


[SACS Home](#)
[Committees](#)
[Compliance Table](#)
[Quality Enhancement Plan](#)
[Supporting Document Index](#)

- [Alphabetical](#)
- [By Standard](#)

[Focused Report](#)

Core Requirement 2.5

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

Judgment: Compliant

Response:

[System/Columbia](#) | [Lancaster](#) | [Salkehatchie](#) | [Sumter](#) | [Union](#)

System/Columbia

The University of South Carolina engages in a systematic, integrated, system-wide process of planning and evaluation that seeks to ensure clarity regarding the institution's mission, goals and outcomes, provide data-based feedback and assessment to ensure continual improvement for the University, and demonstrate that the University is effectively fulfilling its three-fold mission of teaching, research, and service. The University accomplishes this through [Focus Carolina](#), its system-wide strategic planning effort; [Advance Carolina](#), its structured process for implementing strategic planning initiatives; and the Annual Blueprint for [Academic](#) and [Service](#) Excellence process, which is the structured method for annual planning, evaluation, and assessment for each academic and service unit for the University.

Focus Carolina is the primary tool for system-wide planning and evaluation. Initiated by President Pastides on August 1, 2008, Focus Carolina is the most comprehensive strategic planning process in the history of the University. Focus Carolina's structured and integrated process has three components: 1) Priority setting, 2) Matching resources to our goals, and 3) Laying the foundation for our next capital campaign. To keep the University focused on our priorities, Focus Carolina is structured to ensure that the University provides the greatest emphasis in those areas that matter most to the success and excellence of the institution. In broad terms, Focus Carolina is designed to place the greatest emphasis on 1) the quality of education we provide our students, 2) the environment of scholarship, creativity, and innovation we foster, 3) the performance of our faculty, and 4) the efficiency with which we run our operations.

The Board of Trustees is deeply involved in Focus Carolina. While the entire Board routinely works with the President and other members of the administration on strategic planning issues, after the announcement of Focus Carolina, the Board appointed an ad-hoc committee on Strategic Planning, which was one of the most active Board committees in 2008 and 2009. This committee provides Board-level oversight and input to ensure that the planning and evaluation efforts of the institution remain consistent with the vision, mission, and values of the institution. To further demonstrate its commitment to building a culture of research-based, structured, and systematic planning and evaluation, in 2008 the Board approved the President's request to appoint a new Vice President for Planning. This executive position has primary responsibility for oversight and administration of Focus Carolina. In July 2009 the position became [Vice President for Finance & Planning](#) upon retirement of the former CFO. This completed the formal organizational linkage between finance and strategic planning.

In March 2009, the University Board of Trustees held a strategic planning retreat to review and approve the planning approach of the Pastides administration. In March 2010, the Board of Trustees continued its planning efforts, highlighted by a multi-day retreat of the [Strategic Planning Council](#) [**Warning: very slow loading file**] to focus on the various challenges facing the University. During a period of unprecedented budget reductions, the Board and the President are intensifying their efforts to ensure the University is focused on the most strategic goals and objectives for fulfilling our mission. Over the days of this retreat, the Board participated in discussions regarding the President's vision for the University, strategic finance issues (including our ten-year financial planning model, current and proposed capital projects, the University's 30 year Capital Plan, and our complete debt profile), academics and scholarship, recruitment and student success, components of our planning processes, and our communication strategy. This session enabled the Board and Executive Leadership to jointly address issues in each key aspect of University operations.

As a major component of Focus Carolina, the institution initiated a systematic process for re-defining our vision, mission, and major goals. Under this process, a [diverse, system-wide committee](#) deliberated and recommended to the President and the Board of Trustees updated [vision and mission](#) statements, which were formally adopted in 2010.

Focus Carolina also adopted [specific goals](#) for the University system in the following areas: 1) Teaching and Learning, 2) Research, Scholarship and Creative Achievement, 3) Service Excellence, 4) Quality of Life in the University Community, and 5) Recognition and Visibility. Once these goals were identified, specific initiatives for accomplishing these goals were recommended by teams representing all eight campuses in the USC system. For the Columbia campus, the diverse teams consisted of [112 faculty, staff, students, and alumni](#) from across the State, who recommended broad, integrated, university-wide initiatives that would have the greatest strategic impact on accomplishing these goals in support of our mission. Planning teams were also formed on the other USC campuses to help integrate their strategic planning efforts with Focus Carolina goals. Over the course of Focus Carolina's initial planning efforts, these teams dedicated countless hours in evaluating and assessing the University's progress in each of

the five major goal areas and articulating specific goals and initiatives for advancement in each area. The **detailed report** provides a road map for executive and unit level planning to make progress in these key areas.

In a related initiative, in January 2009, President Pastides appointed a Diversity Task Force to develop a USC System Strategic Plan for Diversity. The Diversity Task Force, which was composed of 28 faculty and staff members, was charged with developing diversity initiatives to be incorporated into the five proposed **goals** of the Focus Carolina strategic planning process and using those initiatives as the foundation for developing a USC System Strategic Plan for Diversity. This plan, which was formally adopted in Spring 2010, serves as a foundation for fostering a diverse and vibrant academic environment for the University system. In an increasingly global society where racial, cultural and religious groups must understand one another and work together, the strength and future of the USC System require capitalizing on the diversity of the campus community.

Now that the goals of Focus Carolina have been clearly identified, Advance Carolina has been initiated to ensure that these goals are met. In September 2009, **President Pastides announced his commitment** to "Advance Carolina," which is the University's structured, systematic means for identifying and implementing specific initiatives to meet the goals identified in Focus Carolina. While many Advance Carolina initiatives will be on-going, the University has already established **specific initiatives and plans** for Students, Faculty, Facilities Maintenance, **Innovista** (the University's partnership with the City of Columbia, private developers, and Economic Development officials to create a research district), and Sustainability. Specific plans in these areas will ensure that the University is making strides forward in improving institutional quality and accomplishing its mission.

The University is making considerable progress toward these goals. In his **2009 Annual Report**, President Pastides outlines advances in each of these broad goal areas and demonstrates how the University is continually improving in quality and effectiveness.

In addition, based on these broad goals, individual work units make plans and initiatives to fulfill the goals identified through Focus Carolina. Through the annual **Blueprint for Academic Excellence** for all academic units and **Blueprint for Service Excellence** for service units, every academic and service unit articulates a vision and mission that aligns with the University's vision and mission. Based on each unit's vision and mission, the area establishes goals that are consistent with Focus Carolina and produces a specific plan for key initiatives to meet these goals. This annual process is a well-established, systematic means for on-going planning, budgeting, and assessment. Through this process, each academic and administrative unit assesses their progress toward past goals and initiatives, summarizes their major goals and priorities for the future, identifies the action plans necessary to achieve those goals, and demonstrates the ability to accomplish their stated goals within budget resources. Specific, measurable indicators and results are identified for each goal to ensure that appropriate measures are in place to assess and evaluate the results and effectiveness of each unit. In addition to planning by all units on the Columbia campus, the Regional Campuses also exhibit a culture of planning consistent with the broad goals of Focus Carolina, with their annual Blueprints for Excellence reflecting our system-wide priorities.

The Blueprint process is also tied directly to the University's budget process to ensure appropriate assessment and resource allocation processes are in place. In detail, the budget/planning cycle begins in December of each year when units begin developing their plans for submission to the President or the Provost. In March, the deans present their plans to the Provost and in May, the VPs present their recommendations to the President. Input from each area is organized and compiled during budget deliberations in May/June, with the Board of Trustees approving the overall USC budget in late June. During this process, each unit's Blueprint for Excellence is reviewed and evaluated in light of the unit's vision, mission, and primary goals, and funding levels are evaluated. In addition, requests for increased funding are considered in light of their potential impact on the unit's and the University's overall goals.

To ensure that we are conducting on-going evaluation of our progress, the Blueprint process allows the Provost to conduct an annual assessment of each unit's progress toward meeting its goals from the previous year. This process allows each academic area to be regularly and systematically assessed against its vision and mission to ensure proper alignment with the overall strategic direction of the University. Each academic unit also completes a five-year budget based on its projections of enrollment, new initiatives, and initiation or retirement of programs. Through this annual programmatic and budgetary review of each area, progress toward previous goals is assessed, evaluation of current and future direction is conducted, and continuous improvement in both quality and effectiveness is ensured. For administrative units, the President conducts a parallel review for each unit with the same goals and outcomes – evaluation of each unit's progress in light of vision, mission, and goals, assessment of current and future direction, review of each unit's budgetary resources in light of planned goals and initiatives, and planning for continuous improvement based on assessment results.

Distance learning strategic planning is inextricably interwoven into the overall University strategic planning process. The **distance education strategic plan** is based on a **white paper commissioned by the Provost**, and was **approved by the President and presented to the Board of Trustees**. The **mission statement** specifically states the role of distance learning at the University. The Provost has approved the **5-year distance learning enrollment projections** of all colleges. A dean may specify an increase in distance programs and enrollments in the yearly Blueprints. If approved by the Provost, the enrollment projections will be revised. As stated in the distance education plan, all academic programs, whether distance or traditional, must list the student learning outcomes in the Bulletin, and must be assessed annually. A **sample distance education program assessment plan** is provided, in which virtually all assessment results are compared at two campuses.

[\[BACK TO TOP\]](#)

Lancaster

The University of South Carolina Lancaster engages annually in a research (fact-based) strategic planning process. We consider the strategic planning process equally important to the plan itself. That statement is based on several key facets of strategic planning.

First, strategic planning deals with the long-term. It is not operational planning.

Second, strategic planning addresses the very fundamentals of an organization – what is our *true* mission, what beliefs are foundational to our approach to fulfilling that mission, what is our vision of the future – where do we want to be 5 or 10 years from today, and, what is the best strategy for achieving that vision?

Third, strategic planning is fact-based. Each year, we gather data specific to the key components of USC Lancaster's **mission statement**, such as student retention data, faculty scholarship, and service.

Fourth, it addresses the changing environment in which we live and operate.

Finally, strategic planning, when done correctly, drives the operational planning. If strategic goals are based upon relevant data, if a broad spectrum of leaders help formulate the plan, and, if the plan is communicated for all to understand, then achievement of goals is much more probable.

To fully appreciate the strategic goals and initiatives of USC Lancaster, a brief recap of our planning process is in order. Our strategic planning methodology is modeled after a process espoused by the **American Management Association**.

A multi-disciplinary team was established to coordinate efforts – the **USCL Strategic Planning Committee**. Each committee member received a copy of *Strategic Planning for Public and Non-Profit Organizations*, 3rd Edition, by John M. Bryson, Copyright © 2004, John Wiley and Sons, Inc. The team devoted its early meetings to review and discussion of the process and examples provided in the "Bryson Book."

Following initial training and orientation in planning methodology, our team then reviewed the **mission statement** and mandates authorized for USCL by the **USC Board of Trustees** and approved by the **South Carolina Commission on Higher Education (CHE)**.

That lengthy mission statement was summarized into a **single sentence**, which neither changes nor detracts from the formal, legal mission, but rather can be easily and widely communicated.

The team proceeded to write a vision statement that incorporates ideas about our future. In reviewing extant materials about USCL, the committee found it note-worthy that a statement of values had never been established. Because a statement of values is a key ingredient in any strategic plan, the committee undertook drafting one. **The USCL Statement of Values** appears on our website and elsewhere.

Next, the team began formulating plans to gather data from key customers and stakeholders of USCL. Reaching beyond the traditional surveying of faculty, staff, students and alumni, the committee decided to also survey the Lancaster business community, benefactors, the Lancaster County School District, elected and appointed Lancaster city and county officials, the Lancaster County Commission for Higher Education, Friends of Medford Library, the Board of Directors of the Educational Foundation of USCL, and incoming freshman and their parents.

Teams were created to draft the various surveys. Survey topics and questions were developed that would afford respondents an opportunity to tell us what USCL is doing right, what we could do better, what new services and programs they would like to see offered at USCL and, what their vision is of our future.

Trend analysis was another key step in our planning process. Data was gathered about academic and administrative programs so internal trends could be analyzed. External trends were also gathered and analyzed – political, economic, social, technological and, trends in higher education.

An analysis of strengths, weaknesses, opportunities and threats was completed. That analysis is summarized in a **matrix analyzing strengths, weaknesses, opportunities and threats (SWOT)**. The underlying data gathered during the strategic planning process is maintained on file in the Office of Planning, including responses to stakeholder surveys and trends data.

The committee develops strategic goals and objectives from the SWOT analysis and each year reports these in the **Blueprint for Academic Excellence**, which is reviewed and updated annually and in which progress toward strategic goals and objectives is recorded. Annual operating budgets are developed in accordance with the mission, goals and objectives and desired improvements as set forth in the plan.

As strategic goals and objectives are identified, the next step is to establish performance indicators to document progress toward improvement. USC Lancaster uses four basic types of performance indicators -- input measures, output measures, efficiency measures and outcome measures. Evidence is set forth within each strategic plan.

USCL prepares an **Annual Accountability Report** for submission to the South Carolina Budget Office. The Institutional Effectiveness Summary Report is prepared for the SC Commission for Higher Education.

Demonstration of Improvement and Accomplishment of Mission

The most recent **Blueprint for Academic Excellence** outlines four major strategic goals:

- Goal 1: Expand the number of degree programs in order to meet student expectations and community needs.
- Goal 2: Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.
- Goal 3: Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.
- Goal 4: Strengthen the financial condition, efficiency and operations of USCL.

The Blueprint includes detailed discussion of how these goals were met; most significant perhaps were the addition of a four-year degree, the Bachelor of Organization Leadership (Goal 1) and substantive improvements in curriculum for four associate degrees (Goal 2).

Finally, USCL **assesses all academic programs** via the Assessment Plan Composer each year.

[\[BACK TO TOP\]](#)

Salkehatchie

The University of South Carolina Salkehatchie systematically plans and evaluates its programs and services through yearly revision of its strategic plan, annual assessment of its academic programs, yearly evaluation of faculty performance by faculty peers (with faculty evaluation by students every semester), annual evaluation of the executive team by faculty and staff, yearly evaluation of staff members by their superiors, annual evaluation of programs and services by students, yearly assessment of enrollment trends, and other institution-wide research-based forms of assessment.

In line with its **Mission Statement**, the university has a Strategic Plan (called **Blueprint for Quality Enhancement**) that is revised yearly. The goals of the Strategic Plan are re-evaluated, their success is assessed, and revisions are made when the university's Executive Council meets for its day-long spring semester retreat.

Yearly **Assessment of Academic Programs** is conducted by the academic dean and the faculty. This assessment involves evaluation of how well the five goals of the associate degree program are being reached. Professors teaching the courses indicated in curriculum statements assess learning outcomes by means of assessment criteria. If the outcomes do not meet the criteria, a thorough evaluation of teaching strategies is conducted. **Annual assessment plans and reports** are submitted to the Office of Assessment and Compliance each summer.

Faculty members are also evaluated yearly. Every semester, faculty members are evaluated by their students in each class that they teach. A standardized survey instrument is used for this purpose (**Scantron's Class Climate**). Based on the results of the survey, good professors are rewarded and poor professors are closely observed, counseled, and dismissed if necessary. Every spring semester, faculty members are also evaluated by the academic dean. The evaluation is based on published criteria found in the **Regional Campuses Faculty Manual**, namely, satisfactory performance in teaching, scholarship, and service.

Members of the campus executive team are evaluated yearly by faculty and staff. Every spring, all faculty and staff members are invited to take an anonymous **Administrative Online Survey** to evaluate the members of the Executive Council. The results are monitored by the campus dean and the vice provost for System Affairs.

Staff members are also evaluated yearly. The **Employee Performance Management System** is used by supervisors to evaluate the performance of classified state employees.

Services are continually evaluated through an online **Student Satisfaction Survey**. Students are invited to take a survey about the performance of personnel in academic advisement, business office, financial aid office, student support services, library, bookstore, and computer labs.

The progress in annual recruitment and enrollment is tracked, and outcomes are benchmarked against internal enrollment goals (see **Enrollment Analysis**). This includes actual increases in enrollment and new student enrollment, as well as increases in geographically-segmented recruiting areas. Total enrollment figures are gathered from the university's **Common Data Set**. Internal goals are measured using monthly application reports and annual new student data analysis.

Prepared yearly is the **Annual Accountability Report**, an extensive report required by the South Carolina Budget Office. This report provides detailed description of the university's senior leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management; and organizational performance results.

An **Institutional Effectiveness Report** is also prepared for the South Carolina Commission on Higher Education annually. In a rotating four-year cycle, the university's effectiveness is evaluated by a number of criteria, including academic advising programs, the success of transfer students, library resources, alumni surveys, general education, and student services.

[\[BACK TO TOP\]](#)

Sumter

The University of South Carolina Sumter systematically plans and evaluates its programs and services through yearly revision of its strategic plan, annual assessment of its academic programs, yearly evaluation of faculty performance by faculty peers (with faculty evaluation by students every semester), annual evaluation of the executive committee by faculty and staff, yearly evaluation of staff members by their superiors, annual evaluation of programs and services by students, yearly assessment of enrollment trends, and other institution-wide research-based forms of assessment.

In line with its **Mission Statement**, the university has a Strategic Plan (called **Blueprint for Quality Enhancement**) that is revised yearly. The goals of the Strategic Plan are re-evaluated, their success is assessed, and revisions are made when the university's Executive Council meets for its day-long spring semester retreat.

Yearly **Assessment of Academic Programs** is conducted by the academic dean, the faculty, and the Office of Institutional Research and Effectiveness. This assessment involves evaluation of how well the eleven goals of the associate degree program and their learning outcomes are being reached. Professors teaching the courses indicated in curriculum statements assess learning outcomes by means

of assessment criteria. If the outcomes do not meet the criteria, a thorough evaluation of teaching strategies is conducted.

Faculty members are also evaluated yearly. Every semester, faculty members are evaluated by their students in each class that they teach. A standardized survey instrument is used for this purpose ([Scantron's Class Climate](#)). Based on the results of the survey, good professors are rewarded and poor professors are closely observed, counseled, and dismissed if necessary. Every spring semester, faculty members are also evaluated by the academic dean. The evaluation is based on published criteria found in the [Regional Campuses Faculty Manual](#), namely, satisfactory performance in teaching, scholarship, and service.

Staff members are also evaluated yearly. The [Employee Performance Management System](#) is used by supervisors to evaluate the performance of classified state employees.

Services are continually evaluated through various suggestion boxes placed around campus and on the [USC Sumter Website](#).

The progress in annual recruitment and enrollment is tracked, and outcomes are benchmarked against internal enrollment goals. This includes actual increases in enrollment and new student enrollment, as well as increases in geographically-segmented recruiting areas. Total enrollment figures are gathered from the university's [Common Data Set](#). Internal goals are measured using monthly application reports and annual new student data analysis.

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[\[BACK TO TOP\]](#)

Union

The University of South Carolina Union engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services. All planning and assessment processes at USC Union follow from the five-year [Strategic Plan](#), which is derived from the institutional [Mission Statement](#). With its annual Initiatives and Action Plans, the Strategic Plan outlines the long and short term goals of the institution. The Mission Statement and Strategic Plan are reviewed yearly in January, and Initiatives and Action Plans for the next budget cycle are developed. If there have been significant changes in the institutional environment, particularly due to budgetary surpluses/shortfalls, new long-term Goals may need developing. The writing and review of the Strategic Plan is conducted by a committee consisting of the campus Dean, Associate Dean, the Institutional Effectiveness Officer (IEO, who is also a member of the faculty), the Business Manager and members of the faculty, staff and administration, as needed. Before the review, the IEO holds a meeting of a sample of people from the University's various stakeholder groups to discuss the Strategic Plan and to obtain ideas for potential changes. The revised Strategic Plan is shared with members of the stakeholder groups at special workshops held by the campus Dean and at regular meetings of the groups, such as Faculty and Staff Organization and Area Commission meetings. At the end of the budget cycle, the IEO summarizes in the South Carolina Commission on Higher Education [Annual Accountability Report](#) the percentage of the Initiatives in the [Strategic Plan](#) met. More specific information on Initiative and Action Plan achievement is shared with the appropriate divisions of the University.

Over the last several budget cycles, the assessment and improvement of student learning has been a key focus of the Strategic Plan. While the [General Education Competencies](#) are established by the University Faculty Senate, the individual campuses have autonomy in their assessment. An annual [Assessment Plan](#) is written by the IEO that details the plans for the coming year as well as provides a summary of the outcomes results for the previous year and how these results are used for improvement by the appropriate academic departments. The individual assessment programs have a program review at the end of the second year of the program; program changes tend to be made at this time. [Feedback on the Assessment Plan](#) is provided by the Office of Institutional Assessment and Planning in Columbia. Assessment results of student learning outcomes are provided in the Annual Accountability Report and to the individual departments. Student evaluations of satisfaction with individual courses and instructors are conducted each Fall and Spring semester; results are summarized for not only the individual instructor and the appropriate administrators but also are a part of the Annual Accountability Report. Data from these processes are also periodically reported to the SC Commission on Higher Education in annual [Institutional Effectiveness Summary Reports](#).

The majority of the non-academic units of USC Union fall under either the Dean or the Business Manager. When preparing the budget, the Business Manager refers to the [Strategic Plan](#) to insure that adequate resources are being allocated to the yearly Action Plans. The student affairs division, business office, library and auxiliary services (bookstore) are assessed annually for customer satisfaction and resource production and usage. Trends are analyzed and results are shared with the appropriate divisions for improvement as well as summarized in the Annual Accountability Report. Data from these processes are periodically reported to the SC Commission on Higher Education in the annual Institutional Effectiveness Summary Reports.

[\[BACK TO TOP\]](#)

Supporting Documentation:

Description	Source
Mission/Vision Statements and Organizational Chart	
Mission Statements	
Columbia	http://www.sc.edu/focuscarolina/proposedvisionmission.shtml
President's Mission	http://president.sc.edu/PresidentMission.php
Lancaster	http://usclancaster.sc.edu/mission.htm
Shortened Version	http://ipr.sc.edu/pdf/blueprints/Lanc2008.pdf#Mission
Salkehatchie	http://www.ipr.sc.edu/mission/salkehatchie_ms.htm
Sumter	http://www.uscsumter.edu/index.php/mission.html
Union	http://uscunion.sc.edu/mission.html
Vision Statements	
Columbia	http://www.sc.edu/focuscarolina/proposedvisionmission.shtml
Lancaster	http://usclancaster.sc.edu/planning/USCL%20Statement%20of%20Values%2002-05-07.pdf
Organizational Chart	http://hr.sc.edu/USC_Summary_Org_Chart.pdf
Strategic Planning	
Focus Carolina Planning Initiative	http://www.sc.edu/focuscarolina/
Focus Carolina Goals	http://www.sc.edu/focuscarolina/proposedgoals.shtml
Committees	http://www.sc.edu/focuscarolina/committees.shtml
Report	http://www.sc.edu/provost/forms/FC_InitiativesMasterDocument_Final.pdf
Advance Carolina	http://www.sc.edu/focuscarolina/
President's Commitment	http://www.sc.edu/news/newsarticle_print.php?nid=453
Blueprint for Academic Excellence	
Columbia	http://www.sc.edu/provost/divisionstrategic.shtml
Lancaster	http://usclancaster.sc.edu/planning/
2009	http://usclancaster.sc.edu/planning/BAE2009.pdf
Salkehatchie 2009	http://www.sc.edu/provost/blueprints/USC_Salkehatchie_Blueprint09.pdf
Sumter	http://ire.uscsumter.edu/home/USC%20Sumter%20Blueprint%20for%20Academic%20Excellence%20March%2025%20Official%20First%20Draft.pdf
Blueprint for Service Excellence	http://busfinance.admin.sc.edu/strategic.shtml
Strategic Planning Committees/Councils	
Ad-Hoc Committee on Strategic Planning	
2008	http://trustees.sc.edu/2008comtgarchive.html
2009	http://trustees.sc.edu/2009comtgarchive.html
Columbia	http://trustees.sc.edu/2010StrategicPlanningCouncil.pdf
Lancaster	http://usclancaster.sc.edu/planning/strategic%20planning%20team.pdf
Strategic Plans and Goals	
Distance Education	http://ipr.sc.edu/pdf/evaluations/DistEd5YrPlan.pdf
President's Approval	http://ipr.sc.edu/pdf/DistEdPresMemo.pdf
Presentation to Board	http://trustees.sc.edu/minutes.html
Enrollment Goals	http://ipr.sc.edu/pdf/ProjDistLrnEnroll.pdf
Lancaster - SWOT	http://usclancaster.sc.edu/planning/SWOT.pdf
Salkehatchie Enrollment Goals	http://uscsalkehatchie.sc.edu/SACS/EnrollmentAnalysis2007-2009.doc
Union – General Education	
Competencies	http://kudzu.ipr.sc.edu/effectiveness/goals.htm
Institutional Assessment and Effectiveness	
Annual Report	http://president.sc.edu/annualReport/index.php
Annual Accountability Reports	
Lancaster	http://usclancaster.sc.edu/planning/
Salkehatchie	http://uscsalkehatchie.sc.edu/SACS/Baldrige2008.pdf
Sumter	http://www.scstatehouse.gov/reports/aar2009/h39.pdf
Union	http://uscunion.sc.edu/about/inst_repts.html
White Paper on Distance Education	http://ipr.sc.edu/pdf/evaluations/DistLrn5YrPlan.pdf
Institutional Effectiveness Reports	
Salkehatchie	http://uscsalkehatchie.sc.edu/SACS/IE-2008.doc
Sumter	http://kudzu.ipr.sc.edu/effectiveness/IEReports/
Union	http://ipr.sc.edu/effectiveness/IEReports/
Assessment	
Sample Distance Education Plan	http://ipr.sc.edu/dashboard/compliance/standards/assessment/Pharmacy/PharmD_0910.pdf
Academic Program Assessments	http://ipr.sc.edu/dashboard/compliance/standards/assessment/
Evaluation	

Faculty and Staff Evaluation	
Administrative Online Survey	http://uscsalkehatchie.sc.edu/evaluations.html
Class Climate	https://classclimate.uts.sc.edu/
Employee Performance Management System	http://hr.sc.edu/profdevp/classes/epms/handouts/epms.handout2.pdf
Regional Campuses Faculty Manual	http://saeu.sc.edu/rcfaculty/manual.html
Student Satisfaction Survey	
Lancaster	http://usclancaster.sc.edu/planning/student%20survey%202007.pdf
Salkehatchie	http://uscsalkehatchie.sc.edu/survey.html
Service Evaluation – Sumter	http://www.uscsumter.edu/index.php/contact-us.html
Common Data Set	http://www.ipr.sc.edu/cds/
Associations, Boards, Commissions, and Partnerships	
American Management Association	http://www.amanet.org/
Board of Trustees	http://trustees.sc.edu/minutes.html
Minutes	http://trustees.sc.edu/minutes.html
South Carolina Commission on Higher Education	http://www.che.sc.gov/
Innovista	http://innovista.sc.edu/

RETURN TO TOP

USC LINKS:

DIRECTORY

MAP

EVENTS

VIP

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