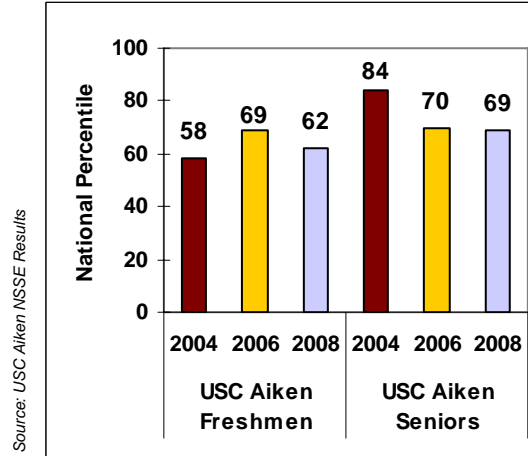
7.1-10 Student-Faculty Interaction



7.1-11 Enriching Educational Experiences



7.1-12 Supportive Campus Environment



Additional results from the NSSE indicate that students believe the experience they receive at USC Aiken contributes to their educational and personal development to a greater extent than is reported by other institutions nationwide. Increases from 2004 were observed across the board in 2006 and again in 2008. Most notable is the finding that for 10 of the 15 measures, USC Aiken freshmen ratings were the same as students from across the nation (for the remaining 5 measures they were above their national peers). In comparison, USC Aiken seniors reported that their university experience had helped on every measure of educational and personal growth at significantly higher levels than did their peers at other universities (7.1-13). This serves as an indirect value-added measure of student growth while attending USC Aiken.

7.1-13 Educational and Personal Growth (NSSE Results)

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			2004			2006			2008				
			USC Aiken	NSSE (National Group)		USC Aiken	NSSE (National Group)		USC Aiken	NSSE (National Group)			
Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	
a. Acquiring a broad general education	FY	3.22	3.16	.08	3.30	3.12	*	.23	3.35	3.20	**	.20	
	SR	3.39	3.32	.08	3.41	3.24	*	.21	3.52	3.29	***	.29	
b. Acquiring job or work-related knowledge and skills	FY	2.75	2.67	.09	2.91	2.70	*	.22	2.92	2.80	*	.13	
	SR	3.14	3.02	.13	3.33	3.02	***	.34	3.37	3.07	***	.32	
c. Writing clearly and effectively	FY	3.18	2.97	**	.25	3.36	2.95	***	.48	3.16	3.02	**	.16
	SR	3.29	3.12	*	.21	3.42	3.07	***	.41	3.39	3.11	***	.33
d. Speaking clearly and effectively	FY	2.95	2.73	**	.24	2.99	2.75	**	.25	2.94	2.85		.10
	SR	3.14	3.01		.15	3.28	2.96	***	.35	3.36	3.00	***	.40
e. Thinking critically and analytically	FY	3.31	3.17	*	.17	3.38	3.16	**	.28	3.27	3.21		.07
	SR	3.47	3.37		.14	3.60	3.33	***	.36	3.54	3.36	***	.25
f. Analyzing quantitative problems	FY	2.90	2.63	***	.29	3.11	2.85	**	.28	3.11	2.96	**	.17
	SR	3.08	2.87	*	.24	3.33	3.02	***	.35	3.32	3.08	***	.27
g. Using computing and information technology	FY	3.12	2.85	***	.29	3.27	2.99	**	.31	3.13	3.04		.10
	SR	3.32	3.12	*	.23	3.53	3.21	***	.39	3.42	3.22	***	.23
h. Working effectively with others	FY	3.00	2.85	*	.17	3.16	2.92	**	.27	3.07	2.99		.10
	SR	3.34	3.14	*	.24	3.40	3.14	**	.31	3.42	3.17	***	.29
i. Voting in local, state, or national elections	FY	2.12	1.88	**	.25	2.08	1.92		.16	2.27	2.24		.03
	SR	2.07	1.84	*	.24	2.29	2.10	*	.19	2.49	2.11	***	.36
j. Learning effectively on your own	FY	3.01	2.91		.11	3.11	2.85	**	.30	3.03	2.96		.09
	SR	3.15	3.09		.07	3.12	3.00		.14	3.23	3.05	***	.21
k. Understanding yourself	FY	2.76	2.74		.02	2.96	2.71	**	.26	2.91	2.81		.11
	SR	2.81	2.88		-.07	2.94	2.78		.16	3.00	2.83	***	.17
l. Understanding people of other racial and ethnic backgrounds	FY	2.63	2.53		.10	2.87	2.57	***	.30	2.77	2.67		.10
	SR	2.83	2.58	**	.26	2.79	2.57	*	.21	2.99	2.64	***	.35
m. Solving complex real-world problems	FY	2.64	2.50		.15	2.86	2.58	***	.31	2.81	2.69	*	.14
	SR	2.97	2.69	**	.30	2.94	2.72	*	.23	3.03	2.78	***	.27
n. Developing a personal code of values and ethics	FY	2.55	2.61		-.06	2.77	2.59	*	.19	2.74	2.70		.04
	SR	2.80	2.72		.08	2.77	2.65		.12	2.99	2.71	***	.28
o. Contributing to the welfare of your community	FY	2.27	2.32		-.05	2.59	2.34	**	.26	2.51	2.47		.04
	SR	2.46	2.42		.04	2.62	2.42	*	.20	2.74	2.48	***	.26
p. Developing a deepened sense of spirituality	FY	2.03	2.10		-.06	2.27	2.05	*	.20	2.21	2.15		.05
	SR	1.99	1.99		.00	1.98	1.92		.06	2.27	1.96	***	.29

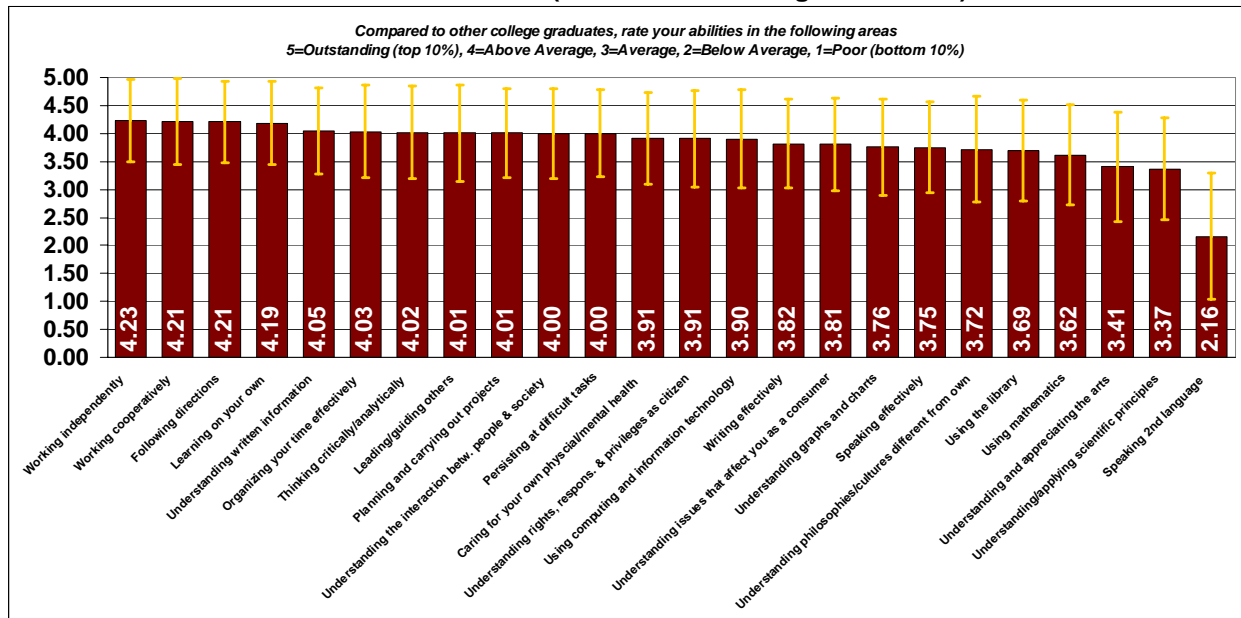
a. Weighted by gender, enrollment status, and institutional size.

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 graduates surveyed in Spring 2007 identified their abilities in a range of learning outcomes and competencies as above average or outstanding compared to those of other college graduates (7.1-14). 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.

7.1-14 Alumni Self-Assessment of Abilities (3-4 Years Following Graduation)

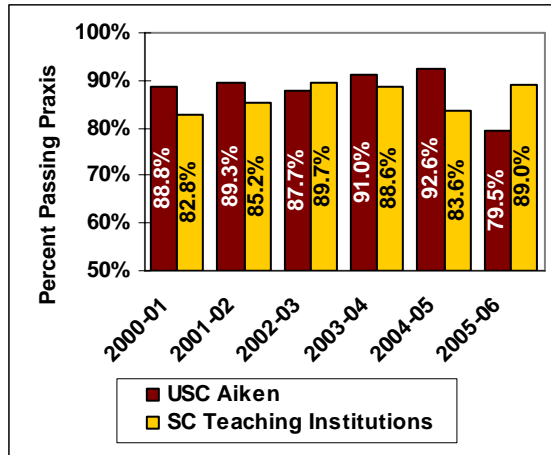


Error bars represent +/- one standard deviation

Source: USC Aiken Survey of Alumni '03-'42 (conducted in 2007)

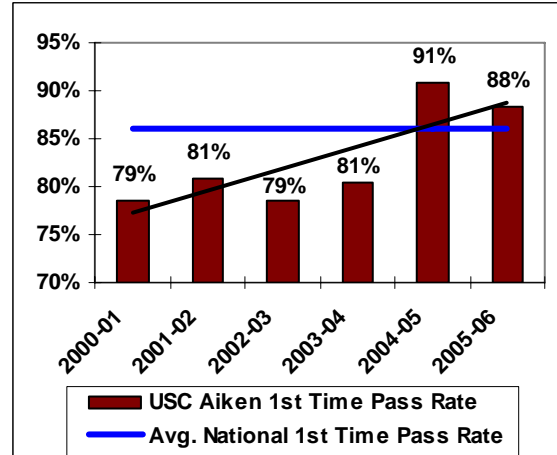
Research on students at USC Aiken who are aspiring to be teachers indicates the Praxis exams represent one of the major barriers to entering the profession, perhaps indicating preparation issues among students aspiring to become teachers (7.1-15). Examination pass rates are monitored closely by state 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 increased from 79% in 2000-01 to 88% in 2005-06 (7.1-16). This increase reflects the addition of a full-fledged four-year BSN program and phasing out of the two-year ADN program.

7.1-15 Percent Passing Teaching Licensure Exams on First Attempt¹



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

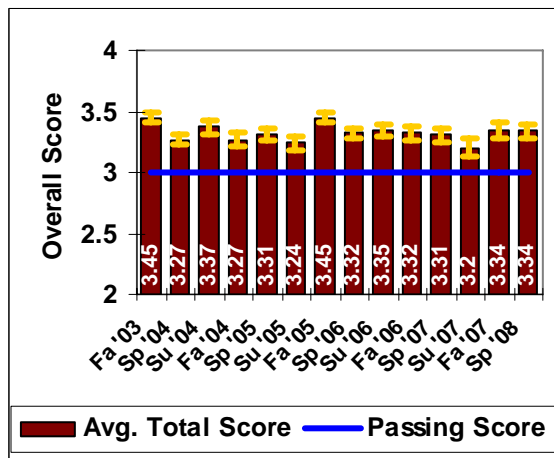
7.1-16 Percent Passing Nursing Licensure Exams on First Attempt¹



Source: National Council of State Boards of Nursing; USC Aiken data reported to 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 (7.1-17 through 7.1-20). An effort by faculty to address documentation and research skills over the past three years has improved the overall score on Use of Sources at statistically significant levels.

7.1-17 Junior Writing Portfolio Results By Semester



Error bars represent the 95% confidence interval
Source: USC Aiken General Education Outcomes Results Generator (GEORGE)

7.1-18 Writing Portfolio Results By Major

Major	N	Score
English	48	4.13
Chemistry	25	3.51
History	50	3.51
Nursing	300	3.48
Biology	163	3.40
Education	358	3.39
Fine Arts	86	3.37
Political Science	46	3.34
Psychology	133	3.31
Math & Comp Sci	59	3.28
Business	614	3.25
All Other Majors	35	3.22
Exercise Science	143	3.14
Communications	136	3.14
Sociology	148	3.08

7.1-19 Writing Portfolio Results By Outcome

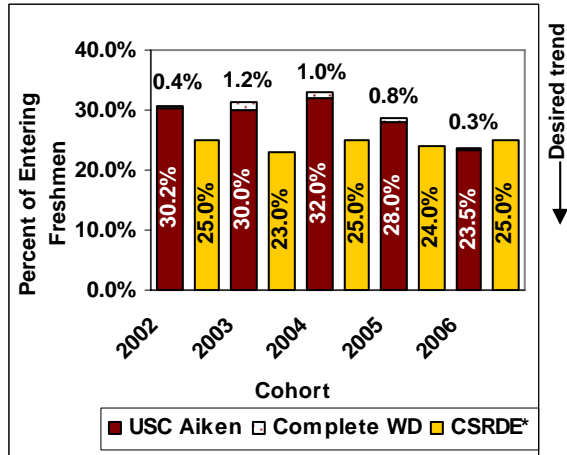
Learning Outcome (N=2,348)	Mean
Clarity of Purpose	3.49
Quality of thought	3.46
Organization of Content	3.42
Language and Style	3.26
Use of sources	3.19
Grammar and Mechanics	3.14
Average Total Score	3.32

7.1-20 Writing Portfolio Results by Race & Gender

Learning Outcome (N=2,348)	Mean
African American Men	2.96
African American Women	3.03
White Men	3.35
White Women	3.44

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

7.1-21 Entering First Year Students with First Semester GPA below 2.0

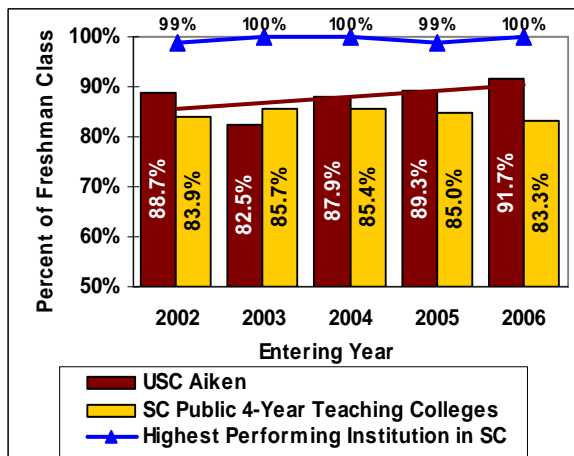


Source: Consortium for the Study of Retention Data Exchange

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 (23.5%) of freshmen entering in 2006 earned a first semester GPA below 2.0 (a “C” average, 7.1-21). By contrast, about a quarter of entering freshmen at similar institutions nationwide earn a first semester GPA below 2.0. Strategic goals to improve academic success use this indicator as a proxy to monitor the proportion of students who earn a minimally adequate first semester GPA; the data indicate recent efforts to improve academic success are being effective.

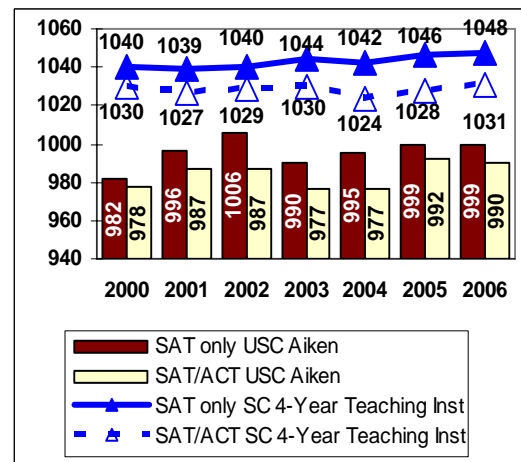
Academic inputs are still used as quality measures by various state and federal agencies, and have been shown to be linked closely to success in college. USC Aiken both regulates minimum levels of ability through admission requirements and monitors the quality of the applicant pool. Admission requirements 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 (7.1-22 and 7.1-23).

7.1-22 Entering Freshmen with SAT > 1100, GPA>3.0, or HS Rank Over 30%



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

7.1-23 Average SAT Scores of Entering Freshmen in South Carolina 4-Year Teaching Universities



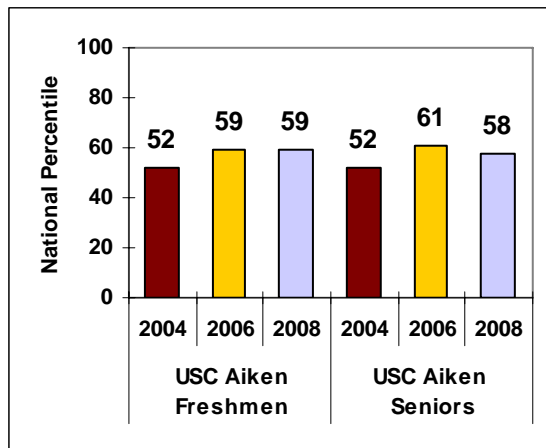
Source: SC CHE, CHEMIS

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)

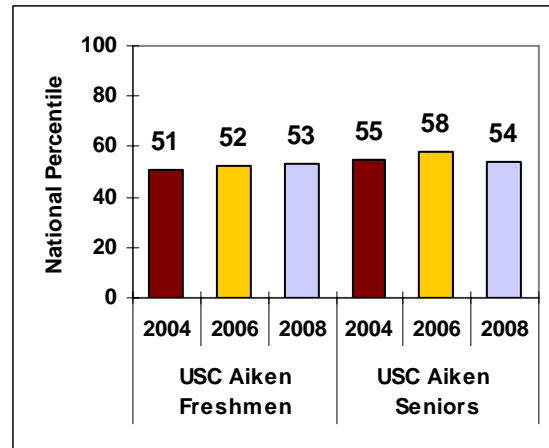
How would you evaluate your entire educational experience at this institution? 1=poor, 2=fair, 3=good, 4=excellent



Source: USC Aiken NSSE Results

7.2-2 Satisfaction with College Choice (NSSE)

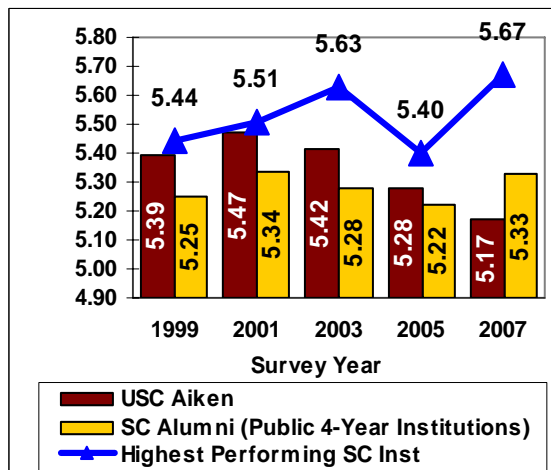
If you could start over again, would you go to the same institution you are now attending? 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes



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 (7.2-1 and 7.2-2). 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 site, and the rising cost of tuition reducing perceived return on investment.

7.2-4 USC Aiken Alumni Satisfaction by Functional Area

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

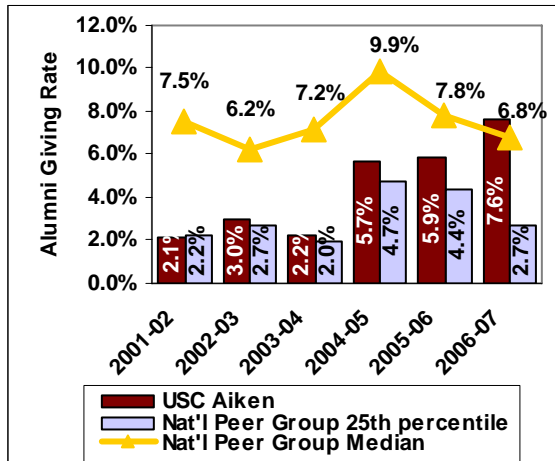
	% Very Satisfied + % Satisfied	Mean
Your MAJOR program of study.	84.1%	5.21
Availability of faculty.	85.0%	5.21
Your OVERALL academic program.	87.2%	5.20
Instruction in your major.	82.2%	5.18
Level of academic challenge.	88.0%	5.14
Class scheduling.	80.6%	5.04
Campus facilities	83.0%	5.03
Interactions with administrators.	78.2%	5.01
Advising by faculty.	76.5%	4.98
INSTRUCTION in your general education program.	78.9%	4.95
Integration of computers/technology into course work.	79.5%	4.94
Your 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/research.	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 most recently completed 2007 biannual alumni survey, more than 75% of recent graduates are satisfied or very satisfied with all functional areas (7.2-4) with the exception of opportunities for independent study or research, extracurricular activities, and contact with other alumni. In 2007, approximately nine out of ten bachelor's degree recipients were very satisfied or satisfied with their overall academic program and level of academic challenge. About four out of five were very satisfied or satisfied with their major program of study, availability of faculty, the instruction in their major, class scheduling, campus facilities, interactions with campus administrators, advising by faculty, instruction in the general education program, student life, integration of computers or technology into course work, and university communications.

Seven out of ten respondents reported they were very satisfied or satisfied with opportunities for independent study or research and extracurricular activities (7.2-4). The lowest ranked item in terms of satisfaction was contact with other alumni, with just over half (53%) reporting they were very satisfied or satisfied. Strategic objectives for a Dynamic Student Centered Environment and an Enhanced Campus Environment are designed to improve these lower rated items.

7.2-5 Alumni giving rate

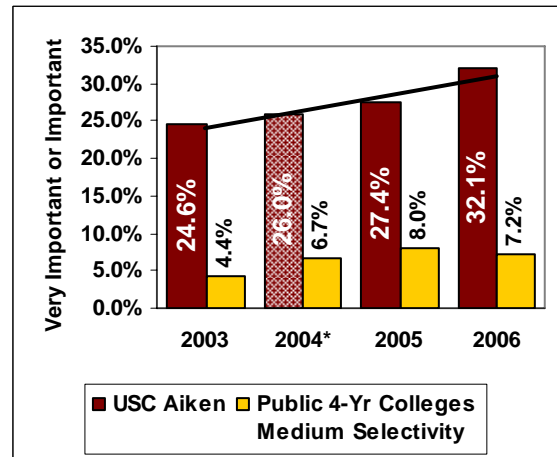


Source: Council for Aid to Education Benchmarking Tool

The rates 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 a strategic priority. Contribution rates have doubled from below 3% to more than 7% in recent years. Although national rates have shown a significant decline since 2004-05, USC Aiken's alumni giving rate has continued to grow and has recently surpassed the National Peer group median (7.2-5).

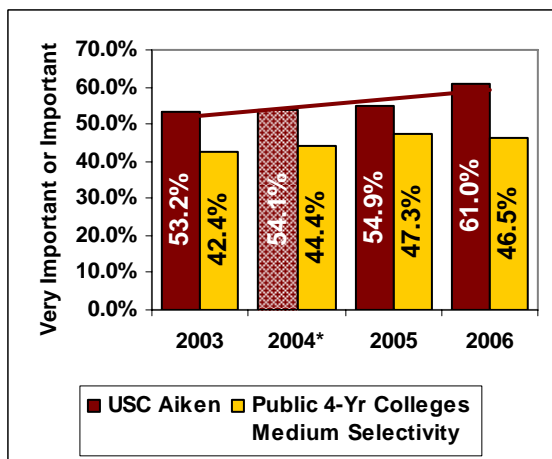
Various additional measures for stakeholder perceptions of the institution are collected on entry using the nationally benchmarked Cooperative Institutional Research Program (CIRP) Freshman Survey. Entering freshmen at USC Aiken are more than four times as likely to cite the institution's ranking in national magazines as a very important or important reason they chose USC Aiken (7.2-6) and more than 60% state they chose USC Aiken because of its good academic reputation (7.2-7). Further, the numbers who state that they plan to transfer before graduating has shown a steady decline (7.2-8).

7.2-6 Reasons Students Attend Institution: Rankings in National Magazines



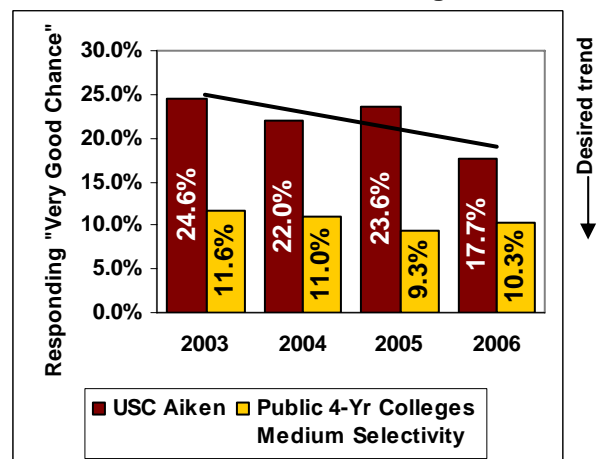
* USC Aiken data interpolated for 2004 Source: CIRP Freshman Survey

7.2-7 Reasons Students Attend Institution: Good Academic Reputation



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

7.2-8 Entering Freshmen Who Plan to Transfer Before Graduating

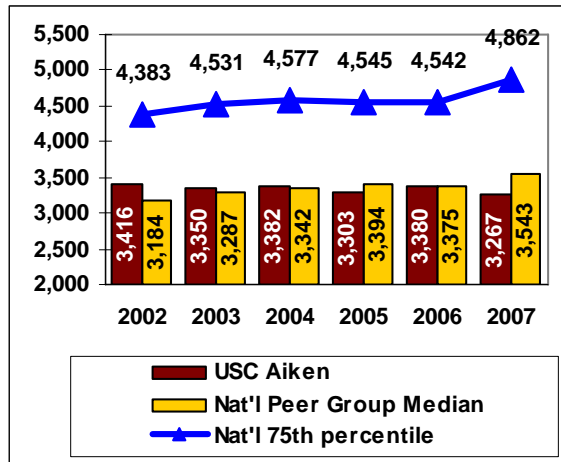


Source: CIRP Freshman Survey

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

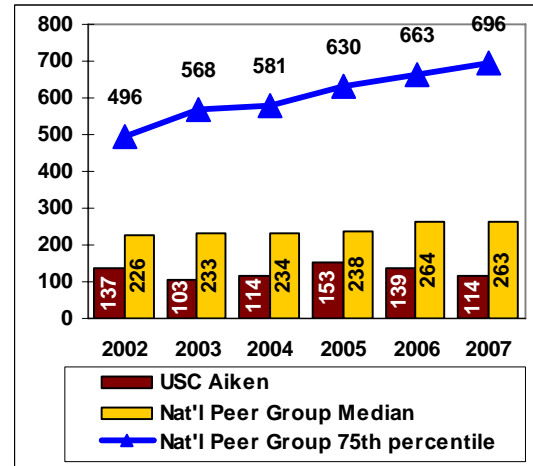
Revenue has become increasingly dependent on student enrollment and the tuition dollars these enrollments generate. Fall headcount and FTE enrollments are used as a baseline to track the number of customers and as a proxy for expected revenue. Specific revenue calculations use annualized FTE for more precise measurements (7.3-1, 7.3-2, 7.3-3, and 7.3-4). 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. An unexpected 3.3% decline in enrollment between 2004 and 2005 placed financial stress on various university systems. Multiple factors account for this decline, including lower enrollments during summer school, discontinuation of the two-year nursing program, a decline in part-time student enrollment, and the loss of about 60 students to USC Beaufort when it became a four-year institution. An underlying pressure driving some of this change is the rising cost of tuition, coupled with a change in LIFE scholarship criteria. Continued fiscal health requires USC Aiken to maintain or increase student enrollment.

7.3-1 Fall Headcount (All Students)



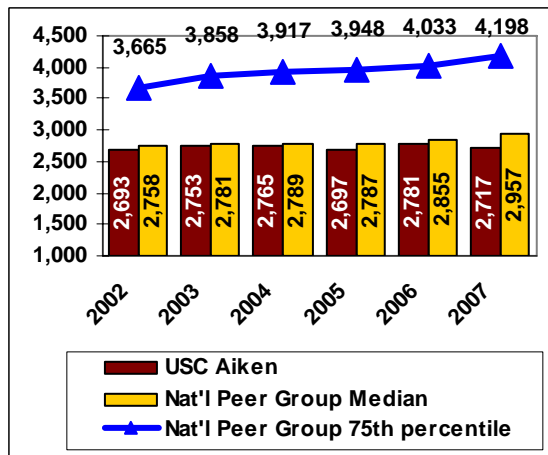
Source: IPEDS Peer Analysis System

7.3-2 Fall Headcount (Graduate Students)



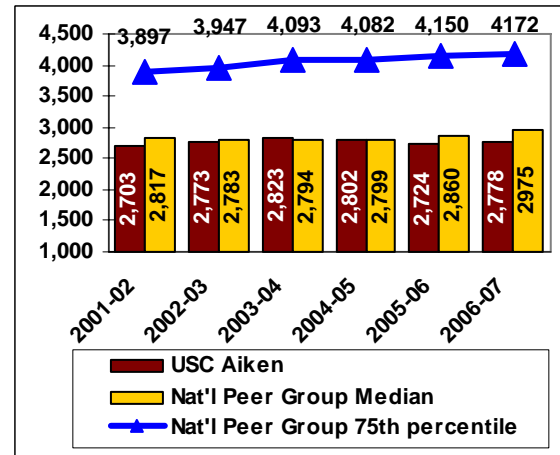
Source: IPEDS Peer Analysis System

7.3-3 Fall Full-Time Equivalent Enrollment



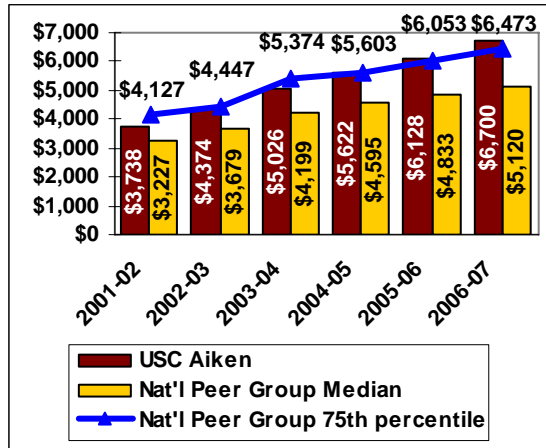
Source: IPEDS Peer Analysis System

7.3-4 Annualized Full-Time Equivalent Enrollment



Source: IPEDS Peer Analysis System

7.3-5 Tuition and Fees



Source: IPEDS Peer Analysis System

Change in Requirements for LIFE Scholarship

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	77	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

7.3-6 2007-08 Tuition and Fees of Competitors

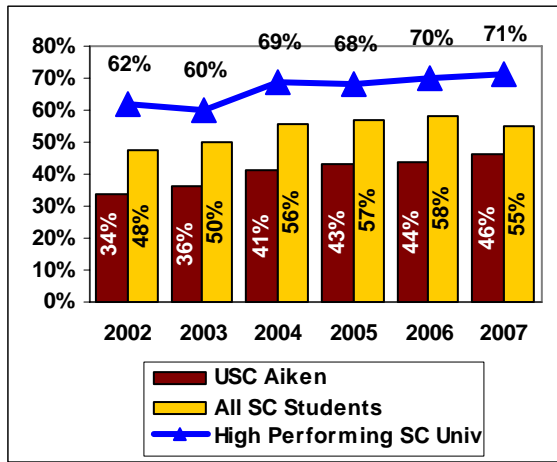
Institution Name	Type	Tuition & Fees
Augusta State University	4-Year	\$3,242
Piedmont Technical College	2-Year	\$3,484
Aiken Technical College	2-Year	\$3,658
Midlands Technical College	2-Year	\$4,036
USC Beaufort	4-Year	\$6,260
USC Aiken	4-Year	\$7,036
Francis Marion University	4-Year	\$7,038
SC State University	4-Year	\$7,318
Coastal Carolina University	4-Year	\$7,600
The Citadel	4-Year	\$7,735
Lander University	4-Year	\$7,772
College of Charleston	4-Year	\$7,778
USC Upstate	4-Year	\$7,900
USC Columbia	4-Year	\$8,346
Winthrop University	4-Year	\$10,210
Clemson University	4-Year	\$10,370

Source: IPEDS Peer Analysis System

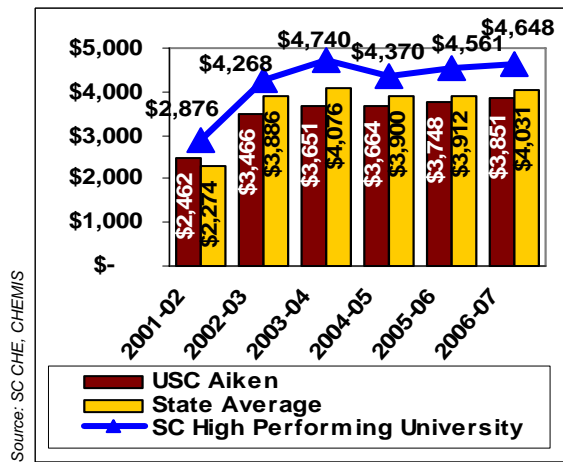
Tuition and fees have risen as revenues from the state have fallen (7.3-5). Charges for tuition and fees for full-time undergraduates in 2001-02 were \$3,738; this amount has risen to \$7,036 in 2007-08 (7.3-6), an increase of 88%. Nevertheless, among the four-year institutions in South Carolina, USC Aiken continues to have among the lowest student charges, second only to USC Beaufort (which only recently became a four-year institution). 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 in Georgia, 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 2005-06 (7.3-7). Over the past five years, the proportion of all students receiving merit-based aid has risen from 34% in Fall 2002 to 46% in Fall 2007 (7.3-8), and the average award amount has increased for all classes of grants (7.3-9-13). 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.

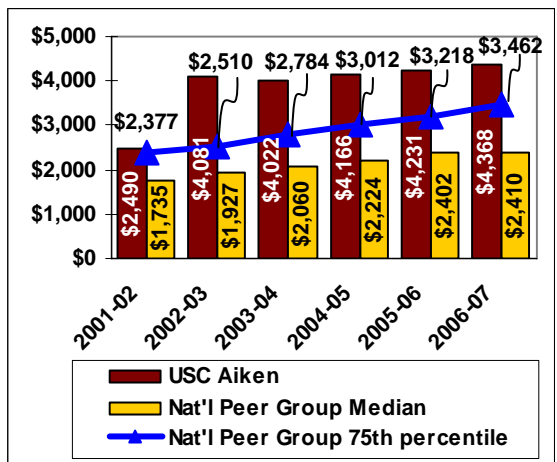
7.3-8 Percentage of SC Undergraduate Students Receiving State Merit-Based Aid



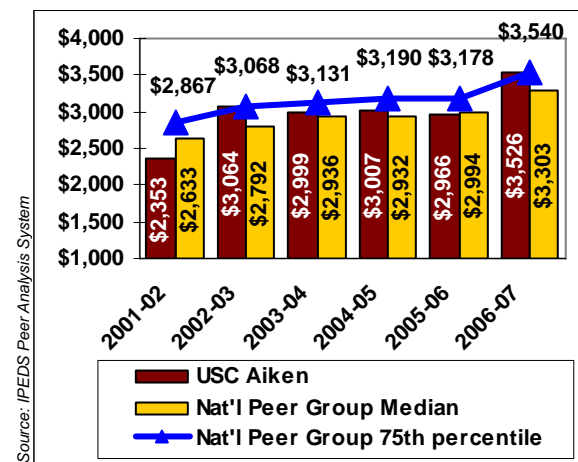
7.3-9 Average State Scholarship Disbursements for Public Institutions



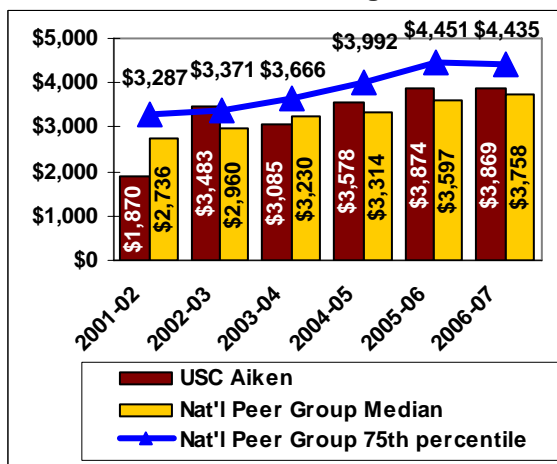
7.3-10 Average State/Local Grant Amount to Full-Time First-Time Students Receiving State/Local Grants



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



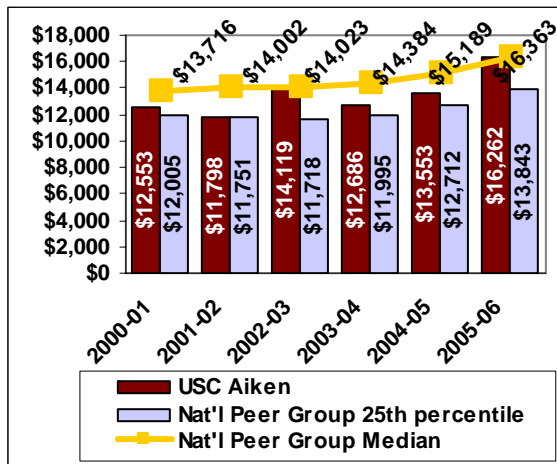
7.3-13 2006-07 Average Institutional Grant to First-Time Students Receiving Grants

Institution Name	Percent Receiving	Average Award
The Citadel	38	\$10,530
College of Charleston	23	\$6,432
Clemson University	51	\$4,891
SC State University	39	\$4,806
Coastal Carolina University	26	\$4,753
Winthrop University	32	\$4,059
Lander University	26	\$4,006
USC Beaufort	5	\$3,719
USC Upstate	10	\$3,566
Francis Marion University	17	\$3,274
USC Columbia	49	\$3,225
Augusta State University	5	\$2,993
USC Aiken	18	\$2,573
Aiken Technical College	8	\$810
Piedmont Technical College	2	\$750
Midlands Technical College	1	\$740

Source: IPEDS Peer Analysis System

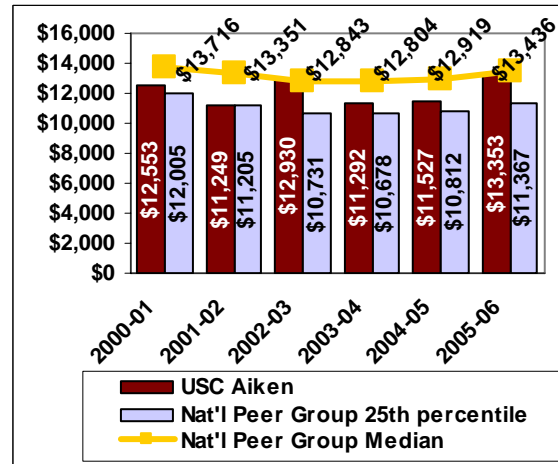
Total revenue from all sources per FTE student has increased from \$12,553 in 2000-01 to \$16,262 in 2005-06 for an average annual increase of approximately 5.3% (7.3-14). By contrast, increases in the higher education price index (HEPI) averaged 3.8% during the same period, and when adjusting total revenue by HEPI, USC Aiken's total revenue per FTE has increased from \$12,553 in 2000-01 to \$13,353 in 2005-06 in constant 2000 dollars (7.3-15). USC Aiken has remained below the median in five out of the last six years in terms of total revenue per FTE student. The increase in revenue from tuition is indicative of state-level decisions to shift costs for higher education from the government to individual students; state appropriations have decreased from \$4,563 per FTE student in 2000-01 to \$3,952 in 2005-06 (7.3-15).

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



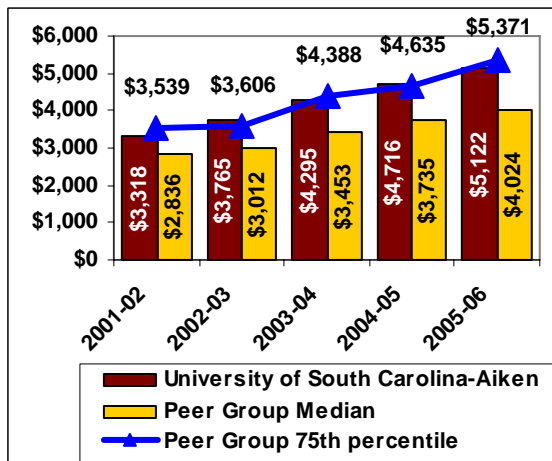
Source: IPEDS Peer Analysis System

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



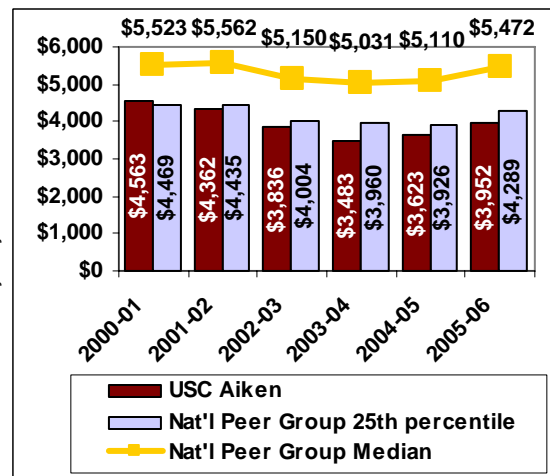
Source: IPEDS Peer Analysis System; HEPI is from Commodityfund.org

7.3.16 Tuition Revenue Per FTE Student



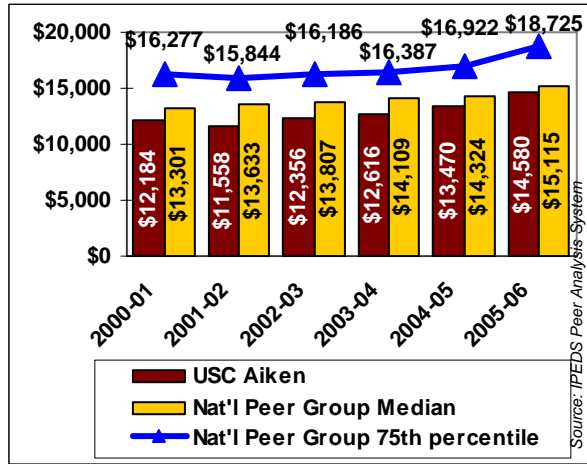
Source: IPEDS Peer Analysis System

7.3.17 Revenue: State Appropriations Per FTE Student

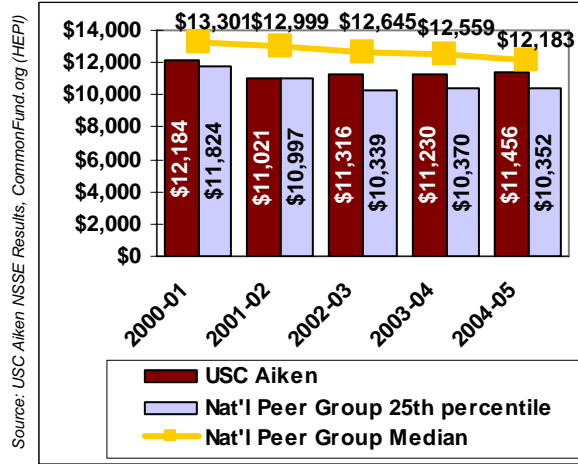


Source: IPEDS Peer Analysis System

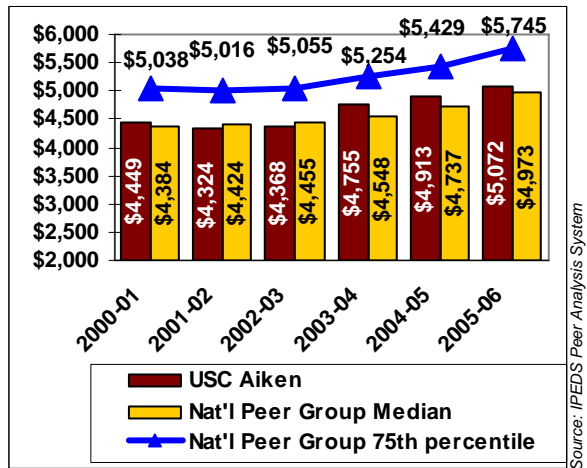
7.3-18 Total Expenditures / FTE Student (Unadjusted Dollars)



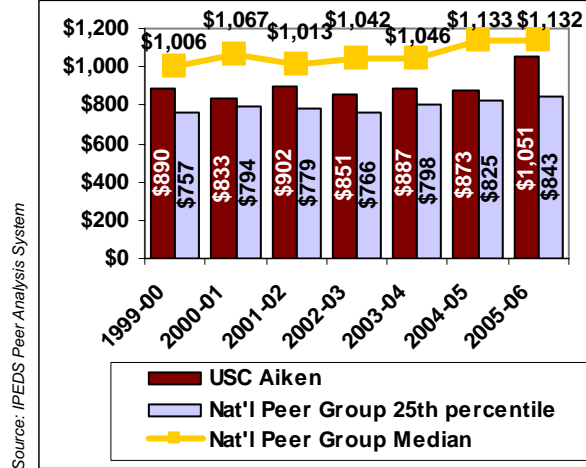
7.3-19 Total Expenditures / FTE Student (FY 2000 Dollars, Adjusted by HEPI)



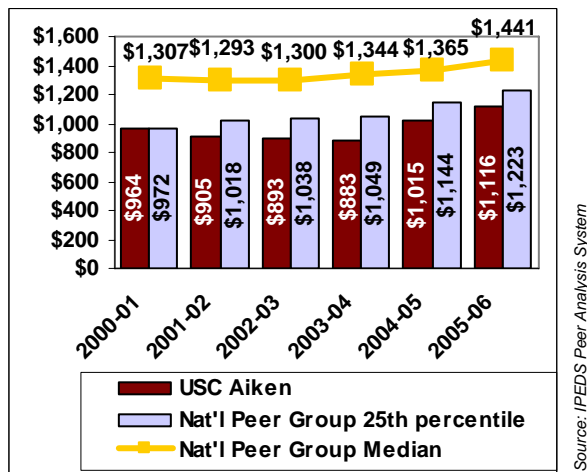
7.3-20 Instructional Expenditures / FTE



7.3-21 Academic Support Expenditures / FTE

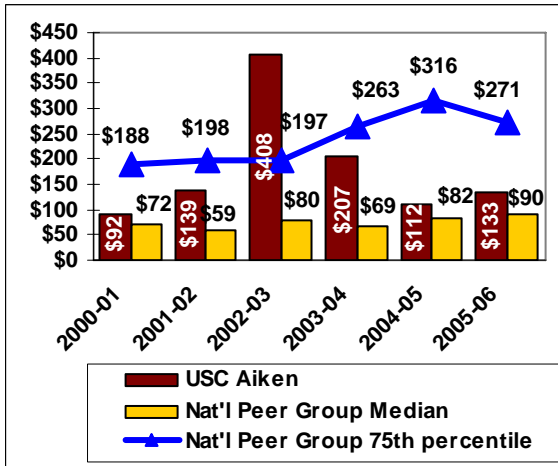


7.3-22 Institutional Support Expenditures / FTE Student

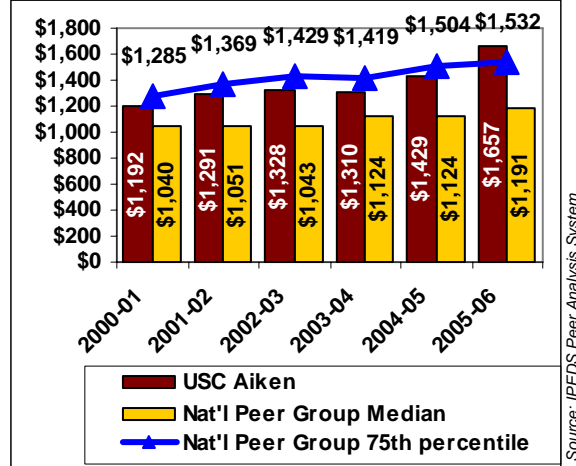


To monitor cost containment and institutional efficiency, the university closely scrutinizes the proportion of funds spent on institutional support for administrative services, management and long range planning, legal and fiscal operations, space management, personnel and records, logistical services such as purchasing and printing, and public relations and development (7.3-18-22). USC Aiken's expenditures on institutional support have consistently ranged between \$900 and \$1,200 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

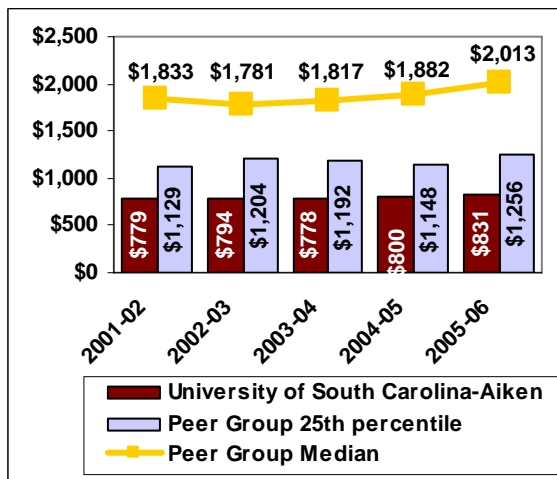


7.3-24 Student Services Expenditures Per FTE Student

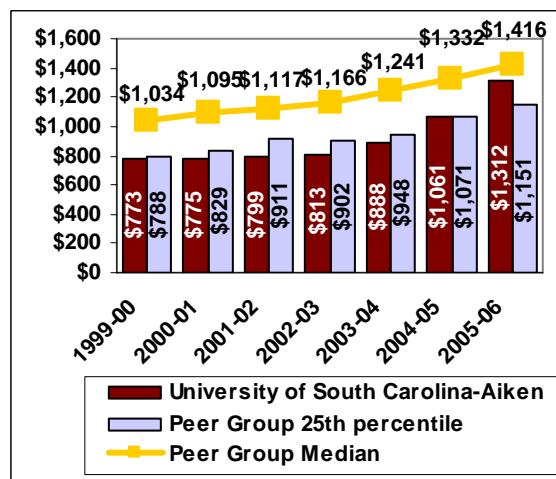


Research expenditures per FTE student at USC Aiken reflect grant activity and typically exceed the median of the University’s national peer group. The spike in expenditures in 2002-03 to \$408 per FTE student resulted from technology grants from lottery funds (7.3-23). Expenditures related to student services and auxiliary functions are difficult to compare within the national peer group because of differences in accounting practices. In particular, some institutions include their intercollegiate athletics programs in auxiliary expenditures while others, including USC Aiken, budget expenditures for athletics in student services. The increase in expenditures on student services is reflective of doubling the population of students living on campus in 2004 (7.3-24). Expenditures per FTE student on operations and maintenance have increased 70% over six years from \$773 per FTE student in 1999-00 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 65% of its national peer group.

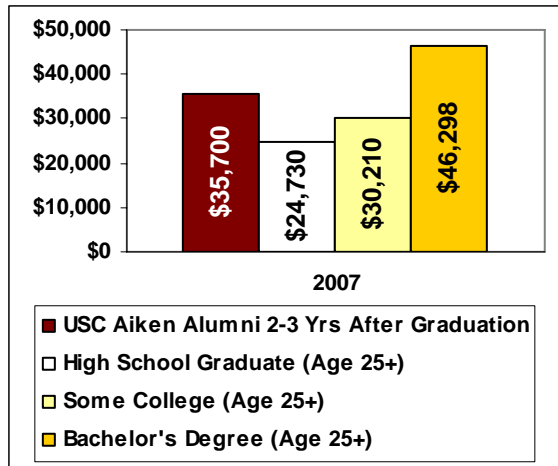
7.3-25 Auxiliary Expenditures Per FTE Student



7.3-26 Operations Expenditures Per FTE Student



7.3-27 Estimated Median Salaries By Level of Education



Source: USC Aiken Alumni Survey (2005)

The most recent survey of USC Aiken graduates indicated that 2-3 years after graduation, alumni earn \$35,700 a year, which is slightly below the median salary for their age group, but is almost \$11,000 more per year than an individual in their age group 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 \$21,568 in 2007 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. By the end of FY 2005, there were 9,677 USC Aiken alumni. The additional earning power of these 9,677 USC Aiken alumni represents an estimated \$209 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

\$209 million return on investment in 2007

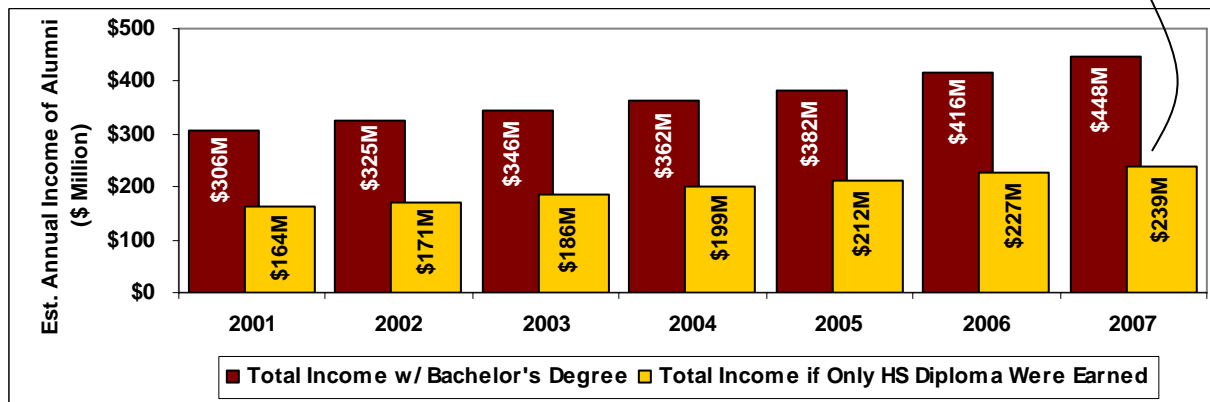


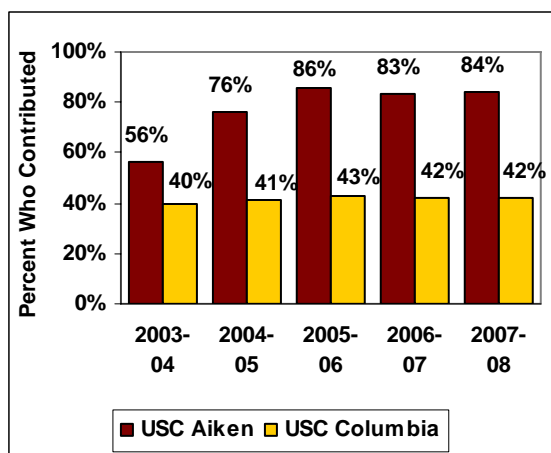
Chart uses 2007 CPI adjusted dollars. Since research shows graduates do not achieve age- and education-appropriate salaries until two years after graduation (7.3-27), alumni graduating after 2005 are not included in the Return on Investment calculation. Source: U.S. Census Bureau (2008). Historical income tables. Table P-16 Educational attainment.

² U.S. Census Bureau (2008). Historical income tables. Table P-16 Educational attainment. <http://www.census.gov/>

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

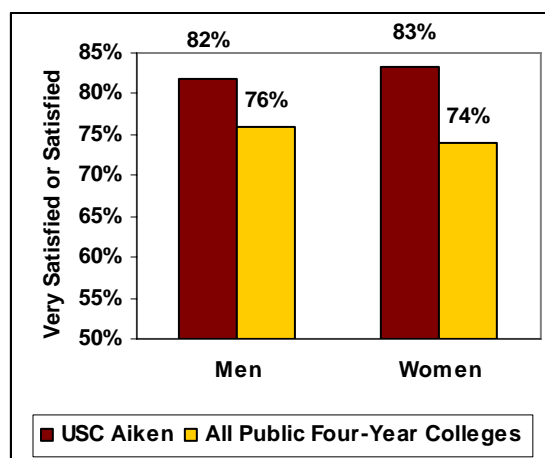
The extent to which USC Aiken integrates the value of collegiality into its institutional culture is evident in the level at which faculty and staff members give back to the university and in the overall satisfaction levels of employees. USC Aiken’s Family Fund giving rate has increased from 56% in 2003-04 to 84% in 2007-08, 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).

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

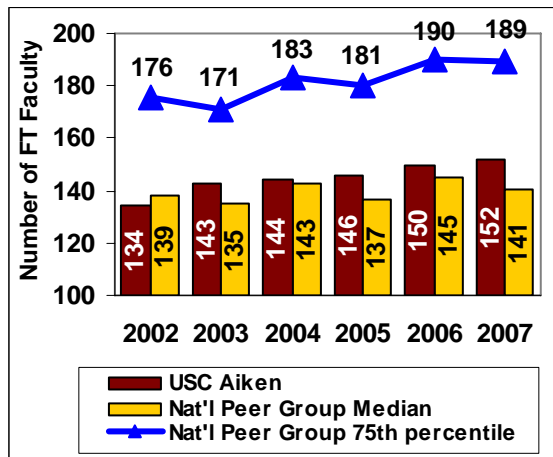
7.4-3 Detailed Elements of Faculty Job Satisfaction

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.

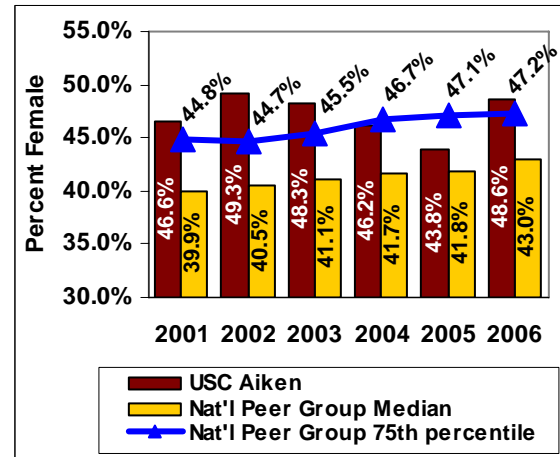
Source: HERI 2004 Faculty Survey

7.4-4 Number of Full-Time Faculty



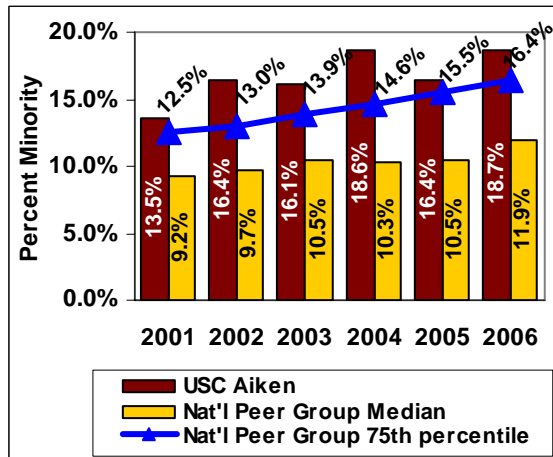
Source: IPEDS Peer Analysis System

7.4-5 Full-Time Faculty Who Are Female



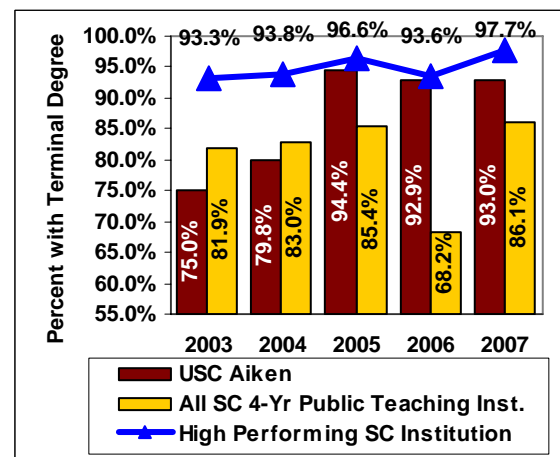
Source: IPEDS Peer Analysis System

7.4-6 Full-Time Faculty from Minority Groups



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

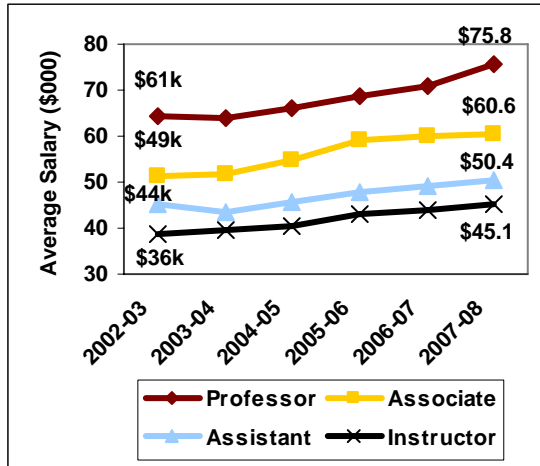
7.4-7 Full-Time Faculty with Terminal Degree



Source: SC CHE, CHEMIS

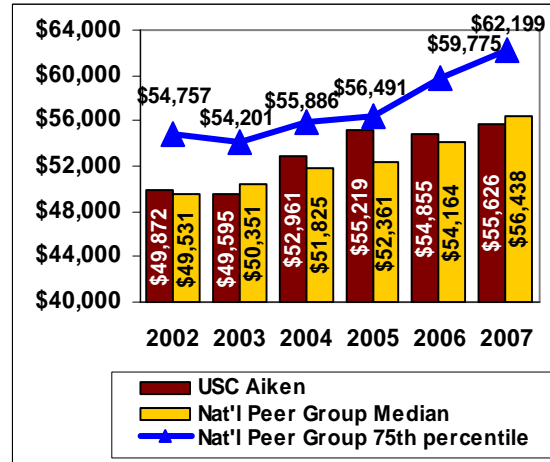
USC Aiken has set and continues to pursue strategic goals to recruit and retain quality faculty and staff. Ninety-three percent of USC Aiken’s full-time faculty members hold terminal degrees in their disciplines; this level of education is above the state median for public four-year teaching institutions, and just 3-4% 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, 16-19% 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 almost 49%, the proportion of female faculty members is also above the 75th percentile in the university’s national peer group (7.4-5).

7.4-8 Mean USC Aiken Faculty Salaries By Academic Rank



Source: IPEDS Peer Analysis System

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



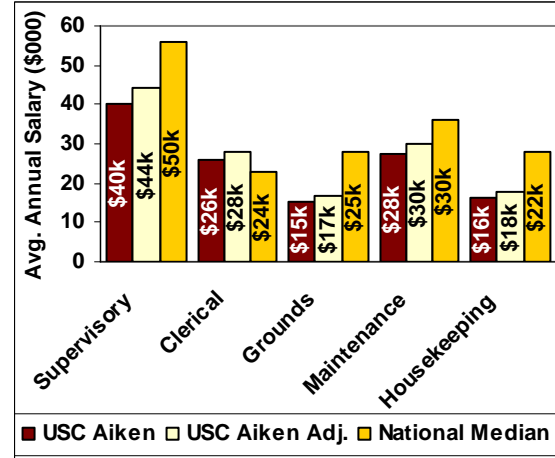
Source: IPEDS Peer Analysis System

7.4-10 SC Faculty Salaries, 2007-08

Institution	Full	Assoc.	Asst.	Instr.
Coastal Carolina U	\$78,667	\$57,691	\$53,043	\$70,000
The Citadel	\$77,456	\$55,655	\$52,461	\$44,603
Coll. of Charleston	\$77,260	\$55,527	\$53,996	\$37,009
Winthrop U	\$75,230	\$53,005	\$52,117	\$41,071
Francis Marion U	\$74,368	\$50,811	\$49,188	\$43,980
U.S.C. - Aiken	\$74,123	\$49,785	\$48,580	\$41,658
SC State Univ.	\$72,648	\$54,963	\$50,311	\$43,359
U.S.C. - Upstate	\$71,318	\$51,911	\$48,058	\$40,970
U.S.C. - Beaufort	\$69,974	\$49,159	\$51,137	\$38,968
Lander U	\$64,071	\$47,907	\$46,163	\$37,232

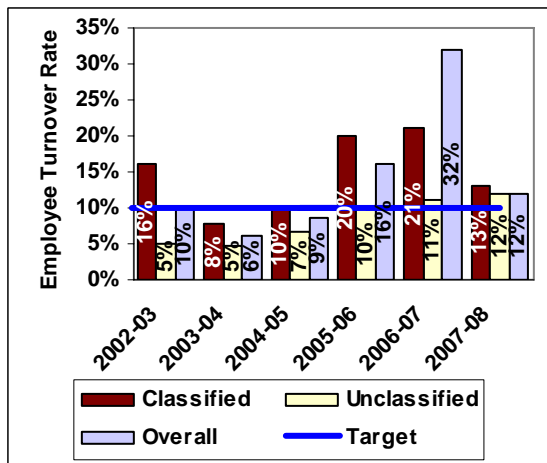
Source: IPEDS Peer Analysis System

7.4-11 Operations Staff Salary Comparisons



Source: American Schools & University, Maintenance & Operations Cost Study

7.4-12 Employee Turnover Rates



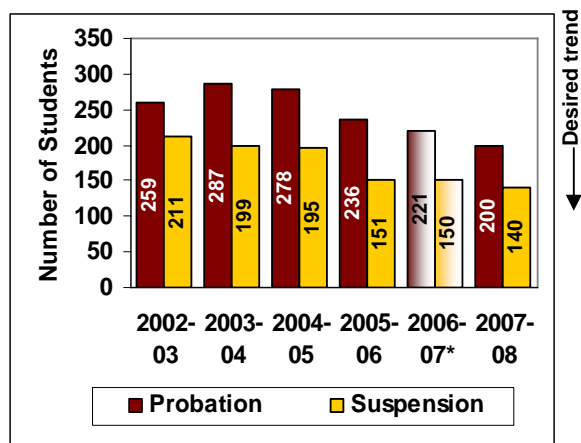
Source: USC Aiken Human Resources Office

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 \$49,872 in Fall 2002 to \$55,626 in Fall 2007 (7.4-9). Within the state of South Carolina, USC Aiken ranks #6 in the state among public teaching universities for faculty salaries, although the lower cost of living in the western portion of the state lessens the impact of this small difference (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 and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

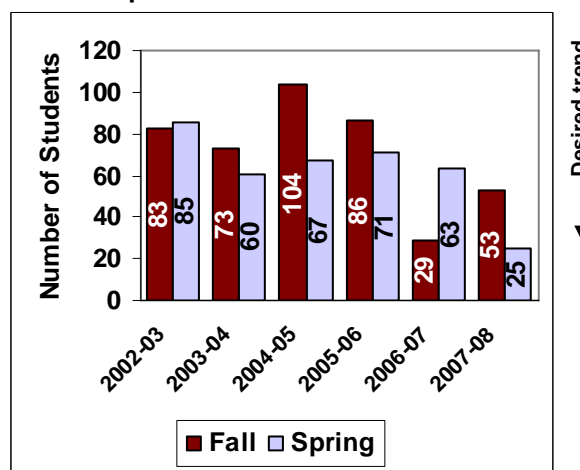
USC Aiken monitors a wide range of indicators to evaluate the success of its learning-centered processes. The number of students who have been suspended for academic reasons has declined 34% over five years from 211 in 2002-03 to 140 in 2007-08; similarly, there has been a 23% decline over this same period for students on academic probation (7.5-1). The number of students who withdraw completely from the University has decreased from 173 in 2002-03 to 78 in 2007-08 (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 also indicative of the efficacy of learning centered processes (7.5-4).

7.5-1 Students on Probation or Suspended



* 2006-07 data are interpolated
Source: USC Aiken Enrollment Services Division

7.5-2 Complete Withdrawals from USC Aiken



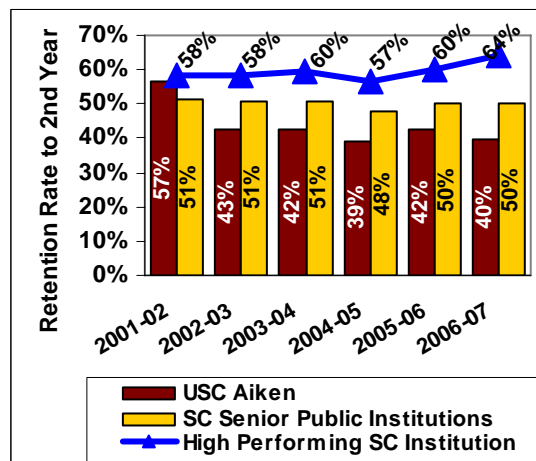
Source: USC Aiken Enrollment Services Division

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

	2005-06		2006-07	
	Fall	Spring	Fall	Spring
Total Course Grades Earned	13121	12045	10931	9752
Total Course Grades of D, F, and W	2341	2132	2133	1970
Proportion of Ds, Fs, and Ws	17.8%	17.7%	19.5%	20.2%
Early Warning Forms Submitted	136	261	401	342
Early Warning Forms as a Proportion of Ds, Fs, and Ws	5.8%	12.2%	18.8%	17.4%

Source: Grade Totals and USC Aiken Advisement Office

7.5-4 LIFE Scholarship Retention Rates Freshman to Sophomore Year



Source: SC CHE, CHEMIS

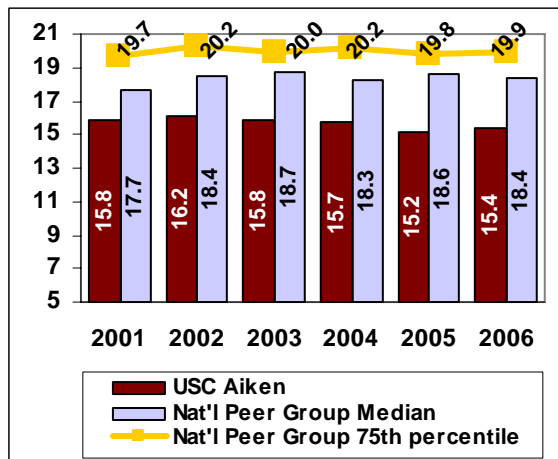
7.5-5 Academic and Social Support (NSSE Results)

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much		2004				2006				2008			
		USC Aiken	NSSE (National Group)			USC Aiken	NSSE (National Group)			USC Aiken	NSSE (National Group)		
Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c
a. Spending significant amounts of time studying and on academic work	FY	3.31	3.15	*	.21	3.35	3.07	***	.36	3.34	3.14	***	.26
	SR	3.27	3.14		.18	3.25	3.08	*	.22	3.37	3.14	***	.30
b. Providing the support you need to help you succeed academically	FY	3.14	3.10		.06	3.30	2.99	***	.39	3.27	3.07	***	.25
	SR	3.06	2.97		.11	3.20	2.87	***	.40	3.23	2.93	***	.35
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.65	2.60		.05	2.88	2.57	***	.33	2.87	2.70	**	.18
	SR	2.61	2.41	*	.21	2.76	2.40	***	.37	2.83	2.50	***	.33
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.16	2.15		.01	2.49	2.13	***	.39	2.48	2.27	***	.22
	SR	2.08	1.92		.18	2.30	1.90	***	.43	2.32	1.99	***	.35
e. Providing the support you need to thrive socially	FY	2.39	2.36		.03	2.76	2.37	***	.42	2.74	2.49	***	.27
	SR	2.37	2.12	**	.28	2.46	2.14	***	.34	2.64	2.23	***	.44
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.95	2.83		.12	3.11	2.75	***	.38	3.00	2.84	**	.17
	SR	2.69	2.59		.11	2.81	2.57	**	.26	2.93	2.61	***	.33
g. Using computers in academic work	FY	3.37	3.32		.06	3.52	3.32	***	.25	3.41	3.31	*	.13
	SR	3.52	3.45		.09	3.62	3.47	*	.20	3.55	3.46	*	.12

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.

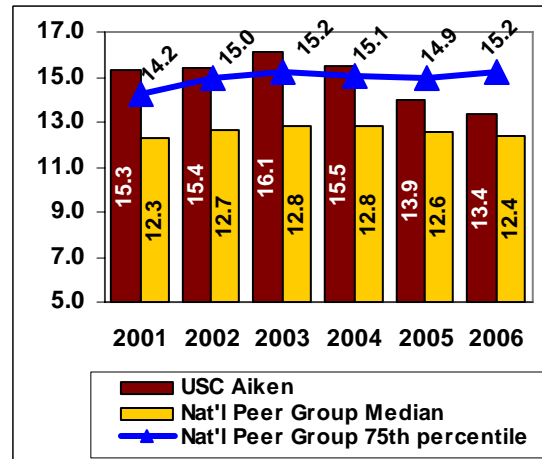
The effectiveness of support processes is monitored through surveys and academic success. Results from the National Survey of Student Engagement (NSSE) indicate the academic and social support offered at USC Aiken exceeds levels at other four-year institutions in the country by a quarter to half of a standard deviation, placing USC Aiken in the 55th to 70th percentile nationally in a range of support activities (7.5-5). 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. 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 FTE Students per FTE Faculty
 Source: IPEDS Peer Analysis System

7.5-7 Student-Staff Ratio

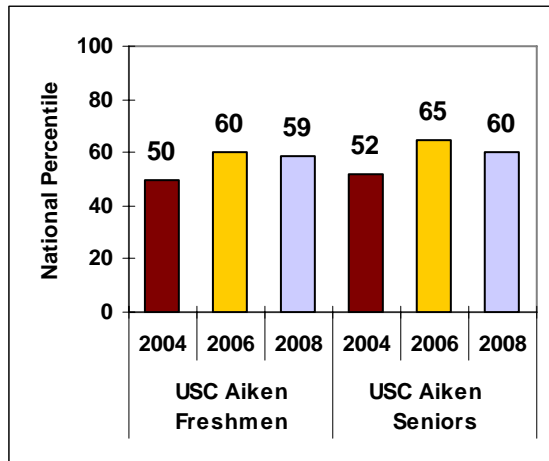


Calculated as FTE students per FT Non-Faculty Employees
 Source: IPEDS Peer Analysis System

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 13.4 students per staff member in 2005-06, compared to a median of 12.4 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 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 such as students living on campus (7.5-13) and student athletes (7.5-15) are conducted throughout the year.

7.5-8 Student Relationships with Faculty

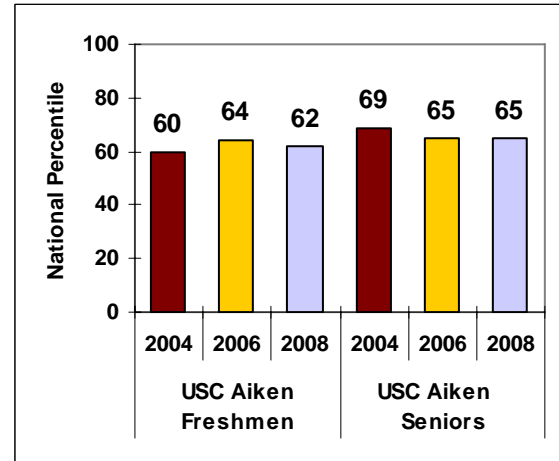
*Quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation to
7=friendly, supportive, sense of belonging*



Source: USC Aiken NSSE Results

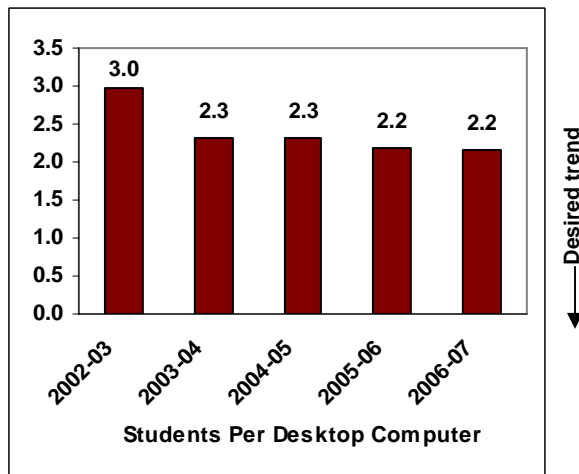
7.5-9 Student Relationships with Administrative Personnel and Offices

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



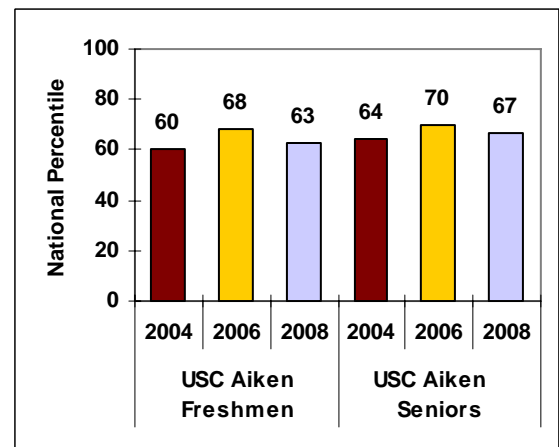
Source: USC Aiken NSSE Results

7.5-10 Ratio of Students to Desktop Computers



Source: USC Aiken Computer Services Division

7.5-11 Satisfaction with Advising (NSSE)



Source: USC Aiken NSSE Results

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
2001-2002	12	137
2002-2003	11	122
2003-2004	11	247
2004-2005	14	124
2005-2006	14	188
2006-2007	15	423
2007-2008	15	279

Source: USC Aiken Human Resources Office

7.5-15 Athlete Satisfaction

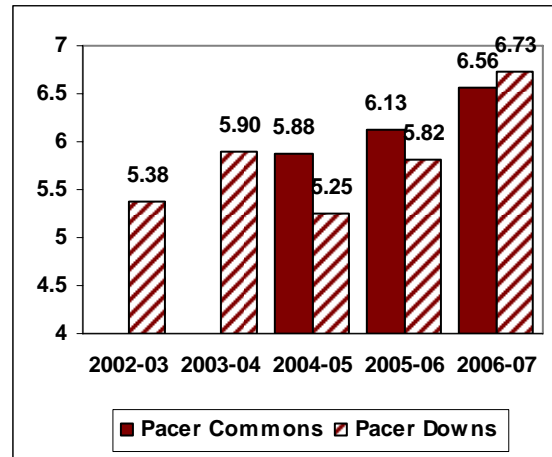
Please indicate your satisfaction with the following areas: (5=Very Satisfied, 4=Somewhat Satisfied, 3= Neutral, 2=Somewhat Dissatisfied, 1=Very Dissatisfied)

	2005		2006		2007	
	Mean	Rank	Mean	Rank	Mean	Rank
73. Professionalism of training staff	4.54	2	4.12	3	4.46	1
82. Quality of academic experience	4.64	1	4.25	1	4.38	2
72. Access to training staff	4.49	3	4.22	2	4.3	3
74. Quality of care from the Student Health Center	--	--	4.07	5	4.29	4
75. Quality of care from Carolina Musculoskeletal Institute (CMI)	--	--	3.52	11	4.23	5
83. Overall experience as a student athlete	4.26	4	4.11	4	4.15	6
79. Tutoring and academic support	3.61	9	3.80	9	4.05	7
80. Support/coverage by the Sports Information Department	3.98	6	3.84	8	3.93	8
78. Travel accommodations	3.85	7	3.91	6	3.87	9
81. Support from administrative offices	3.77	8	3.87	7	3.71	10
76. Quality of athletics facilities	4.14	5	3.67	10	3.56	11
77. Campus involvement with your sport	2.93	10	3.13	12	3.5	12

Source: USC Aiken Athletic Survey

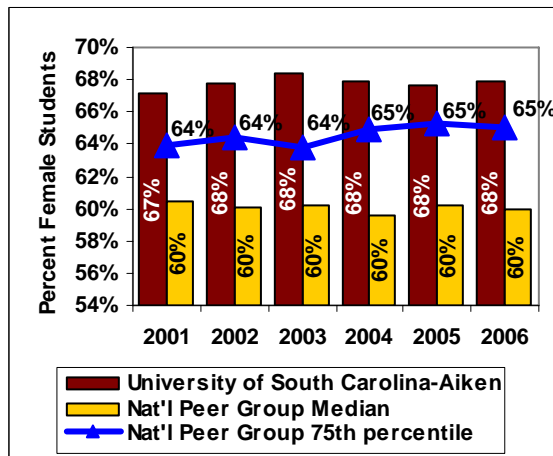
7.5-13 Housing satisfaction

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



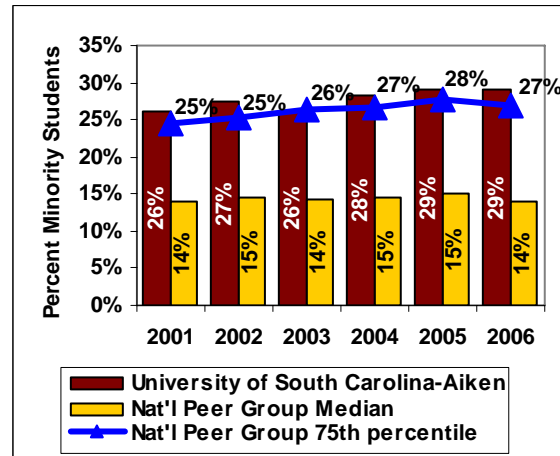
Source: USC Aiken Office of Institutional Effectiveness

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

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; and d.) organizational citizenship in support of your key communities.

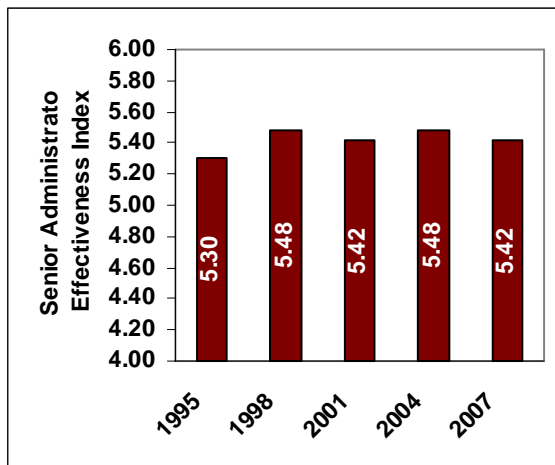
USC Aiken’s strategic planning process and the accomplishment of its goals and objectives are well-documented and shared with the campus. The Strategic Planning Committee releases a progress report annually and posts the report on a website (7.6-1). The University’s mission to serve the region and state is reflected in how resources are committed to facilities such as the Ruth Patrick Science Education Center and the Etherredge Center for the 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 below the state average, although these are increasing with more students living on campus (7.6-7). No lost time accidents occurred on campus in the past two 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 consistently fully affirmed or reaffirmed by its accreditors (7.6-9).

7.6-1 Strategic Planning Progress Reports

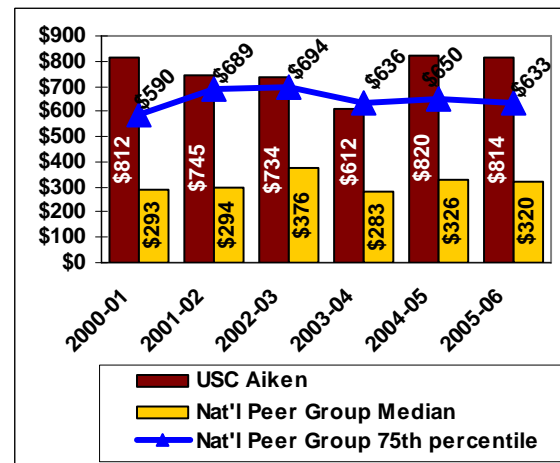
Report Title	Web Location
Final Strategic Planning Report	http://www.usca.edu/strategicplan/FinalfinalReportWeb.htm http://www.usca.edu/strategicplan/FinalfinalReportWeb.htm
Keeping the Pace of Excellence	http://www.usca.edu/strategicplan/KeepingPaceTLH.htm
Strategic Plan Accomplishments and Priorities, 2003-2004	http://www.usca.edu/strategicplan/AccomplishmentsPriorities.htm
Strategic Planning Newsletter	http://www.usca.edu/strategicplan/pdf/Newletter2.pdf
Strategic Plan Action Report 2008	http://ie.usca.edu/SPActionReport08.pdf
Strategic Plan 2008-09	http://ie.usca.edu/StrategicPlan08-09.pdf

Source: USC Aiken Strategic Planning Committee Web Site

7.6-2 Summarized 360 Senior Administrator Evaluation Results



7.6-3 Public Service Expenditures Per FTE Student



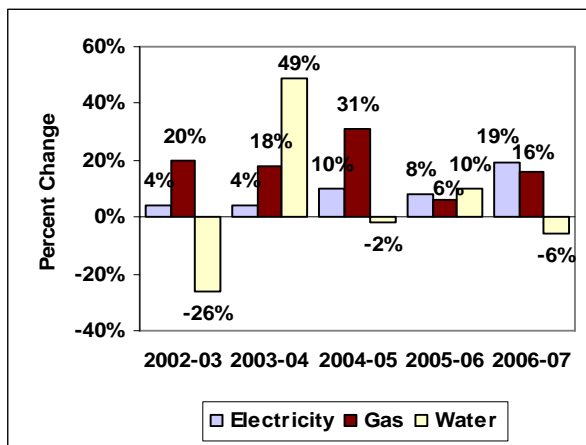
Source: USC Aiken Office of Institutional Effectiveness

7.6-4 Assessment of Academic Programs

	2004-05	2005-06	2006-07	2007-08
Number of Majors Reviewed by Assessment Committee	5	8	6	6
<i>1=Missing, 2=Approaches Guidelines, 3=Meets Guidelines, 4=Exceeds Guidelines</i>				
Goals	2.4	2.8	2.9	2.0
Objectives	1.8	2.3	2.8	2.2
Measurement	2.0	2.3	2.7	2.3
Findings	1.7	2.5	2.7	2.1
Use of Results	1.7	2.0	2.5	2.1

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	0
Avoidable Accidents	6	5	0

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

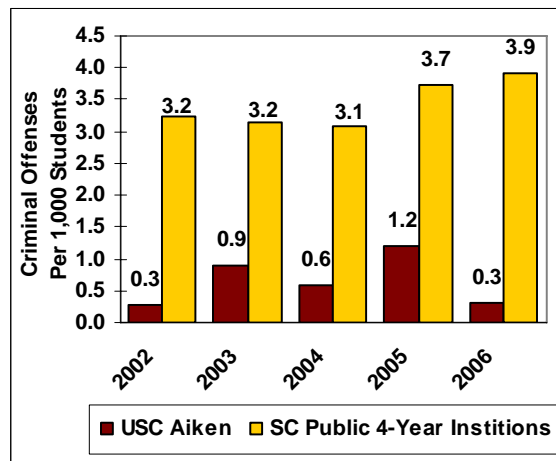
Source: IPEDS Peer Analysis System

7.6-5 Classroom Utilization

2006-07 Utilization Table	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
USC-Beaufort	17.60	17.10	32%	3.24
Francis Marion	18.56	14.19	55%	2.38
Citadel	19.45	15.75	54%	2.31
Winthrop	23.13	18.19	60%	2.23
SC State	18.34	21.41	44%	1.94
Lander	20.14	20.22	56%	1.79
USC-Columbia	17.22	34.09	38%	1.34
USC-Aiken	21.63	36.46	51%	1.15
USC-Upstate	18.03	32.78	48%	1.15
Coastal Carolina	18.24	29.07	55%	1.14
Clemson	16.39	31.45	46%	1.14
College of Charleston	16.46	27.34	60%	1.00
<i>Average</i>	<i>18.77</i>	<i>24.84</i>	<i>50%</i>	<i>1.73</i>

Source: SC CHE, 2008 Facilities Statistical Abstract

7.6-7 Criminal Offenses on Campus



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