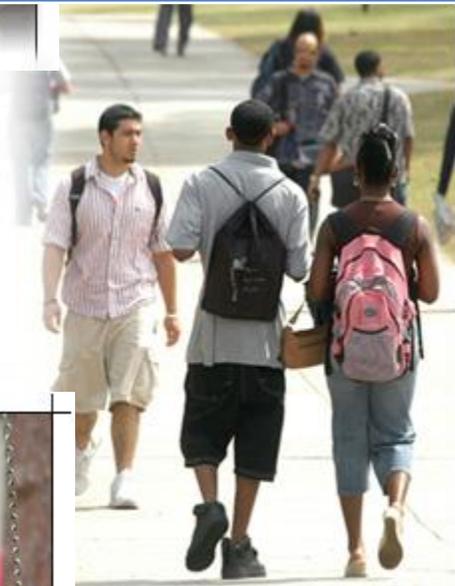




2009-14

Strategic Plan



UNIVERSITY OF  
**SOUTH CAROLINA**  
AIKEN

## Table of Contents

<b>Mission Statement</b> .....	3
<b>Values Statement</b> .....	4
<b>Vision Statement</b> .....	5
<b>Goal 1: Teaching &amp; Learning</b> .....	6
Focus Carolina Goal Statement .....	6
USC Aiken’s Strategy to Achieve the Goal & Strategic Map .....	6
Strategic Initiatives.....	7
Strategic Assessment Plan .....	8
<b>Goal 2: Research, Scholarship &amp; Creative Achievement</b> .....	9
Focus Carolina Goal Statement.....	9
USC Aiken’s Strategy to Achieve the Goal & Strategic Map .....	9
Strategic Initiatives.....	10
Strategic Assessment Plan .....	11
<b>Goal 3: Service</b> .....	11
Focus Carolina Goal Statement.....	11
USC Aiken’s Strategy to Achieve the Goal & Strategic Map .....	12
Strategic Initiatives.....	13
Strategic Assessment Plan .....	14
<b>Goal 4: Quality of Life in the University Community</b> .....	14
Focus Carolina Goal Statement.....	14
USC Aiken’s Strategy to Achieve the Goal & Strategic Map .....	15
Strategic Initiatives.....	16
Strategic Assessment Plan .....	17
<b>Goal 5: Recognition &amp; Visibility</b> .....	18
Focus Carolina Goal Statement.....	18
USC Aiken’s Strategy to Achieve the Goal & Strategic Map .....	19
Strategic Initiatives.....	20
Strategic Assessment Plan .....	20

# USC Aiken's Mission

Founded in 1961, the University of South Carolina Aiken (USCA) 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, USCA 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. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA 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, USCA 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, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA 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.

USCA 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.

Approved by Faculty Assembly, February 25, 2005

Approved by the USC Board of Trustees, June 23, 2005



# USC Aiken's Values

WE AT USCA EMBRACE THE FOLLOWING VALUES:

## 1. A High Quality Learning Environment

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

## 2. 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

## 3. 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

## 4. 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

# USC Aiken's Vision

The University of South Carolina Aiken ranks among the top comprehensive public institutions in South Carolina and the Southeast. At USC Aiken, we:

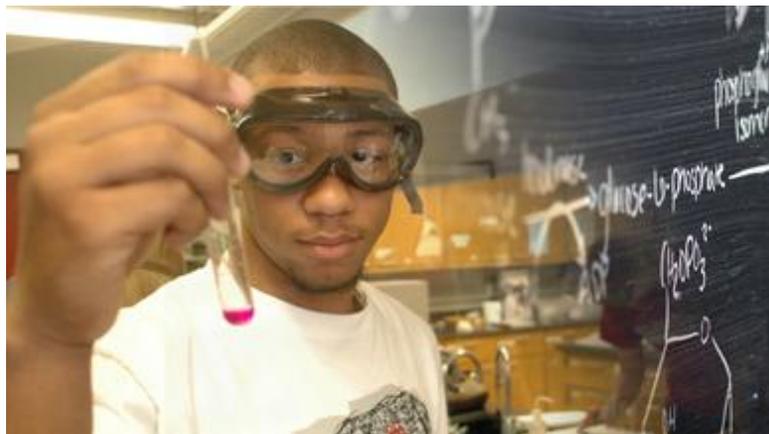
- Emphasize excellence in teaching and collaborative learning experiences, stressing the connections between the liberal arts and professionally based courses
- Encourage and support high quality scholarly and creative endeavors
- Emphasize collegiality, civility, cooperation and collaboration within 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
- Continue to foster and protect strong community ties and to enrich the lives of all community members



# Goal 1: Teaching & Learning

## Focus Carolina Goal Statement

To improve the quality of academic programs at all levels, develop and nurture a faculty devoted to teaching excellence, and enhance the richness of the student experience in and beyond the classroom so that the teaching and learning environment of the University of South Carolina equals or surpasses that of comprehensive state university systems that are deemed peer aspirants.



## USC Aiken's Strategy to Achieve the Goal

We believe the goal can be achieved by ensuring the following objectives are met:

### *In the area of Finance:*

- Funding for high quality academic and co-curricular programs

### *In the area of Personnel and Organizational Capacity:*

- Campus spaces that stimulate learning
- Advisors who provide effective and sound academic counsel
- Faculty who are dynamic teachers

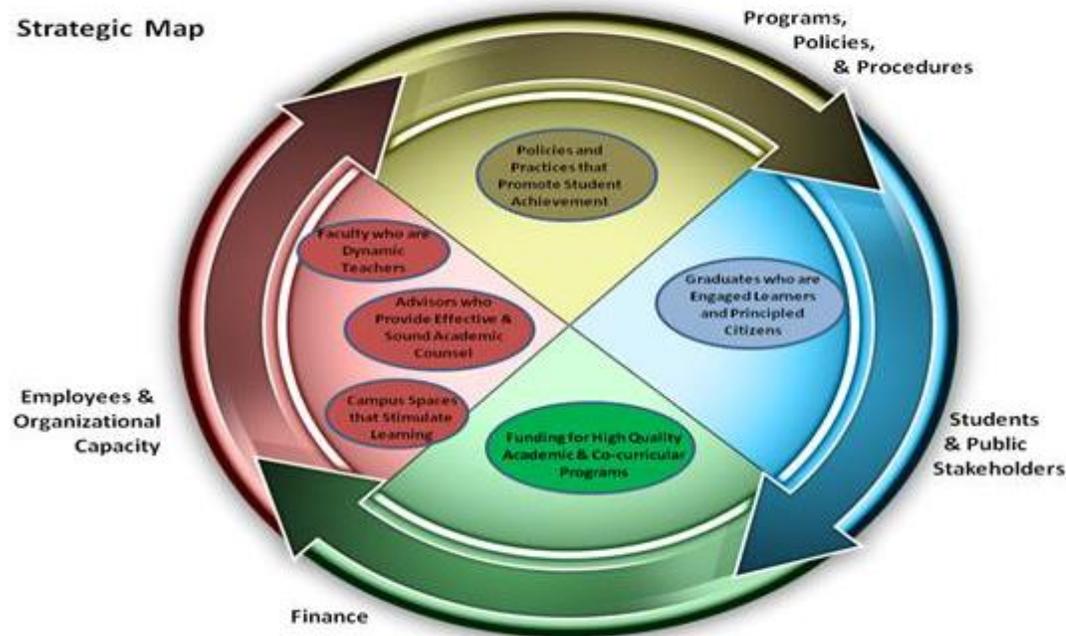
### *In the area of Programs, Policies and Procedures:*

- Policies and practices that promote student achievement

### *In the area of Students and Public Stakeholders:*

- Graduates who are engaged learners and principled citizens

## Strategic Map



## Strategic Initiatives

### A. Graduates who are Engaged Learners and Principled Citizens

1. Establish by Fall 2009 an ongoing process to monitor and review the general education requirements and to revise as appropriate to better meet desired learning outcomes
2. Ensure that all graduates have participated in at least one experiential learning opportunity (e.g. faculty-mentored research, study abroad, service learning, internships, etc.)
3. Increase participation in co-curricular service opportunities
4. Expand social and academic networks through linked courses and learning communities
5. Increase the number of graduates from the Honors Program
6. Assign responsibility for American Democracy Project initiatives

### B. Faculty who are Dynamic Teachers

1. Promote and expand the utilization of available resources on innovative teaching strategies for individual faculty and departments
2. Fund library subscriptions on content area pedagogy and publicize through the Center for Teaching Excellence website. One major journal on teaching in each discipline should be funded
3. Review the Student Evaluation of Teaching instrument for possible revision

### C. Policies and Practices that Promote Student Achievement

1. Conduct an annual discussion of factors affecting academic standards and student success
2. Adjust class sizes as necessary to ensure effective student-instructor interaction

### D. Advisors who Provide Effective and Sound Academic Counsel

1. Increase the size of the professional advising staff and offer more training for academic advisors
2. Enhance efficiency of academic advising by expanded use of electronic resources

3. Limit advising loads to no more than 30 advisees

**E. Campus Spaces that Stimulate Learning**

1. Create and enhance common areas to promote informal study
2. Create spaces that encourage independent, assisted, and collaborative learning activities, including a dynamic learning center
3. Expand and reassign academic space to satisfy programmatic growth

Strategic Assessment Plan		
Goal 1: Teaching & Learning		
Area	Measure(s)	Comparison Group
Outcome Measures	<ul style="list-style-type: none"> <li>• NSSE measure of educational &amp; personal growth</li> <li>• Number of graduates from the Honors program</li> <li>• Alumni engagement in personal enrichment activities</li> <li>• Percent of graduates to participate in community-based projects (e.g., service learning)</li> <li>• Percent of graduates who participate in experiential learning</li> <li>• NSSE measure of enriching educational experiences</li> <li>• NSSE measure of principled citizenship</li> <li>• Percent of graduates who participated in a learning community or linked courses</li> <li>• Alumni participation in voting</li> <li>• DFW rates</li> <li>• Number of students on probation or suspended</li> <li>• Alumni satisfaction with academic programs</li> <li>• Percent passing teaching licensure on first attempt</li> <li>• Percent passing nursing licensure on first attempt</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> <li>• SC Peers</li> <li>• National rates</li> </ul>
Process Measures	<ul style="list-style-type: none"> <li>• Number of linked courses</li> <li>• Number of learning communities</li> <li>• Participation in CTE workshops</li> <li>• NSSE measure of active &amp; collaborative learning</li> <li>• NSSE measure of satisfaction with academic advising</li> <li>• NSSE measure of academic and social support</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> </ul>
Resource Measures	<ul style="list-style-type: none"> <li>• Number of journals on college teaching</li> <li>• Percent of full time faculty who serve as advisors</li> <li>• Space allocation statistics</li> <li>• Instructional expenditures</li> <li>• Academic Support expenditures</li> <li>• Classroom utilization</li> <li>• Percent of full-time faculty who are tenured or tenure track</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• SC Peers</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• SC Peers</li> <li>• Self over time</li> </ul>
Input Measures	<ul style="list-style-type: none"> <li>• Fall headcount (all students)</li> <li>• Fall graduate student headcount</li> <li>• Fall FTE Enrollment</li> <li>• Annualized FTE Enrollment</li> <li>• Tuition and fees</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> </ul>
Composite Measures	<ul style="list-style-type: none"> <li>• Number of advisees per advisor</li> <li>• Average Class size</li> <li>• NSSE measure of student faculty interaction</li> <li>• Tuition Revenue per FTE student</li> <li>• Instructional Expenditures per FTE student</li> <li>• Academic Support Expenditure per FTE student</li> <li>• Percent of early warning forms as a proportion of Ds, Fs, and Ws</li> <li>• Percent of credit hours taught by full-time faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> </ul>

# Goal 2: Research, Scholarship & Creative Achievement

## Focus Carolina Goal Statement

USC will be recognized as a top public university system dedicated to discovery, application, and dissemination of knowledge; excellence in creative achievement; and world-renowned scholarship. Leadership among comprehensive research institutions will be signified by continuation of the highest Carnegie classification for the Columbia campus and rising status within that peer group, and recognition of all campuses for excellence relative to their peers and peer aspirant institutions.



## USC Aiken's Strategy to Achieve the Goal

We believe the goal can be achieved by ensuring the following objectives are met:

### *In the area of Finance:*

- Stable source of funding for research, scholarship and creative endeavors

### *In the area of Employees and Organizational Capacity:*

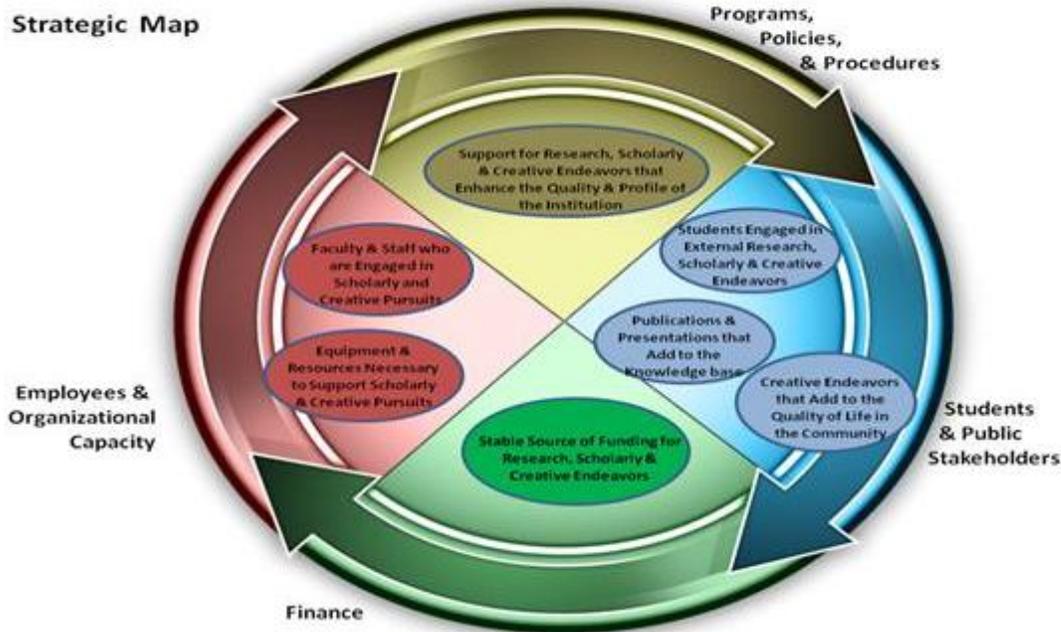
- Equipment and resources necessary to support scholarly and creative pursuits
- Faculty and staff who are engaged in scholarly and creative endeavors

### *In the area of Programs, Policies and Procedures:*

- Support for research, scholarly and creative endeavors that enhance the quality and profile of the institution

### *In the area of Students and Public Stakeholders:*

- Students engaged in external research, scholarly and creative endeavors
- Publications and presentations that add to the knowledge base
- Creative endeavors that add to the quality of life in the community



## Strategic Initiatives

- A. Support for Research, Scholarly and Creative Endeavors that Enhance the Quality and Profile of the Institution**
  1. Determine and implement additional means of faculty support to allow faculty more time to engage in research and creative activities
  2. Determine and implement a means to balance faculty workload to allow for more scholarly activities
- B. Stable Source of Funding for Research, Scholarly and Creative Endeavors**
  1. Establish a stable source of funding to provide faculty with start-up funding for research, scholarly pursuits, and creative activities
  2. Establish a stable source of funding for equipment and facilities that support the research, scholarship, and creative activities of faculty
  3. Establish a stable source of funding to increase library resources in support of research, scholarship, and creative activities
  4. Increase the number of extramural funding requests in support of faculty research, scholarship, and creative endeavors.
  5. Increase the number of endowed chairs and professorships, as well as funds available to recognize and support distinguished faculty research, scholarship, and creative achievement
- C. Students Engaged in External Research, Scholarly and Creative Endeavors**
  1. Expand opportunities for students to engage in collaborative research, scholarly and creative endeavors (e.g., opportunities with businesses and local art groups, research collaborations, etc.)

# Strategic Assessment Plan

## Goal 2: Research, Scholarship, & Creative Achievement

Area	Measure(s)	Comparison Group
Outcome Measures	<ul style="list-style-type: none"> <li>• Number of publications</li> <li>• Number of creative endeavors undertaken by faculty &amp; staff</li> <li>• Number of professional presentations by faculty and staff</li> <li>• Percent of graduates who worked on a research project outside of course or program requirements</li> <li>• Number of student research projects presented</li> <li>• Number of Magellan Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Process Measures	<ul style="list-style-type: none"> <li>• Number of grant submissions</li> <li>• Total amount of grant funds requested</li> <li>• Number of proposals reviewed internally</li> <li>• Number of research training programs/workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Resource Measures	<ul style="list-style-type: none"> <li>• Research Expenditures</li> <li>• Library holdings</li> <li>• Number of endowed chairs and professorships</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Input Measures	<ul style="list-style-type: none"> <li>• Number of external grants</li> <li>• Total Amount of extramural funding</li> <li>• Amount of extramural funding for research and training</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Composite Measures	<ul style="list-style-type: none"> <li>• Research Expenditures per FTE student</li> <li>• Ratio of extramural funding received to total requested</li> <li>• Ratio of number of external grants to number submitted</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> </ul>

## Goal 3: Service Excellence

### Focus Carolina Goal Statement

USC will be committed to effective engagement of the expertise and capabilities of faculty, staff and students with state, national and global communities to advance educational attainment at all levels, guide economic development, and promote quality of life. Achievement of this goal will be signified by formal recognition of service excellence by the Carnegie Foundation for eligible campuses within the system, as well as by recognition of all campuses for excellence relative to their respective peer and peer aspirant institutions.



## USC Aiken's Strategy to Achieve the Goal

We believe the goal can be achieved by ensuring the following objectives are met:

### *In the area of Finance:*

- Efficient and sustainable partnerships and programs

### *In the area of Employees and Organizational Capacity:*

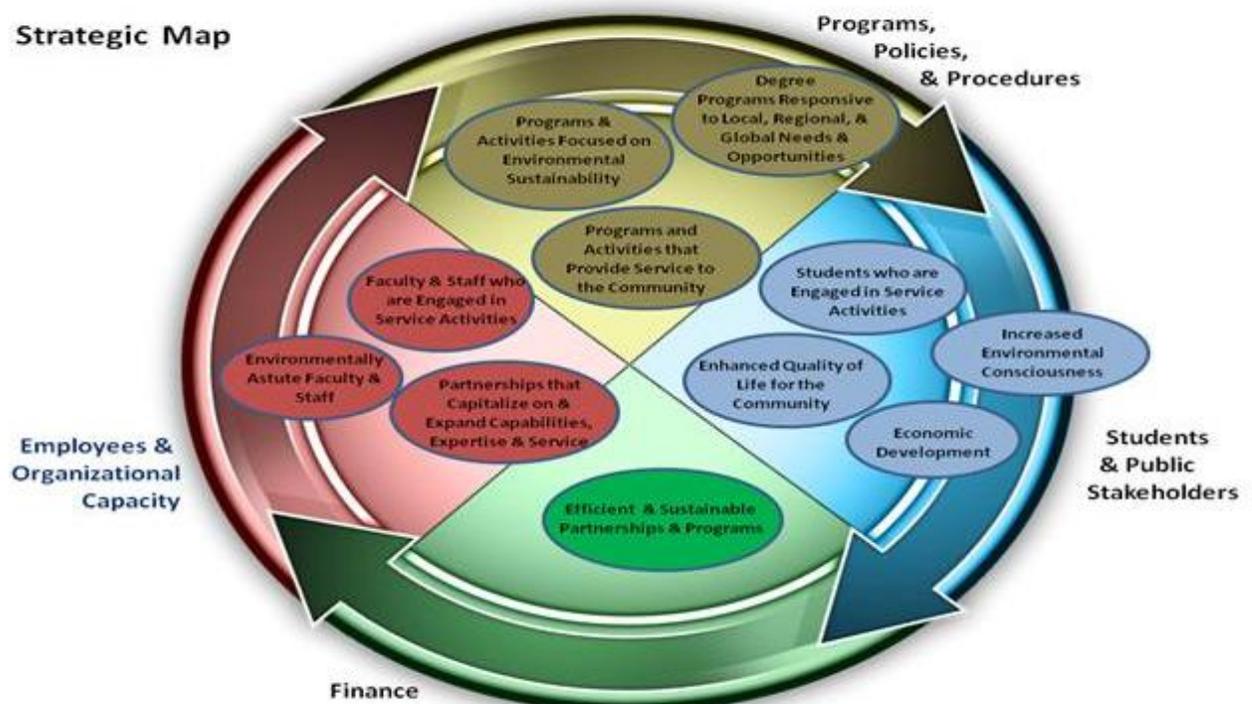
- Partnerships that capitalize on and expand capabilities, expertise, and service
- Faculty and staff who are engaged in service activities
- Environmentally astute faculty and staff

### *In the area of Programs, Policies and Procedures:*

- Degree programs that are responsive to local, regional, and global needs and opportunities
- Programs and activities that provide service to the community
- Programs and activities focused on environmental sustainability

### *In the area of Students and Public Stakeholders:*

- Students who are engaged in service activities
- Enhanced quality of life for the community
- Increased environmental consciousness
- Economic Development



## **Strategic Initiatives**

### **A. Degree Programs that are Responsive to Local, Regional and Global Needs and Opportunities**

1. Explore development and/or modification of degree programs in response to regional research and employment opportunities as well as market demands
2. Expand course delivery methods to respond to diverse populations

### **B. Partnerships that Capitalize on and Expand Capabilities, Expertise, and Service**

1. Monitor the effectiveness and depth of outreach and collaboration across the University with K-12 education
2. Increase collaborative interactions between USCA and other colleges
3. Increase the effectiveness of Professional Development School programs

### **C. Efficient and Sustainable Partnerships and Programs**

1. Monitor the viability of existing programs to effectively and efficiently meet the University mission
2. Invest resources in identifying and developing programs and initiatives with other entities that will enhance revenue production

### **D. Programs and Activities that Provide Services to the Community**

1. Increase and monitor opportunities for student organizations to participate in community service
2. Pursue opportunities for faculty, staff, and students to participate in applied research and consulting that has an impact on the community

### **E. Increased environmental consciousness**

1. Increase environmental consciousness among students

### **F. Environmentally astute faculty and staff**

1. Increase environmental consciousness among faculty and staff

### **G. Programs and activities focused on environmental sustainability**

1. Increase the number of courses with objectives that focus on environmental impact awareness
2. Offer opportunities for Inter-curricular Enhancement (ICE) events that focus on environmental impact awareness
3. Engage in activities that promote the Presidents' Climate Commitment (e.g., decrease greenhouse gas emissions, increase recycling efforts, etc.)

# Strategic Assessment Plan

## Goal 3: Service Excellence

Area	Measure(s)	Comparison Group
Outcome Measures	<ul style="list-style-type: none"> <li>Percent of graduates who participated in community service or volunteer work</li> <li>Number of graduates who take 4 months or more to find employment following graduation</li> <li>Percent of graduates with a job highly related to their major following graduation</li> <li>Estimated median salaries for graduates</li> </ul>	<ul style="list-style-type: none"> <li>Self over time</li> <li>SC Peers &amp; State unemployment rate</li> <li>SC peers</li> <li>National rates</li> </ul>
Process Measures	<ul style="list-style-type: none"> <li>Number of courses that include objectives pertaining to environmental awareness</li> <li>Number of ICE events related to environmental impact awareness</li> <li>Graduate ratings of the extent to which the institution emphasizes acquiring job or work-related knowledge and skills</li> <li>Graduate ratings of the extent to which their experience at USCA contributed to their knowledge, skills, and personal development in contributing to the welfare of their community</li> </ul>	<ul style="list-style-type: none"> <li>Self over time</li> <li>Self over time</li> <li>National Peer group</li> <li>National Peer group</li> </ul>
Resource Measures	<ul style="list-style-type: none"> <li>Public service expenditures</li> <li>Number of faculty and staff engaged in service activities</li> <li>Number of external partnerships</li> </ul>	<ul style="list-style-type: none"> <li>National Peer group</li> <li>Self over time</li> <li>Self over time</li> </ul>
Input Measures	<ul style="list-style-type: none"> <li>Amount of external awards for service activities</li> <li>Number of service related grants held</li> </ul>	<ul style="list-style-type: none"> <li>Self over time</li> <li>Self over time</li> </ul>
Composite Measures	<ul style="list-style-type: none"> <li>Public service expenditures per FTE student</li> <li>Return on investment: graduates' additional earnings related to having a degree</li> </ul>	<ul style="list-style-type: none"> <li>National Peer group</li> <li>Self over time</li> </ul>

## Goal 4: Quality of Life in the University Community

### Focus Carolina Goal Statement

The multi-campus system will be a destination of choice for high-achieving faculty, students and staff who value, benefit from, and contribute to a rich and rewarding learning and working environment where civility, ethics, and collaboration create an inclusive culture of fairness and respect, facilitating for all Carolinians the highest levels of intellectual and personal achievement. Achievement of this goal will be evidenced by the recruitment and retention of the highest quality faculty, students, and staff; their advancement of the University's mission; and by enrichment of the communities where Carolinians live and work.



## USC Aiken's Strategy to Achieve the Goal

We believe the goal can be achieved by ensuring the following objectives are met:

### *In the area of Finance:*

- Financial plan that advances university goals and objectives

### *In the area of Employees and Organizational Capacity:*

- High quality and diverse faculty and staff
- Enhanced campus community

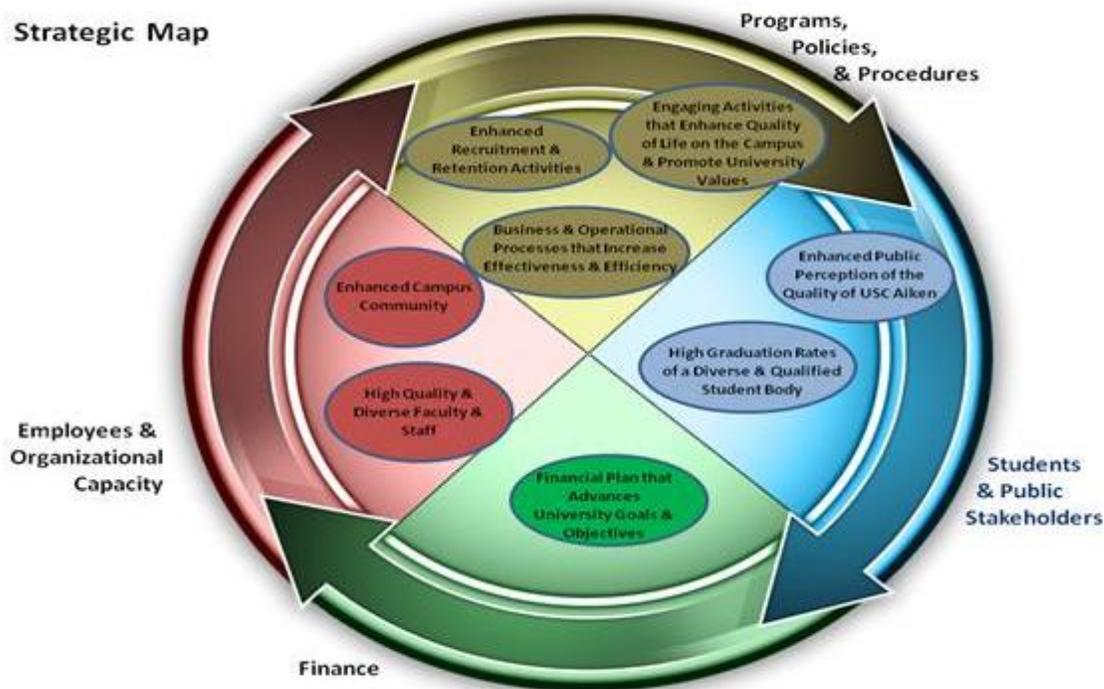
### *In the area of Programs, Policies and Procedures:*

- Enhanced recruitment and retention activities
- Engaging activities that enhance the quality of life on the campus and promote university values
- Business and operational processes that increase effectiveness and efficiency

### *In the area of Students and Public Stakeholders:*

- Higher graduation rates of a diverse and qualified student body
- Enhanced public perception of the quality of USC Aiken

Strategic Map



## Strategic Initiatives

### A. High Quality and Diverse Faculty and Staff

1. Enhance programs and office functions by adding faculty and staff positions as the need is demonstrated through the appropriate institutional planning processes
2. Develop a more effective and discriminating faculty evaluation rating system
3. Increase professional development opportunities for staff
4. 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
5. Develop external relationships with institutions such as professional associations, peer institutions and community-based organizations that will support campus diversity goals
6. Engage members of the Aiken community as a support system to make newly recruited minority faculty feel welcome in the community

### B. Enhanced Recruitment and Retention Activities

1. Continue to use the Enrollment Planning Team to address enrollment management issues
2. Increase the size and diversity of a qualified student body
3. Increase opportunities for faculty and staff to actively participate in student recruitment and retention
4. Increase merit and need-based scholarship funding (fee waiver/Bookstore/Partnership) by at least the same percentage annually as the percentage increase in tuition
5. Set academic tuition and fees for in-state residents comparable to those of peer institutions in South Carolina
6. Increase scholarship funding to the median of peer in-state institutions

### C. Engaging Activities that Enhance the Quality of Life on the Campus and Promote University Values

1. Develop special traditions/ceremonies including those designed to celebrate the beginning and end of students' careers at USCA
2. Develop social, academic, and service events that bring students, faculty and staff together outside the classroom
3. Encourage student, staff, and faculty interaction in the organization of and participation in campus activities (e.g., student recruitment, search committees, and fund raising)
4. Expand campus programs that facilitate an examination of and tolerance for diverse views on politics, lifestyles, religion, and culture
5. Assess current and develop new residential experiences that promote an enhanced campus community

### D. Enhanced Campus Environment

1. Develop common areas that create opportunities for student interaction and social engagement
2. Invigorate campus space through increased use of high-quality graphic displays and banners that reinforce campus life and values
3. Engage students in campus beautification efforts
4. Encourage student leadership on initiatives to improve the health and safety of the campus environment

### E. Business and Operational Processes that Increase Effectiveness and Efficiency

1. Effectively implement new enterprise software systems to facilitate recruitment of student
2. Effectively develop and implement new enterprise software systems to facilitate assessment, planning, and reaccreditation efforts
3. Identify and effectively implement appropriate operational support software systems

4. Encourage responsible stewardship of existing resources

**F. Financial Plan that Advances University Goals and Objectives**

1. Increase alternative revenue sources to state appropriations
2. Maintain competitive incoming salaries and address salary compression for continuing faculty and staff with the goal of matching, then maintaining, average USCA salaries at the average salary of disciplinary peers
3. Review all unit level budgets every three years
4. Establish and fund a Renovation Reserve Account for the regular maintenance of facility and infrastructure needs, as well as non-technology furnishings and equipment

## Strategic Assessment Plan

### Goal 4: Quality of Life in the University Community

Area	Measure(s)	Comparison Group
Outcome Measures	<ul style="list-style-type: none"> <li>• Total degrees awarded</li> <li>• Bachelor’s degrees awarded</li> <li>• Master’s degrees awarded</li> <li>• Six year graduation rate</li> <li>• Criminal offenses on campus</li> <li>• Mean graduate indebtedness</li> <li>• NSSE measure of quality of college experience</li> <li>• NSSE measure of satisfaction with college choice</li> <li>• Complete withdrawals from USC Aiken</li> <li>• Percent of graduates who indicate that if they could start over again, they would go to the same institution</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• SC Peers</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• Self over time</li> <li>• National Peer group</li> </ul>
Process Measures	<ul style="list-style-type: none"> <li>• One year retention rate</li> <li>• NSSE measure of student relationships with faculty</li> <li>• NSSE measure of student relationships with administrative personnel and offices</li> <li>• Graduate ratings of the extent to which the institution encouraged contact among students from different economic, social and racial or ethnic backgrounds</li> <li>• Graduate ratings of the extent to which the institution provided the support for them to thrive socially</li> <li>• Satisfaction measure for Housing Services</li> <li>• Athlete satisfaction</li> <li>• Percent of in-state students receiving State merit-based aid</li> <li>• Average State scholarship disbursements</li> <li>• Average State/local grant to full-time first time students</li> <li>• Average federal grant to full-time first time students</li> <li>• Average loan amount to full-time first time students</li> <li>• Average institutional grant to first time students</li> <li>• Life Scholarship Retention rates freshman to sophomore year</li> <li>• Number of training workshops sponsored by the Human Resources office</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• Self over time</li> <li>• Self over time</li> <li>• SC peers</li> <li>• SC peers</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• National Peer group</li> <li>• SC Peers</li> <li>• Self over time</li> </ul>
Resource Measures	<ul style="list-style-type: none"> <li>• NSSE measure of a supportive campus environment</li> <li>• Utility expenditures</li> <li>• Auxiliary Expenditures</li> <li>• Operations Expenditures</li> <li>• Institutional Support expenditures</li> <li>• Number of full-time faculty</li> <li>• Percent of faculty who are female</li> <li>• Percent of faculty with minority racial/ethnic background</li> <li>• Percent of full-time faculty with terminal degrees</li> <li>• Average faculty salary Inequity index</li> <li>• Average faculty salary compression index</li> <li>• Mean faculty salaries by academic rank</li> </ul>	<ul style="list-style-type: none"> <li>• National Peer group</li> <li>• Self over time</li> <li>• National Peer group</li> <li>• SC peers</li> <li>• Disciplinary peers</li> <li>• Disciplinary peers</li> <li>• Self over time</li> </ul>

	<ul style="list-style-type: none"> <li>Employee turnover rates</li> <li>Percent of staff with minority racial/ethnic background broken out by job classification</li> <li>Percent of staff who are female</li> <li>Operations staff salary comparisons</li> <li>Senior Administrator Effectiveness Index</li> </ul>	<ul style="list-style-type: none"> <li>Self over time</li> <li>National Peer group</li> <li>National Peer group</li> <li>National rate</li> <li>Self over time</li> </ul>
Input Measures	<ul style="list-style-type: none"> <li>Percent of students who are female</li> <li>Percent of students with minority racial/ethnic background</li> <li>Percent of entering students with a first semester gpa &gt; 2.0</li> <li>Percent of entering freshmen with SAT &gt;1100, GPA &gt; 3.0 and HS rank &gt; 30%</li> <li>Average SAT scores of entering freshmen</li> <li>Percent of students who plan to transfer</li> <li>Number of transfer-in students</li> </ul>	<ul style="list-style-type: none"> <li>National peer group</li> <li>National Peer group</li> <li>National peers (CSRDE)</li> <li>SC peers</li> <li>SC peers</li> <li>National peers</li> <li>Self over time</li> </ul>
Composite Measures	<ul style="list-style-type: none"> <li>NSSE measure of student relationships with faculty</li> <li>NSSE measure of student relationship with administrative and office personnel</li> <li>Ratio of students to desktop computers</li> <li>Student-staff ratio</li> <li>Student-faculty ratio</li> <li>Percent of first-time full-time students receiving financial aid</li> <li>Total Revenue per FTE student (unadjusted dollars)</li> <li>Total Revenue per FTE student (HEPI adjusted)</li> <li>State appropriations per FTE student</li> <li>Total expenditure per FTE student (unadjusted dollars)</li> <li>Total expenditures per FTE student (HEPI adjusted)</li> <li>Institutional support expenditures per FTE</li> <li>Student services expenditures per FTE student</li> </ul>	<ul style="list-style-type: none"> <li>National Peer group</li> <li>National Peer group</li> <li>Self over time</li> <li>National Peer group</li> <li>National Peer group</li> <li>SC peers</li> <li>National Peer group</li> </ul>

## Goal 5: Recognition & Visibility

### Focus Carolina Goal Statement

Accomplishments of students, faculty, staff and alumni will be showcased and publicized such that the campuses are recognized for excellence and leadership in education, research, scholarship, creative endeavors, athletics, and public service, consistent with their respective missions.



## USC Aiken's Strategy to Achieve the Goal

We believe the goal can be achieved by ensuring the following objectives are met:

### *In the area of Finance:*

- Alumni and donor relationships that enhance USC Aiken

### *In the area of Employees and Organizational Capacity:*

- Faculty and staff who pursue excellence in all endeavors

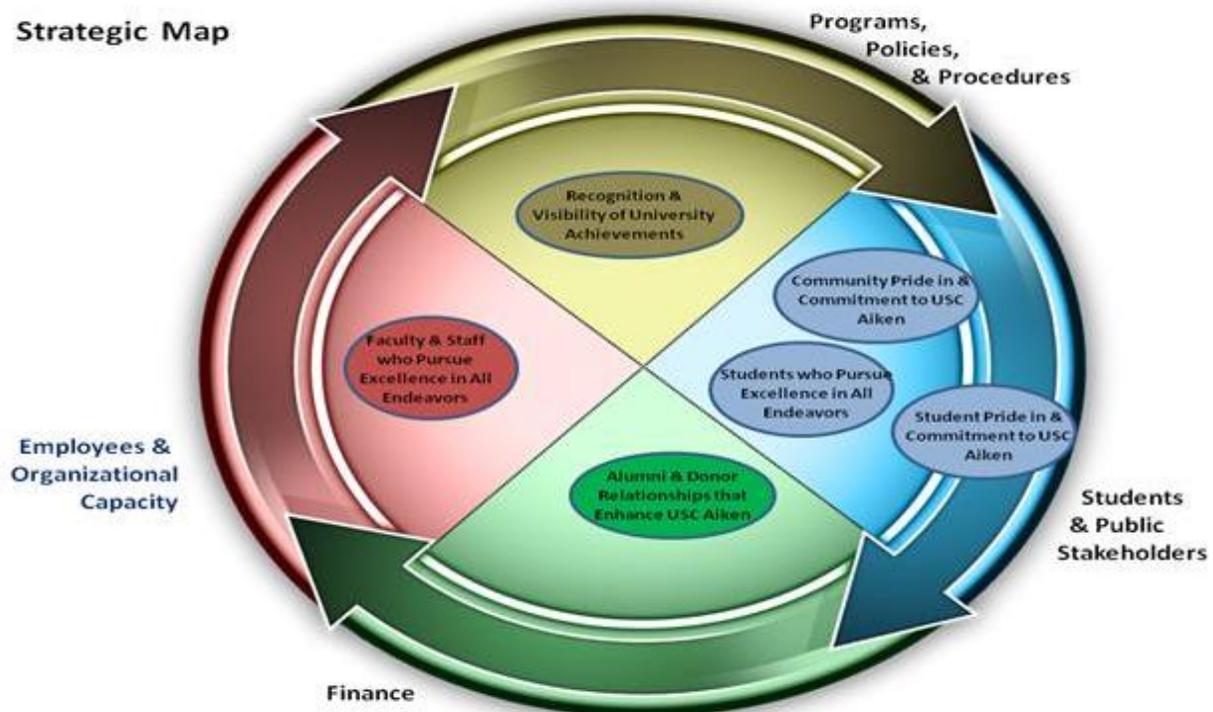
### *In the area of Programs, Policies and Procedures:*

- Recognition and visibility of university achievements

### *In the area of Students and Public Stakeholders:*

- Students who pursue excellence in all endeavors
- Student pride in and commitment to USC Aiken
- Community pride in and commitment to USC Aiken

### Strategic Map



## Strategic Initiatives

### A. Alumni and Donor Relationships that Enhance USC Aiken

1. Increase participation in programs and events to maintain alumni relationships with USC Aiken
2. Increase donor and alumni participation and the average size of gifts

### B. Recognition and Visibility of University Achievements

1. Develop a campus-wide initiative to promote recognition and visibility of student excellence in academics, research, creative endeavors, athletics, and public service.
2. Develop a campus-wide initiative to promote recognition and visibility of faculty excellence and leadership in teaching, scholarship, the arts, and professional and public service
3. Develop a campus-wide initiative to promote recognition and visibility of staff excellence and leadership in public and professional service.
4. Develop a campus-wide initiative to promote recognition and visibility of alumni excellence and leadership in public and professional endeavors.

### C. Community Pride in and Commitment to USC Aiken

1. Develop a marketing campaign to increase community attendance at campus events and programs
2. Develop a comprehensive approach for outreach efforts to retirees

## Strategic Assessment Plan

### Goal 5: Recognition & Visibility

Area	Measure(s)	Comparison Group
Outcome Measures	<ul style="list-style-type: none"> <li>• CIRP survey of reasons students attend Institution – good academic reputation</li> <li>• CIRP survey of reasons students attend institution – ranking in National Magazines</li> <li>• Ranking in National Magazines</li> <li>• Alumni and donor participation rates</li> </ul>	<ul style="list-style-type: none"> <li>• National peers</li> <li>• National peers</li> <li>• National peers</li> <li>• Self over time</li> </ul>
Process Measures	<ul style="list-style-type: none"> <li>• Number of products and events that highlight student and alumni achievements</li> <li>• Number of products and events that highlight faculty and staff achievements</li> <li>• Number of news releases</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Resource Measures	<ul style="list-style-type: none"> <li>• Value of endowment</li> <li>• Value of planned giving</li> </ul>	<ul style="list-style-type: none"> <li>• Self over time</li> <li>• Self over time</li> </ul>
Input Measures	<ul style="list-style-type: none"> <li>• Alumni giving rate</li> <li>• Number of donors</li> <li>• Total dollars raised</li> </ul>	<ul style="list-style-type: none"> <li>• Other USC campuses</li> <li>• Self over time</li> <li>• Self over time</li> </ul>
Composite Measures	<ul style="list-style-type: none"> <li>• Family fund participation rate</li> <li>• Average scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• USC System</li> <li>• National peers</li> </ul>