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**SOUTH CAROLINA**<sup>®</sup>  
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Perceptions of USC Aiken's Image,  
Mission, and Values  
Focus Group Research, 2005-2006

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## University of South Carolina Aiken

Dr. Thomas L. Hallman  
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### University Mission

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

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

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

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

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

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

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

The USC Aiken Office of Marketing and Community Relations World Wide Web Home Page is <http://www.usca.edu/marketing/>

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## ***Executive Summary***

This report on focus group research summarizes the findings of focus groups conducted between November 2005 and January 2006. The research is aimed at preparing an internal communications plan for the University. The purpose was to determine perceptions of students, faculty, and staff about USC Aiken. The range of responses to questions went beyond material pertinent for the internal communications plan. Those findings will be released in a companion report, *Perceptions of Administration, Work Load, and Academic and Campus Services at USC Aiken*. In addition to a description of methodology and results from focus group activities, the report is divided into five sections.

### **Major Findings:**

- ***Mission***  
Faculty and staff at USC Aiken expressed commitment to a mission of teaching and serving students and serving the local community. However, there was some uncertainty about which students the institution is supposed to serve, and many faculty and staff observed either directly or indirectly that the vision for the University's future is not clearly delineated.
- ***Academic Quality and Size***  
Small class sizes, quality teaching, and individual attention were identified by all groups as hallmarks of USC Aiken's academic experience.
- ***Internal Community***  
Students, faculty, and staff commonly described USC Aiken as a "family." Because of the institution's size, its students, faculty, and staff are able to engage in personal relationships which they value greatly. Faculty and staff praised the cooperative nature of the work environment and the collaboration and support they felt as members of the USC Aiken community.
- ***External Community Dynamics***  
While faculty and staff perceived the Aiken community as supportive of the institution and observed a strong commitment to give back to the community, students perceived that the community was neither friendly to college students nor adequately acknowledged the University as a central part of the community.
- ***Values***  
Students, faculty, and staff could not recall the University's values defined in the University's strategic plan nor did they report a connection to these values as they are expressed in campus culture.

## Methodology

*Seven focus groups were conducted with 69 students, 22 faculty and 15 staff at USC Aiken between November 2005 and January 2006 to determine their perceptions of the institution.*

Focus groups were conducted by Jennifer Lake, Director of Marketing and Community Relations and Dr. Braden Hosch, Director of Institutional Effectiveness; Kendall Tubbs, Coordinator of Public Information and Events, served as the primary note-taker. Participants were selected to balance demographic characteristics, academic rank of faculty, duration of faculty or staff employment, organizational levels and areas, as well as student class level and major. Focus groups lasted about one hour and refreshments were provided to participants.

Following guidelines for research on human subjects, all focus group participants volunteered to participate and were allowed to leave at any time. Respondents were informed about the purposes of the research project, and they were promised that their confidentiality and anonymity would be protected.

Questions and activities were designed to prompt participants to share their views about USC Aiken, including its strengths and weaknesses, distinguishing characteristics, and core values.

By race or ethnicity, 70% of participants were white, 25% were African American, 2% were Asian, and another 2% were Hispanic. Thirty-eight percent of respondents were men and 62% were women.

### Demographic Distribution of Respondents

#	Type	Group	Date	Men			Women				Total
				Black	Asian	White	Black	Asian	Hispanic	White	
1	Staff	Staff Group 1	10/19/2005			4	1			7	12
2	Faculty	Faculty Group 1	11/14/2005			4		1		4	9
3	Staff	Staff Group 2	11/21/2005	1		2	2			5	10
4	Faculty	Faculty Group 2	11/22/2005			3				3	6
5	Students	Organization	1/17/2006	3		5	3			10	21
6	Students	Freshman Arts & Science Class	1/20/2006	1		5	8		2	11	27
7	Students	300-level Prof School Class	1/24/2006	4	1	7	4			5	21
		<b>Total</b>		<b>9</b>	<b>1</b>	<b>30</b>	<b>18</b>	<b>1</b>	<b>2</b>	<b>45</b>	<b>106</b>

## **Faculty/Staff Focus Group Activities and Questions**

- Activity #1: On a note card, respond to the following prompt: If you were in charge of USC Aiken tomorrow, 1) what would you keep, 2) what would you do away with, and 3) what would you change?
- Activity #2: On a note card, list four words or phrases that describe USC Aiken.
- Question #1: What makes USC Aiken unique?
- Question #2: When you talk to other people about USC Aiken, what do you say?
- Question #3: What does USC Aiken do really well?
- Question #4: What does USC Aiken need to do better at or improve?
- Activity #3: On a note card, respond to the following prompt: There are four USC Aiken values. List as many of them as you can.
- Question #5: To what extent do these values describe USC Aiken? Are there better words to describe USC Aiken?

## **Student Focus Group Activities and Questions**

- Activity #1: On a note card, respond to the following prompt: If you were in charge of USC Aiken tomorrow, 1) what would you keep, 2) what would you do away with, and 3) what would you change?
- Activity #2: On a note card, list four words or phrases that describe USC Aiken.
- Question #1: When you talk to other people about USC Aiken, what do you say?
- Question #2: What is the difference between USC Aiken and other colleges/universities you know about?
- Question #3: What does USC Aiken do really well?
- Question #4: What does USC Aiken need to do better at?
- Activity #3: On a note card, respond to the following prompt: You are designing an ad targeted to high school seniors to get them to come to USC Aiken. What four words, phrases, images, or other things would you emphasize to try to get them to come here?

## Aspects of USC Aiken to Preserve

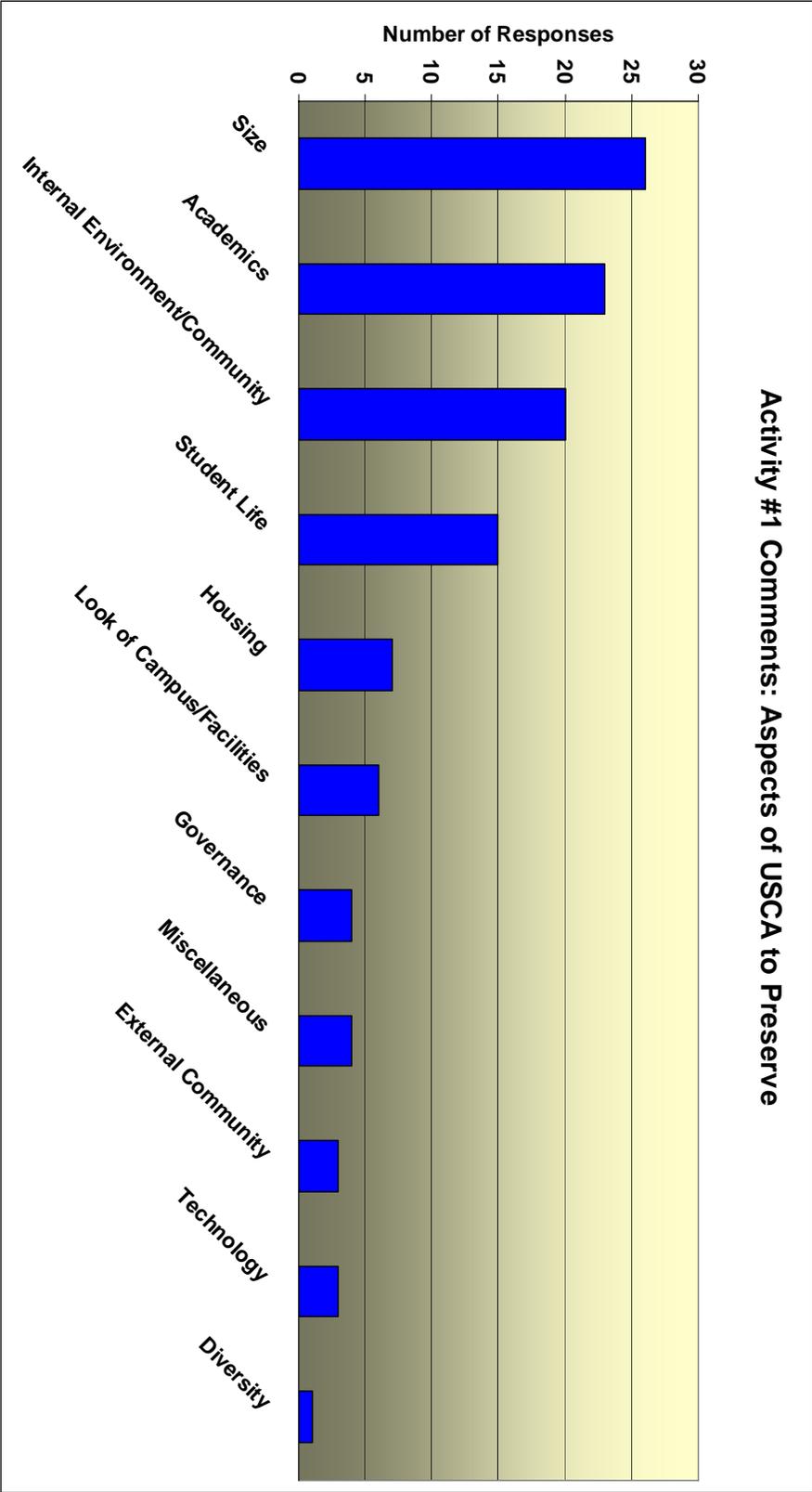
Before facilitators asked focus group participants to respond to open ended questions, the participants were asked to complete two activities. In the first of these activities, individuals were given a 3” x 5” note card and asked to write down a response to the following prompt: “If you were in charge of USC Aiken tomorrow, 1) what would you keep, 2) what would you do away with, and 3) what would you change.” Results for item #1 from the prompt are presented below because these findings speak directly to USC Aiken’s image, mission, or values. Item’s #2 and #3 prompted responses directed more toward change at the operational level, and these results are provided in the companion report, *Perceptions of Administration, Work Load, and Academic and Campus Services at USC Aiken*.

A total of 112 written responses were obtained from the first part of the prompt, representing aspects of USC Aiken that participants thought it was crucial to preserve or retain. Several participants provided more than one response, while only a few provided no response; all responses were included in analysis First among these was size, often qualified as class size, with just under a quarter (23%) of respondents indicating this was a crucial characteristic of the institution to preserve. Close behind size were Academics (21%) and Internal Environment or Community (18%). Student life rounded out the top four items, with 13%.

## Aspects of USC Aiken to Preserve

Aspect	N	%
Size	26	23%
Academics	23	21%
Internal Environment/Community	20	18%
Student Life	15	13%
Housing	7	6%
Look of Campus/Facilities	6	5%
Governance	4	4%
Miscellaneous	4	4%
External Community	3	3%
Technology	3	3%
Diversity	1	1%

A complete listing of these aspects as they have been categorized is available in the appendix.



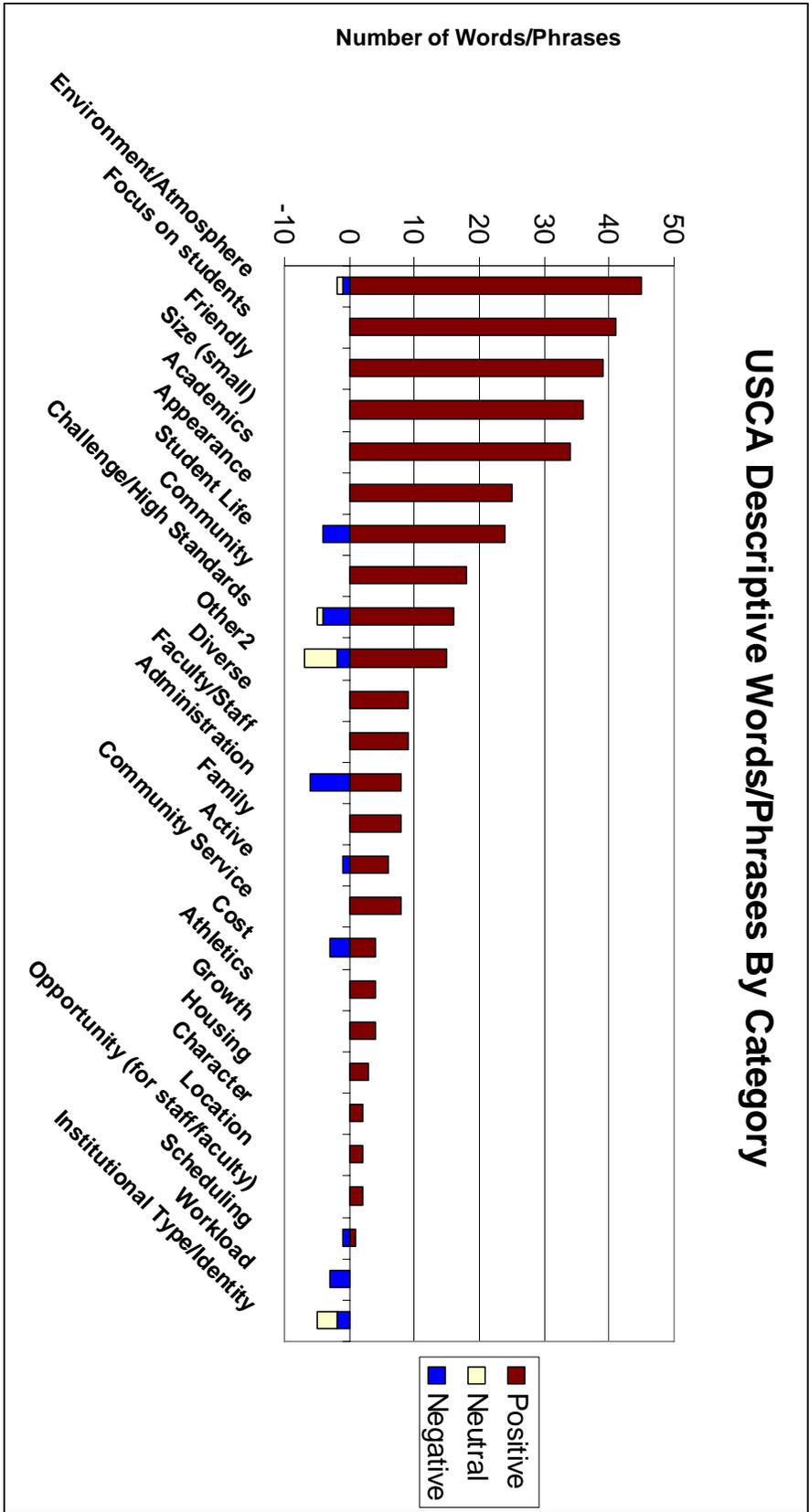
## Words and Phrases Used to Describe USC Aiken

A second activity asked focus group participants to write down four words or phrases that described USC Aiken on note cards. These cards were collected before general discussion in the focus groups. Words and phrases were typed and coded as positive or negative and then into various categories. A summary table appears below.

The vast majority (91%) of these words were positive, while 7% were negative and 3% were ambivalent or could not easily be judged as positive or negative. The most prevalent (about 11%) of these characterizations were about environment or atmosphere, although another 9% used some form of the word “friendly,” and another 5% talked about an internal feeling of “community” or cooperation in some way. Also high on the list were a focus on students (10%), small size (9%), and academics (9%), plus the closely related category of challenge/high standards (5%). See Appendix for complete list.

## Words and Phrases Used to Describe USC Aiken

	Neutral	Negative	Positive	Total
Environment/Atmosphere	1	1	45	47
Focus on students			41	41
Friendly			39	39
Size (small)			36	36
Academics			34	34
Appearance			25	25
Student Life		4	24	28
Community			18	18
Challenge/High Standards	1	4	16	21
Diverse			9	9
Faculty/Staff			9	9
Administration		6	8	14
Family			8	8
Community Service			8	8
Active		1	6	7
Cost		3	4	7
Athletics			4	4
Growth			4	4
Housing			3	3
Character			2	2
Location			2	2
Opportunity (for staff/faculty)			2	2
Scheduling		1	1	2
Workload		3		3
Institutional Type/Identity	3	2		5
Other	5	2	15	22
<b>Total Words/Phrases</b>	<b>10</b>	<b>27</b>	<b>363</b>	<b>400</b>



## **Mission**

*Faculty and staff at USC Aiken expressed commitment to a mission of teaching and serving students and serving the local community. However, there was some uncertainty about which students the institution is supposed to serve, and many faculty and staff observed either directly or indirectly that the vision for the University's future is not clearly delineated.*

Faculty, staff, and students commented positively on the individual attention given to students, the virtues of small class sizes, and the sense of family or community among those who work and go to school at USC Aiken. Faculty perceived that the mission was “to serve all types of students” but expressed some concern that serving large numbers of underprepared students drained too many resources (teaching time, office hours, academic support, etc.) that could be better directed. For faculty and staff, the University’s service to the community also seemed central, although students did not perceive the community as student-friendly or as an arena in which they made contributions. Participants did not seem to share a common vision for the university’s future in terms of growth and development. Some students, faculty, and staff espoused growth in or allocation of more resources to certain areas (typically their own), with the caveat that classes remain small. Some respondents indicated that the institution should increase enrollment moderately, although all groups insisted that small class sizes be maintained.

One faculty member observed that USC Aiken’s mission to teach has become “our mission is to *only* teach.” One faculty focus group agreed strongly that more institutional emphasis should be placed on the scholarship of teaching and learning. As a related point, heavy faculty workload (number of classes and underprepared students) and no financial support for professional development were seen as barriers to improving teaching as well as research. Most agreed that excellence in teaching should be more highly rewarded.

For students, size of institution and classes are optimal, and high-quality of teaching should be preserved. The lack of a wide array of curricular options and the lack of a college-town atmosphere were seen as things to improve.

## ***Academic Quality and Size***

*Small class sizes, quality teaching, and individual attention were identified by all groups as hallmarks of USC Aiken's academic experience.*

Focus group participants regularly identified small class size with the quality academic environment at USC Aiken, saying it distinguished the University from other public institutions in the state, especially USC Columbia. Several faculty and students shared anecdotes about how USC Aiken was *more* academically rigorous than USC Columbia because professors on the Aiken campus forced students to write more papers and engage in more class projects and discussions than their counterparts at larger campuses. Students also noted that professors cared about them and knew their names – as a result, it was difficult to “fall through the cracks.” Respondents in all groups observed that USC Aiken students are always taught by faculty members rather than by teaching assistants.

A significant proportion of respondents associated this quality with small class size or the student to teacher ratio, so that in the minds of participants, small class sizes appeared to be almost an organic aspect of academic quality. Whenever institutional growth was discussed, participants typically qualified their remarks by stating that class sizes should remain small. While this relationship between quality and size may not have a firm empirical foundation, it appears to be firmly grounded in participants' conceptualization of academic quality.

## **Internal Community**

*Students, faculty, and staff commonly described USC Aiken as a “family.” Because of the institution’s size, its students, faculty, and staff are able to engage in personal relationships which they value greatly. Faculty and staff praised the cooperative nature of the work environment and the collaboration and support they felt as members of the USC Aiken community.*

USC Aiken’s students, faculty, and staff enjoy the University’s family atmosphere. Besides “family,” other adjectives used to describe the University included “friendly,” “welcoming,” “caring,” and “cooperative.” Participants noted that the family atmosphere, friendliness, and small class sizes were things that should be maintained at the University. To use a Goldilocks analogy, students felt that the University’s size is not too big, and not too small, but just right. Participants in all groups noted that the faculty and staff at USC Aiken “go out of their way” to assist students. Also, faculty felt that they shared a sense of camaraderie, as opposed to competitiveness that faculty at other institutions face.

While both faculty and staff typically described this work environment as “friendly” and “caring,” many staff went on to describe USC Aiken as a “family.” A number of faculty and staff members expressed very high levels of satisfaction about their working conditions with statements like, “I love my work and I love to work here,” “I have the greatest job in the world,” and “I can’t think of a better place to work.” Along with the opportunity to work with students, staff often cited flexibility as a very attractive element of their jobs; their responses also suggest that working at a university (rather than a school district or SRS) provides them with social capital or personal esteem that adds value to their work experience.

Nevertheless, there were some frictions in the internal community. Participants reported they disliked internal dissention and members of the University who complained extensively. Neither students nor faculty particularly appreciated characterizations of USC Aiken as a branch campus or a two-year campus. While most agreed that diversity was valued, minority students felt there were not enough faculty or staff members of minority descent on campus. And while not unusual for any university, staff observed that they were treated differently from (and at times inferior to) faculty.

## **Positive Characterizations of the Campus Community**

- Student orientation received outstanding compliments from all student groups. Students noted how helpful the program was in answering questions, alleviating concerns, and introducing new students to upperclassmen. One student said, “If you aren’t hooked yet [on USC Aiken], you will be after orientation.”

- Students were appreciative of the personal attention and support they receive from their professors and Dr. Hallman. One student-athlete noted how much it meant to her that her professors and the Chancellor come to her games. After the close of one focus group, a student approached us personally to add, “Dr. Hallman is very open to listening and he is very involved in the student body.”

## **Negative Characterizations of the Campus Community**

- There appeared to be mixed emotions about the University’s place in the community and in the USC System. Some appreciated that USC Aiken had a “sense of history” to be relatively young. However, some were confused about the school’s ties to and independence from USC Columbia. Students were especially frustrated by the perception in the community that USC Aiken is a “branch campus” of USC Columbia or that it is a 2-year school.
- Although students, faculty, and staff felt that diversity is valued at USC Aiken, minority students indicated they wanted more minority faculty and advisors. Additional minority faculty and advisors could provide important mentor relationship opportunities.
- Some staff members expressed concern over a division between the faculty and staff. They felt that staff members are “treated differently from faculty by administration and each other.”

## **External Community Dynamics**

*While faculty and staff perceived the Aiken community as supportive of the institution and observed a strong commitment to give back to the community, students perceived that the community was neither friendly to college students nor adequately acknowledged the University as a central part of the community.*

Faculty and staff noted that the University's ties to the Aiken community make USC Aiken distinctive. They noted a push on campus to participate in community service efforts and to "give back." Faculty and staff offered several examples of the University's partnership of shared resources with the Aiken community, including the Academy for Lifelong Learning, SeniorNet, Wellness Center, Etheredge Center, and programs offered through the Ruth Patrick Science Education Center. The American Democracy Project was also cited in this regard, although participants were unsure how effective it has been.

Students had very different views about the external community. They noted that downtown Aiken is not college-friendly, with no clubs or businesses with late-night hours. Students said they felt that the community did not care about them. Students were disappointed that the community did not appear to visually or symbolically support our athletic programs or sell University merchandise outside of the campus.

### **Points of Concern:**

- Although the University has placed value on community service, giving back to the community, volunteer work, or other forms of community service were not mentioned in any student groups. Although embraced by faculty and staff as something the University *should* be doing, it appeared to not be a priority for students.
- Because students complained of having "nothing to do" in Aiken, many on-campus students go home on the weekends. Some on-campus students described USC Aiken as a "ghost town" on Saturday afternoon. Because students are not engaged in the community, it becomes a "suitcase campus." Students reported that this weekend exodus isolated out-of-state and international students who do not have the option of traveling home on weekends. Student-athletes are disproportionately affected by this pattern of weekend migration, and feelings of isolation from the rest of the student body are intensified as a result.

## Values

*Students, faculty, and staff could not recall the University's values defined in the University's strategic plan nor did they report a connection to these values as they are expressed in campus culture.*

The vast majority of students, faculty, and staff were unable to name USC Aiken's values: Character, Citizenship, Collegiality, and High-Quality Learning Environment. Nevertheless, a small minority of respondents in each group were usually able to identify one or two related concepts – typically words like “academics” and “integrity.” Further, by the tone of the discussions about values, it became apparent that most participants saw little importance in having University values.

When discussing these words, many respondents, especially faculty, felt that the four core values were too broad and needed definition, and many participants saw these core values as lofty goals instead of descriptors of what USC Aiken's culture truly values. For instance, most groups felt that the value “character” needs to be better-defined, and suggestions to replace “character” included “integrity,” “accountability,” and “individuality.” Some participants felt the term “community” should be used as a value in place of “citizenship” or “collegiality.” Indeed, the word “collegiality” appeared particularly problematic because almost all students and most staff indicated that they did not know what collegiality meant, often chuckling or openly laughing at hearing it. By contrast, faculty used the word unprompted to describe their experience.

Throughout these discussions about values, it became clear that neither students, nor faculty, nor staff actively associate these values with university mission or their day-to-day activities at USC Aiken. This is not to say that USC Aiken students and employees disregard or do not aspire to such principles, but rather that they at present do not feel the values are central to their own USC Aiken experience.

These discussions revealed that the University values as they are currently formulated and presented are neither clear nor easily identifiable. Further, the words themselves did not have real meaning to all groups: students, faculty, and staff. At times during these discussions, there were some flashes of recognition among a few participants – one person, for instance, made a representative comment, “Oh...you mean those things on the wall in the SAC.” Yet it became apparent from these discussions that these values have not been effectively woven into campus culture as an explicit framework for everyday life at USC Aiken. A campaign to craft this image could alter the perceptions of students, faculty, and staff in this regard as long as the message is carefully crafted to reflect these shared values in a manner that is intentional, specific, and clear.

## Appendix 1: Aspects of USC Aiken to Keep or Preserve

Category	Aspect to Keep	Total
<b>Size</b>	Class sizes	2
	Faculty/Student Ratio	1
	(small class sizes)	
	I would keep the small class sizes. It is very nice to be able to have a professor that you can talk to.	1
	I would keep the student to faculty ratio	1
	Interaction with students	1
	(smaller class sizes)	
	Keep class sizes	1
	Keep small class sizes and availability of professors	1
	Keep the same amount of students	1
	size of classes	1
	size of school	1
	Small Campus/Quad	1
	Small class environment	1
	small class size	4
	Small class sizes	2
	Small classes sizes	1
	Small classes with 40 or less with a good student to teacher ratio	1
	Smaller class sizes	1
	Student to teacher ratio	1
The faculty to student ratio	1	
the small school environment	1	
The small size of the classrooms	1	
<b>Academics</b>	Academic goals and atmosphere (academic programs)	1
	Academic standards	1
	Expanding the Communications department	1
	Faculty and Staff	1
	faculty/staff	1
	First year experience (Answer #2)	1
	For the most part, professors. Most are very good teachers with friendly demeanors, and I think that is USCA's strongest appeal.	1
	friendly professors/staff	1
	Good professors	1
	I would keep all of the majors and the programs that go with each major	1
	I would keep the learning atmosphere	1
	I would keep the library, very useful	1
	I'd keep all classes and schedules at normal times	1
	Instructors	1
	Library	1
	Math Lab/Reading Lab	1
	Merciful attitudes of most professors	1

Category	Aspect to Keep	Total
	Places and programs like writing room, language lab, etc.	1
	Promoting excellence in education by not tolerating dishonesty & developing programs for students: clubs, organizations, study abroad	1
	reading days	1
	Strong academic programs	1
	The school of business and the way it is ran.	1
	They have honor systems and help students strive to do their best	
	The services offered on campus, writing room, Math Lab, and Market	1
<b>Internal Environment/ Community</b>	Atmosphere (working environment)	1
	Family atmosphere	1
	Family atmosphere (small campus setting)	1
	Family atmosphere; student-teacher ratio	1
	Family atmosphere; one-on-one attention for students	1
	Friendliness of the staff	1
	Friendly atmosphere	1
	Friendly atmosphere	1
	Friendly people and helpfulness	1
	Idea of USCA family	1
	informative meetings and training	1
	opportunities (Answer #2)	1
	Nice campus & friendly atmosphere	1
	Personal Interactions (Closeness students/faculty/administration/staff )	1
	sense of community	1
	Sense of quaintness and environmental essence	1
	Small campus atmosphere	1
	The feel of the people and the closeness of the campus	1
	The focused environment, meaning the fact that the students get one on one attention from instructors if they go to get it.	1
	The overly friendly atmosphere	1
	the trend of working on a living and learning community; Training	1
	outside of the classroom for students	
<b>Student Life</b>	All the organizations	1
	All the Student Life Activities	1
	Athletics and all	1

<b>Category</b>	<b>Aspect to Keep</b>	<b>Total</b>
	student organizations	
	Greek Life	1
	I will keep some of the things on campus, like parties in the SAC	1
	I would keep all of the organizations on campus	1
	I would keep the service learning programs, frats & sororities, volunteer orgs, & the intercultural programs. The career services are awesome, but I would add some more students to know about them.	1
	Organizations	1
	Student Activities	3
	Student Activities, clubs, sports the way they are	1
	Student Involvement, activities,	1
	Student media	1
	Wellness Center	1
<b>Housing</b>	apartment style housing	1
	Housing	2
	Housing (Answer #2)	2
	I would keep making little changes to improve the old dorms and making/organizing events to get students involved	1
	On Campus Housing	1
<b>Look of Campus/ Facilities</b>	Campus	1
	campus size and appeal (with new buildings)	1
	I would keep the size of the lunchroom the same, and keep the SAC as the main point of student interest	1
	keep the campus as clean, neat and beautiful as possible. (First impressions!)	1
	Keep the landscape.	1
	It is beautiful.	
	look of the campus (Answer #2)	1
<b>Governance</b>	Collegial atmosphere, faculty governance	1
	Faculty control of program decisions	1
	strategic plan and update regularly	1
	The short/flat org chart	1
<b>Other</b>	"Focus on Students"	1
	Everything	1
	opportunity for personal attention	1
	The statements in each class	1
<b>External Community</b>	cooperative efforts between campus & external community (Answer #2)	1
	Focus and ties with the Aiken county community	1
	Involvement between	1

<b>Category</b>	<b>Aspect to Keep</b>	<b>Total</b>
	community and campus	
<b>Technology</b>	Free computer access	1
	I would keep the computer labs open as they are currently	1
	The use of Reliance on student e-mails	1
<b>Diversity</b>	Diverse atmosphere	1

## Appendix 2: Descriptive Words and Phrases By Category

Coded Category	Word/Phrase	Negative	Neutral	Positive	Grand Total
Environment/ Atmosphere	A good atmosphere to all			1	1
	a great place to work			1	1
	Accepting			2	2
	An easy environment to work with			1	1
	Close			2	2
	Close knit campus			1	1
	Comfortable			4	4
	Comfortable			1	1
	Contempt	1			1
	Cozy			2	2
	Decent			2	2
	Down to earth people			1	1
	Familiar			1	1
	Fun place to work			1	1
	Genuine			1	1
	great atmosphere			1	1
	Helpful			1	1
	home away from home			1	1
	Home town atmosphere			1	1
	Interactive			1	1
	inviting			1	1
	Laid back			1	1
	Motivating			2	2
	Nice			1	1
	Nice Environment			1	1
	Open			1	1
	peaceful/quiet			1	1
	Pleasant			1	1
	Positive			1	1
	Positive atmosphere			2	2
	Quiet			1	1
	Relaxing setting			1	1
	Tight-knit community			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Understanding			1	1
	United			1	1
	Warm			1	1
	Warm and kind people			1	1
<b>Focus on students</b>	"Focused on You"			1	1
	Accommodating			1	1
	caring			1	1
	Caring			1	1
	caring institution			1	1
	close relationships between professors and students			1	1
	close ties between students/faculty			1	1
	Committed to students and community			1	1
	Concern for students			1	1
	Concerned			1	1
	Concerned staff and helpful			1	1
	Faculty (most of them) really care about the students			1	1
	faculty student relationship is much better than at larger schools			1	1
	Focused			3	3
	Focused on its students			1	1
	Focused on You!			1	1
	focused on you/individual			1	1
	Good student to teacher ratio			1	1
	Helpful			3	3
	interested in students as individuals			1	1
	People-Driven			1	1
	Personal			3	3
	personal attention			1	1
	Professors care (Answer #2)			1	1
	student centered			1	1
	student oriented			2	2

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	student-centered			1	1
	Student-Focus			1	1
	Student-Focused			1	1
	Student-oriented			1	1
	Students are not a number at USCA.			1	1
	Supportive			1	1
	USCA faculty/staff know me, and treat students person to person			1	1
	Wonderful student/professor relationships			1	1
<b>Friendly</b>	Friendly			23	23
	Friendly			4	4
	Friendly atmosphere			3	3
	friendly environment			1	1
	friendly faces			1	1
	Friendly people			1	1
	Friendly working environment			1	1
	Likeable			1	1
	Nice people			1	1
	Welcoming			3	3
<b>Size (small)</b>	compact			1	1
	Excellent size			1	1
	good student/faculty ratio			1	1
	intimate size			1	1
	Just Right			1	1
	Just the right size			1	1
	Moderate size campus			1	1
	Not too big, but not too small			1	1
	Small			13	13
	Small			13	13
	Small Classes			1	1
	Small school			1	1
<b>Academics</b>	Academic			1	1
	Academically focused			1	1
	Accredited			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Adequate major selection			1	1
	An effective learning environment			1	1
	Broadly-based education			1	1
	Educational education			1	1
	Educational			2	2
	Excellence			1	1
	good education			1	1
	Good Education			1	1
	Good learning Inst			1	1
	great academics			1	1
	Great foundation for Higher education			1	1
	Great teachers and learning environment			1	1
	has some of the best prof. schools in the state			1	1
	Knowledgeable			1	1
	Learning			2	2
	Nursing Program			1	1
	Professional			3	3
	Proper environment for success			1	1
	academically				
	quality education for students			1	1
	quality			1	1
	education/experience				
	Respected and honorable reputation			1	1
	School of Business			1	1
	Serious about learning			1	1
	Solid Academics			1	1
	success-based			1	1
	teaching/learning			1	1
	Training/Learning Facility			1	1
<b>Student Life</b>	Boring	1			1
	Boring	1			1
	Dull	1			1
	Fun			9	9
	fun			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Fun environment			1	1
	Fun if involved			1	1
	Fun/exciting			1	1
	Fun-filled			1	1
	Good organizations			1	1
	great activities			1	1
	Involvement			1	1
	Lots of activities			1	1
	Lots of opportunities to get involved			1	1
	opportunities			1	1
	Social			1	1
	social events			1	1
	Student activity oriented			1	1
	Student Involvement			1	1
	suit-case school (commuter school)	1			1
<b>Appearance</b>	athletically pleasing campus (Quad)			1	1
	Beautiful			2	2
	Beautiful Campus			7	7
	beautiful physical environment			1	1
	Beautiful Quad			1	1
	Clean			5	5
	clean			1	1
	Clean buildings			1	1
	Clean environment			1	1
	Nice atmosphere (landscape and classrooms)			1	1
	physical attractiveness			1	1
	Pretty Campus			1	1
	Quaint			1	1
	very clean and well kept			1	1
<b>Other2</b>	Attainable	1			1
	change for the better			1	1
	conservative			1	1
	dedicated to faculty		1		1
	Detailed			1	1
	enormous potential			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Everything you need			1	1
	Fair (Somewhat)		1		1
	great leadership builder			1	1
	growing			1	1
	Helpful for a student's future individuality			1	1
	limited past history (area/students served)			1	1
	optimistic			1	1
	Political		1		1
	Premature	1			1
	separation of classes (degree & non-degree)		1		1
	Somewhat Safe			1	1
	Student body is mostly young students		1		1
	The best			1	1
	Useful			1	1
	Variety of food available			1	1
<b>Challenge/High Standards</b>	#1 in the South			1	1
	Challenging			5	5
	challenging (Answer #2)			2	2
	Challenging Environment			1	1
	Competitive			1	1
	Concern for achieving goals			1	1
	Halfway house	1			1
	Hard work			1	1
	Hard working			1	1
	Hard working campus community			1	1
	Hardworking			1	1
	High Academics			1	1
	lack of expectations	1			1
	Lots of writing assignments		1		1
	not demanding	1			1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	not quite academically arrived	1			1
<b>Community</b>	"Team Work"			1	1
	A place I call home			1	1
	caring faculty/staff			1	1
	Close student Body			1	1
	close-knit			2	2
	close-knit educational experience			1	1
	Community			5	5
	community oriented			2	2
	great faculty/staff/student relationship			1	1
	home away from home			1	1
	People (students, faculty, staff) are known by others. (You are not a number)			1	1
	Students are willing to help one another			1	1
<b>Administration</b>	Efficient			1	1
	frugal-not frugal			1	1
	Hierarchical	1			1
	Lame-ass library violations	1			1
	Lame-ass parking violations	1			1
	Managed like a business (with the hierarchy)	1			1
	Organized			2	2
	Organized			1	1
	reactive instead of proactive	1			1
	Somewhat confused	1			1
	Togetherness			1	1
	Valuing of faculty by Administration			1	1
	Well-organized			1	1
<b>Diverse</b>	Diverse			3	3
	diverse			1	1
	Diverse student body			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Diverse Student Population			1	1
	diversity			1	1
	multicultural			1	1
	open to diversity			1	1
<b>Faculty/Staff</b>	Concerned staff			1	1
	excellent faculty			1	1
	Great faculty			1	1
	Great faculty and Staff			1	1
	Helpful faculty			1	1
	Helpful Staff			1	1
	Professional faculty			1	1
	resource of faculty & staff			1	1
	Teachers			1	1
<b>Family</b>	closeness/family			1	1
	Family			2	2
	Family			1	1
	Family Feeling			1	1
	Family oriented			1	1
	like a close knit family			1	1
	sense of family as members of USCA community			1	1
<b>Community Service</b>	A good resource for local population			1	1
	asset to the community			1	1
	community treasure			1	1
	Community-based			1	1
	Involved in the Community			1	1
	service in the community			1	1
	strong communities ties			1	1
	strong community involvement			1	1
<b>Active</b>	Active			1	1
	Always in action			1	1
	electric/contagious			1	1
	energetic			1	1
	Exciting			1	1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	Keep you busy with many involvement opportunities			1	1
	low campus involvement (same people involved)	1			1
<b>Cost</b>	Almost affordable	1			1
	Expensive	1			1
	Inexpensive (for now!)			1	1
	Poor judgment of money use	1			1
	quality yet affordable			1	1
	Reasonably priced			1	1
	value added expense			1	1
<b>Institutional Type/Identity</b>	a school that prepares people to go to USC	1			1
	Lacking clear identity for itself	1			1
	Mainly 1st Generation to Higher Education		1		1
	Next best thing to Columbia		1		1
	Regional Campus/Major State University System		1		1
<b>Athletics</b>	National Golf Champions			1	1
	Outstanding athletic teams			1	1
	sports			1	1
	Strong Athletics programs			1	1
<b>Growth</b>	growing			2	2
	Growing university			1	1
	progressing			1	1
<b>Housing</b>	Great Housing people			1	1
	Nice dorms			1	1
	Spacious living accommodations			1	1
<b>Workload</b>	always asking faculty to do more with less resources	1			1
	Not enough people to do the work (faculty/staff)	1			1

<b>Coded Category</b>	<b>Word/Phrase</b>	<b>Negative</b>	<b>Neutral</b>	<b>Positive</b>	<b>Grand Total</b>
	over-worked faculty	1			1
<b>Character</b>	Honest			1	1
	Integrity			1	1
<b>Location</b>	Close to home			1	1
	Local			1	1
<b>Opportunity (for staff/faculty)</b>	opportunities			1	1
	Opportunity			1	1
<b>Scheduling</b>	Good way of establishing times of everything being open			1	1
	Not made for working students	1			1
<b>Grand Total</b>		27	10	363	400