University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303

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Focused Report

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2.8   The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Faculty)**

Non-Compliance

The number of full-time faculty members is adequate to support the mission of the institution, but it is unclear in several programs if the number of full-time faculty members is adequate to ensure the quality and integrity of the academic program. Some programs regularly have approximately 30% or more of the credit hours generated being taught by part-time faculty. While a number of circumstances might explain and justify such an outcome on an occasional basis, there was insufficient evidence for high reliance on part-time faculty nor did the institution provide evidence to ensure the quality of these programs.

Programs with substantially high rates of part-time teaching over several semesters are psychology (between 29% and 45%), elementary education (between 44% and 68%), the MEd in Special Education (between 25% and 54%), art/graphic design (46% to 59%), information management systems (33% to 55%), and interdisciplinary programs (26% to 100%). Of further concern is the high percentage (50%) of general education courses that were taught by part-time faculty over several years.

The faculty teach all distance education courses offered for credit. Support for faculty providing distance learning is provided by the Office of Distance Education, in partnership with the Center for Teaching Excellence, Department of Learning Technology, and Student Success Center. However, the institution does not provide evidence to support the assertion that adequate numbers of full-time faculty teach distance education courses, especially in programs which are offered entirely online.

Response:

Part-time faculty at USC Upstate serve an invaluable role as many times they provide more relevant real time experiences than the full-time faculty in the academy. Our part-time faculty meet the same educational requirements as our full-time faculty. Neither the rigor expected by the part-time faculty nor the requirements for class are different than classes taught by full-time faculty. Part-time faculty teach in areas that have received accreditation by outside agencies and their expertise has been noted. In addition, for disciplines with smaller numbers of sections, the data are skewed making the part-time ratio seem more out of proportion.

There is a "high reliance" on part-time faculty for psychology majors (consistently less than 45%). While the reliance on part-time faculty in psychology appears high, the part-time faculty that have been teaching in that program are critical to meet the needs of a rapidly growing major. Since many students who attend Upstate are transfer students, it is sometimes difficult to project numbers of full-time faculty needed. Hiring of additional full-time faculty for fall 2012 is projected. The part-time faculty who are teaching in that major have been employed by Upstate for 3-5 years thereby giving the psychology department a stable base of faculty. Many students who graduate with a degree in psychology go on to graduate studies and are successful in their field. Students enrolled in the undergraduate psychology program are also active in research, presentations, and publications which stand as a testimony to the quality of the program.

There is a "high reliance" on part-time faculty in elementary and special education. Use of practicing educators as part-time faculty enhances and enriches the educational experience of the students. The majority of the part-time faculty supervises students conducting their practicums in the public school systems.

Art/graphic design and information management systems, as well as many of our general education courses, rely on expert part-time faculty to enhance and enrich the educational experiences of students. There was one spring semester when the interdisciplinary courses (five sections) were all taught by part-time faculty. These courses were "senior seminar" courses taught by faculty who were previously full-time and had retired but agreed to teach part time. That spring semester was an aberration. These faculty are a stable core of part-time faculty for those academic units.

Faculty teaching in the RN-BSN program (the sole program offered entirely online) meet the requirements for the South Carolina Board of Nursing and the SACS requirements. The South Carolina Board of Nursing mandates full-time to part-time faculty ratios of 70 full time to 30 part time. The school of nursing is well within those ratios for both face-to-face instruction and online instruction. Part-time faculty teaching in that program are practicing nurses who enhance and enrich the educational experience of the students.

The evidence to ensure the quality of the programs is noted in the accreditation reports of the appropriate units to include education (NCATE), information systems (CAHIM), art/graphic design (NASAD/NCATE), and nursing (CCNE). These reports are available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Non-Compliance

The institution through (1) its own collections, (2) university system, and (3) PASCAL and Carolina consortia provides a large and diverse array of library resources to students and faculty, including over 200 subscription databases, over 120,000 electronic books, and physical collections of books, journals, and archives. These resources are accessible to those users who may have disabilities as evidenced by the technological accommodations such as the Kurzweil reader.

The remote access to databases allows distance learners, students, and faculty from off-site locations, and other library users to access the electronic collections. Students at the Greenville campus have access to a small reference collection, and librarians visit the campus twice a week. Students at the Sumter campus have access to a juvenile collection at the Sumter library. Interlibrary loan services and the PASCAL "Pick-Up Anywhere" service allow off-site and distance students to have additional physical materials delivered to a library of their choice.

The library provides information literacy instruction via two electronic classrooms, as well as reference services that are performed by the majority of library personnel. Library personnel also serve as liaisons to the various academic departments on campus to identify materials for purchase and provide other appropriate library services.

Although the institution provides ample access to its collections and many useful services, there was no evidence to indicate how the collections are consistent with all of the degrees offered or how the collections, resources, and services are sufficient to support faculty research and public service.

Response:

Each library faculty member has a trio of responsibilities: (1) staffing the reference desk, (2) teaching information literacy sessions, and (3) collection development. Each library faculty member has one or more liaison subject areas of expertise. As a liaison, each works with faculty and the unit administrators to teach their information literacy sessions, develop their library collection support, and assist in their professional research. For collection development, the librarian consults with the unit faculty as to databases, print journals, and books that fulfill the curricular needs of the unit as well as the research needs of the unit faculty.

Many degree programs within the university require subject-based accreditation. These intense reviews always include a library component. The library has always been cited as sufficient for the degrees and research.

Examples of acknowledgement of the research support as evidenced in sabbatical reports and published works with acknowledgements are available onsite in the evidence room. The table below provides liaison information by Subject Area:

Subject Areas	Library Faculty
Biology	Karen Swetland
Business, College of	Lola Bradley
Chemistry	Karen Swetland
Communication/Journalism/Speech	Andrew Kearns
Computer Science	Karen Swetland
Criminal Justice	Andrew Kearns
Education	Camille McCutcheon
Engineering/Technology/Management	Karen Swetland
English	Breanne Kirsch
Film	Breanne Kirsch
Fine Arts	Nancy Lambert
Foreign Languages	Lola Bradley
General Works	Nancy Lambert
Geography	Christopher Vidas
Geology	Karen Swetland
Graphic Design	Nancy Lambert
History	Christopher Vidas
Informatics/Technology	Karen Swetland
Interdisciplinary Studies	Lola Bradley
Law	Lola Bradley
Library Science	Nancy Lambert
Mathematics	Karen Swetland
Military/Navy Science	Christopher Vidas
Music	Andrew Kearns
Nursing, School of	Jim LaMee
Philosophy	Laura Karas
Physical Education, Recreation & Leisure	Camille McCutcheon
Physics	Karen Swetland
Political Science	Christopher Vidas
Psychology	Natalie Childs
Reference	All Library Faculty
Religion	Laura Karas
Sociology	Andrew Kearns
Theater	Camille McCutcheon
Women's Studies	Laura Karas

As a state institution, the public is welcome to use any resources housed in the Library. For a nominal annual fee, an individual not affiliated with the university but living within the county may also check-out up to five (5) books at any one time. The Library participates in global interlibrary loan operations and has provided resources to researchers as far away as Japan.

NOTE: All reports and documents are available onsite in the evidence room.

2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

Non-Compliance

The Divisions of Student Affairs and Academic Affairs work collaboratively to provide student support programs, services, and activities that promote student learning and support the mission to be recognized among metropolitan institutions for its commitment to its students. For example, the Student Success Center offers academic, career, and advising support. The Division of Student Affairs organizes a first-year reading program (PREFACE) and a Sophomore Summit which are designed to promote student retention. Noteworthy also is an office dedicated to success of non-traditional students. Support for distance learning is provided by the Office of Distance Education in partnership with the Center for Teaching Excellence, Department of Learning Technology, and Student Success Center. The Academic Catalog 2011- 2012 describes these and other services that are embedded throughout the student experience. The Academic Catalog also highlights offices, programs, and activities in the Division of Student Affairs. These are designed to enhance the cognitive, moral, cultural, physical, social, civic, and interpersonal development of students, and the Division has enumerated Student Learning Outcomes associated with these areas.

While the institution makes mention of an advisor being available to assist students on the off-campus location in Greenville, however, no other student support services for this site are mentioned.

Response:

Students on the USC Upstate Greenville campus have access to a wide range of student services and programs as outlined in the chart below. Services include regular scheduling of financial aid counselors, admissions staff members, and advisors, as well as scheduling services to meet special needs such as offering flu shots. In addition to student activities, other services are offered at least once each semester, such as a Graduation Fair for seniors to purchase class rings, obtain graduation tickets for their families, select invitations and regalia for graduation, and an international event featuring information on study abroad programs. Personal counseling sessions are offered on an appointment basis.

The Office of Information Technology and Services schedules a computer technician on the Greenville Campus two days a week. A special office area is provided for the technician to house computer parts, replacement computers, and other equipment. The Library schedules two library faculty to be on the Greenville Campus separate days during the week to assist students with research and developing information literacy skills.

Academic and support personnel alternate frequently between the Greenville campus and Spartanburg campus, including academic deans and chairs, the Dean of Students who oversees judicial issues, and the Director of Disability Services who works directly to assure academic support needs of those needing accommodations in Greenville.

A SNAC (Spartanburg Nutritional Assistance Campaign) Food Pantry has been established at the Greenville campus to provide food, nutritional information, and other basic necessities to USC Upstate Greenville campus students in need. The program helps to reduce stress, as well as helps students become more engaged in learning.

Students in Greenville are provided a series of writing workshops funded by the College of Arts and Sciences. These workshops are offered in classes in Greenville, videotaped, and provided online on the Greenville website for students to view at any time. These workshops and other information on the Greenville campus can be found on the Greenville campus webpage which is accessible from the USC Upstate home page.

Transfer Preview Day and Transfer Orientation Sessions are offered each semester during which new students on the Greenville campus have Carolina Cards made, meet with advisors, and register for classes. Academic advisors are available on the Greenville campus and by electronic means.

Additionally, a cross-trained staff member is in Greenville who has been trained by the offices of Financial Services, Records, and Admissions to develop tuition payment plans, accept tuition and admission fee payments, perform other financial transactions, electronically release advising holds as requested by faculty, certify transcripts as official, and accept other admission documents, such as citizenship verification. Both the Vice Chancellor of the Greenville Campus and a staff member have been trained in procedures to monitor tests for students who require accommodations for learning disabilities.

The Greenville campus has a chapter of Alpha Sigma Lambda (ASL), a national honorary organization for adults who have maintained high academic averages while working, raising families, and earning a college degree. Since USC Upstate was granted a charter for an ASL chapter in 2005, six induction ceremonies have been held in Greenville.

All events are coordinated through the Office of the Vice Chancellor for the Greenville campus to assure that events, services, and programs are scheduled at times that maximize participation. Weekly e-mails from the Vice Chancellor for the Greenville campus keep faculty, staff, and students informed about services and programs. A large digital screen outside the Upstate Academic Office features students and faculty accomplishments. Information is also provided for special events such as Breakfast with the Chancellor, Non-Traditional Student Luncheons, International Study Abroad Fairs, Writing Workshops, and more.

Student Government Association senators in Greenville and student leaders of TEACh (the organization for education majors), SNA (the organization for nursing majors), and EMSA (the organization for engineering technology majors) are involved in planning events and activities for the Greenville campus.

The following table summarizes student support available at the Greenville campus.

Service	Description
Registered Clubs & Organizations	Student Nurses Association. Greenville TEACh. Engineering Management Student Association. Alpha Sigma Lambda Honorary Society for Adult Students
Student Government Association	SGA senators appointed to represent the Greenville campus. SGA Officers meet monthly with group to discuss issues and initiatives
Activities	Welcome Back Tables and Event (Fall and Spring), Fall Festival, Spring Game Night, Exam Study Breakers, Breakfast with the Chancellor. Graduation Fair
Bookstore	Provided on-site for two weeks at the beginning and ending of each semester. Students may also order books online and have them shipped directly to homes
Campus Recreation/Intramurals	Indoor Walking Program. Education programs promoting fitness and healthy lifestyles
Career Services	Career Education/Promotion provided by faculty in professional programs. Collaborative programs with Greenville Tech advisors regarding advisement for careers with specific Upstate majors
Center for International Studies	International Studies Fair held annually to promote study abroad program
Communications	Weekly E-blast to communicate and promote Greenville programs & services
Counseling Services	Personal Counseling, Career and Crisis Counseling provided on-site as needed
Dean of Students	Judicial Hearings and Meetings
Disability Services	Accommodations, testing, individual academic coaching
Financial Aid	On-site Financial Aid Counselors during orientation and monthly appointments for Greenville Students
Library	The Library includes a computer lab, study rooms, library faculty and staff, workshops in classes, remote access to databases and electronic materials, computer resources, and other media related support

NOTE: All reports and documents are available onsite in the evidence room.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial Resources)**

Non-Compliance

Audited financial statements from 2006 to 2010, statements of net assets from 2007 to 2010, the strategic plan overview for 2010-2011, and the budget development process for 2010-2011, and other financial statements indicate that the institution has a sound financial base and financial stability to support its metropolitan mission and the broad array of programs and services designed to serve the Upstate community. However, the institution did not provide an audit or financial information for FY 2011. The external audit for FY 2010 was an unqualified opinion. Financial information from 2007 to 2010 shows a positive net asset increase of $4.4 million with a total of $43.7 million. Tuition and fee income increased by 36.3% from 2007 to 2010 and enrollment growth, which drove an overall revenue increase of 16.8%, even after a State revenue decline. In 2009 and 2010, State funding was reduced by $4.7 million or 31%.

The budget development process is tied to the strategic plan which is updated annually. The annual budget is reviewed and approved by the Board of Trustees. However, no documentation was submitted to indicate the Board's approval.

<u>**Response**</u>:

Audit reports (USC Upstate Audited Financial Statement June 30, 2011 and USC Upstate Foundation Financial Statements June 30, 2011 and 2010) were forwarded in an email and hard copies sent overnight at the end of October. Copies are available onsite in the evidence room.

The budget for USC Upstate is reviewed as a part of the USC System and is presented to the Executive Committee and then to the full Board of Trustees for approval each year. The Board of Trustees Executive Committee minutes approved the budget for 2010-2011. The full Board of Trustees minutes document approval for the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 budgets. Copies are available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Non-Compliance

Analysis of land acquisitions, growth in campus facilities, and space allocations show overall space is sufficient to support the mission, but the institution does not provide analysis to show that the space is adequate to support the mix of programs offered in support of its mission, especially in such space intensive areas as nursing, sciences, engineering, and library.

The institution indicated that the square footage was approximately 300,000 below the average for other public comprehensive institutions in South Carolina. Rapid growth and lack of state funding for capital projects over the recent ten years has contributed to this deficit in space. A professional planning firm conducted a space study in 2008-2009. The results documented current and future needs based on program changes. New facilities and renovated space projects were then identified. A plan was developed and the institution indicated that it was incorporated within its strategic plan, the campus master plan, and the capital budgets. Some new buildings came online in 2010 and several departments moved to renovated space to better serve the students and improve academic support.

A report on deferred maintenance indicates that some state funding was provided for 2010-2011 for highest priority items, but does not indicate the dollar amount of deferred maintenance that is outstanding.

Over the past five years the institution has been in a building mode with educational and general space increasing by 55%. Land acquisitions were made by Spartanburg County on behalf of the institution. Several new buildings were funded through the USC Upstate Foundation, the federal government, and the institution. The institution indicated that over the past ten years, growth in space has increased 62% while growth in FTE students increased 61%. Most of the space was added in the last five years. Classrooms went from 64 to 108 and labs from 26 to 38. Instruction occupies 73% of the space, academic support 9%, and student support 8%. The percentage of instruction space was the highest of public comprehensive institutions in South Carolina.
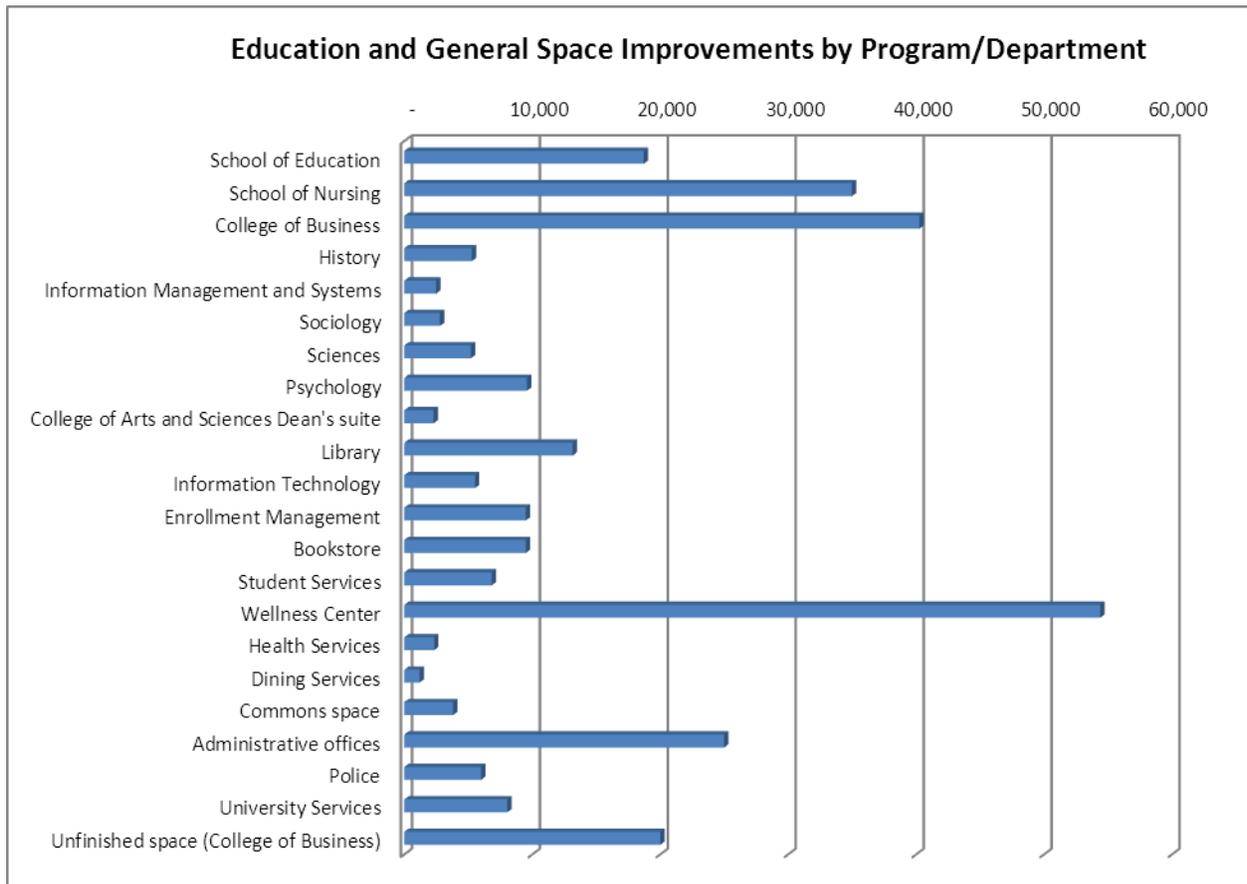
The main campus consists of 330 acres and 1.1 million sf of which 809,612 sf is non-residential space consisting of 22 buildings. There is one building located in downtown Spartanburg. Residential buildings consist of two dormitory-style and 12 apartment-style buildings for a total of 286,060 sf. Residents housing can accommodate up to 1,044 students. Teaching Centers are located in Greenville and Sumter, SC. The institution indicated the amount of space at Greenville (15,504 sf) and Sumter (2,700 sf) but did not indicate if those spaces were adequate. The institution expressed concern that additional space will be needed to accommodate long-term growth.

Response:

Program Space: In recent years, USC Upstate made $51.7 million in facilities improvements in education and general space, constructing and renovating 287,055 sq. ft. of space to provide

adequate space for programs and support services. New construction provided 192,445 sq. ft. of additional space with the Health Education Complex and the George Dean Johnson, Jr. College of Business and Economics facility. The Health Education Complex addressed the needs of several programs including the School of Nursing, School of Education, Enrollment Services, Bookstore, and Wellness Center. These programs were relocated from other academic and support facilities in the academic core of the campus and provided opportunities to expand and address the needs for the other programs and departments. A space study was conducted by a professional architectural firm with the University's capital project management staff and the respective deans, division chairs, and department heads. The result of this work was the renovation of numerous areas totaling 94,610 sq. ft. to provide adequate space for other programs and support services.

A summary report of the space and cost for each new construction and renovation project *(Education and General Space Improvements)* indicates the type of work performed with a total investment of $51.7 million.   The chart below shows the sq. ft. of new construction and renovated spaces for programs and departments.

Deferred Maintenance: The South Carolina Commission on Higher Education has defined a method for determining deferred maintenance for both buildings and infrastructure for SC higher education institutions. A complete analysis and detailed report was done in 2008 for the

infrastructure and in 2007 and 2011 for buildings used for education and general purposes, excluding residential facilities.

The *Calculation for E&G Infrastructure Maintenance Needs* for USC Upstate determined a maintenance need of $839,637 and includes roads, walkways, lighting, utility systems, parking lots, security cameras, and other exterior facilities.

The *Building Condition Survey - Fall 2010 Update*, completed in April 2011, indicated there is $22,101,104 in deferred maintenance needs. An analysis of the change in deferred maintenance using this assessment tool was done comparing the total need for each building in 2007 with the report information in 2011. Overall deferred maintenance increased from 2007 to 2011 by about $3,542,971 but $2,397,537 was associated with three new facilities that were not online in 2007. Of the fifteen buildings that were in both assessment years, nine or 60% had deductions in the amount of deferred maintenance although the total increased by $1,144,434 *(Comparison of USC Upstate E&G Building Condition and Deferred Maintenance from 2007 to 2011).* This report and the allocation of funds for deferred maintenance reflect a responsive program for identifying and addressing maintenance needs. All reports are available onsite in the evidence room.

Included in the 2011-12 budget was an allocation from the state of $730,319 for deferred maintenance allocated to USC Upstate and other higher education institutions based on the reported survey information. Those funds will be used to replace two cooling towers in the central chilled water loop of the energy system, replace HVAC units in the Campus Life Center, and replace a roof on the Campus Life Center. One major deferred maintenance project, estimated to cost $4 million and now in a pre-design state, will replace the HVAC system in the Administration Building using institution bond funding.

Greenville and Sumter Space: On the Greenville campus, USC Upstate has classrooms available for instruction in addition to 15,504 sq. ft. of dedicated space. The dedicated space is sufficient to provide for programs to include offices for the coordinator, faculty and staff, ETM lab, two nursing simulator labs, the Teaching and Learning Center for the School of Education and other support activities. A diagram and space computation report shows the spaces allocated for each academic program, support services, and shared classrooms *(Space Used by USC Upstate at Greenville).* USC Upstate has obtained additional dedicated space as needed in past years from other institutions in the consortium. Sufficient numbers of classrooms have been available to meet the academic schedule. This includes forty-two instructional spaces totaling 28,038 sq. ft. With adjustments in dedicated space and other general support classrooms, sufficient space has been provided for all programs and services.

At USC Sumter, USC Upstate uses 2,700 sq. ft. of dedicated space for the Education program and includes six faculty offices, distance education area and three classrooms. These assigned spaces are sufficient for instruction, faculty, and support services.

NOTE: All reports and documents are available onsite in the evidence room.

3.1.1   The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**.

Non-Compliance

The institution has a mission statement that was approved by the South Carolina Commission on Higher Education (SCCHE) in 2006 as evidenced by the SCCHE letter of approval. The institution states that the Board of Trustees also approved the mission in 2006, but did not provide clear evidence to support the assertion (e.g., minutes or agenda). The mission is communicated to its constituencies through the website, Academic Catalog, and Student Handbook. The process for and frequency of mission review is not addressed nor is evidence provided; thus, it is unclear if review and update of the mission is periodic. The institution states that the mission is used to establish goals and prioritize tactics for strategic planning. However, no evidence or further narrative explains or demonstrates this process.

Response:

The current mission statement was approved by the USC Board of Trustees during their June 29, 2006 meeting. Dr. Thomas Moore was appointed chancellor in August 2011 and will lead a broad review of the mission statement in 2012 and periodically on a 5-year planning cycle. The recommended revisions to the mission statement will follow the protocol for approvals including the Chancellor's Cabinet, Faculty Senate, Staff Council, USC President, South Carolina Commission on Higher Education, and USC Board of Trustees.

The last revisions to the USC Upstate mission statement, approved by the board in 2006, were focused on the name change and articulated differences between the residential Spartanburg campus and the primarily commuter Greenville campus. Annual consideration of the mission statement at the Chancellor's Cabinet strategic planning retreat has resulted in no additional revisions since 2006. Consideration of the mission was and continues to be integral in the Cabinet's discussions leading to the development and revision of the current Strategic Plan and associated tactics.

The USC President also reviews the campus mission statement as part of his Annual Report, as charged by the Board of Trustees: "Recommend to the Board the mission, role and scope of the University System and of its respective campuses, and undertake comprehensive and long-range planning;" (Board of Trustees By-laws). Additionally, the Board By-laws (page 9) state that the Board "shall define the mission, role and scope of the University System and each of its major component institutions." Therefore, the Board must approve any changes to the mission statement proposed by the President.

The mission statement is a part of the overall strategic planning process for USC Upstate. It not only guides the development and prioritization of goals, objectives, and tactics but also programmatic and administrative evaluations.

Page 1 of the USC Upstate Strategic Planning Process document referenced in C.R. 2.5 defines the Strategic Plan as "A document used by the institution to align the organization and budget structure with the organizational mission..." and page 3 states that Strategic Goals are "Long-term mission-directed purposes that, when accomplished, position the University at the threshold of its vision."

Further described in C.R. 2.5 is how the Strategic Plan is the primary vehicle for annual planning and its implementation. The current USC Upstate strategic planning process, initiated in 2003, is used to align the institution's organization and budget structure with the mission, vision and goals. The Strategic Plan is reviewed each year and revised as necessary to respond to the changing environment. All areas of the University participate in the strategic planning process. Our collaborative organizational model includes faculty and staff in the overall planning for the institution.

The Annual Strategic Report is organized by the University's six major goals and their corresponding objectives to provide an overarching framework. Each spring, the Chancellor's Cabinet members work with their respective units to develop tactics that support these objectives and address the priorities for the upcoming academic/fiscal year. In spring of each year, the units submit updates of their tactics to summarize their accomplishments and progress from the current academic/fiscal year. At the same time, they develop tactics with operational and budget priorities for the upcoming academic/fiscal year. The final year-end report demonstrates each unit's progress towards accomplishing their goals.

A crucial component of the strategic planning process is the gathering and review of data to help make informed decisions. The Strategic Issues Advisory Committee, appointed by the Senior Vice Chancellor for Academic Affairs, has responsibility for evaluating data used to measure institutional progress and making recommendations for planning. The annual Strategic Issues Advisory Committee Report is distributed to the Chancellor's Cabinet and placed on the Strategic Planning website for the campus to review, discuss, and use in planning and decision making.

NOTE: All reports and documents are available onsite in the evidence room.

3.2.3 The board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

Non-Compliance

The Board has a Conflict of Interest Policy which was updated on August 12, 2010. The Policy requires a trustee to file a Conflict of Interest Report with the institution's internal auditor if (1) the member or a member of his/her immediate family or business is employed by the institution or its associated entities or if (2) any of these listed received goods or services with a value exceeding $100 from the institution or its related entities. Such report must be filed within 60 days of its occurrence or by June 30 or December 31 of each year. Documentation was not provided indicating that this policy was implemented (e.g., completed forms).

Response:

Documentation of the Statement of Economic Interests Forms filed by members of the Board of Trustees is public information and can be accessed online at the South Carolina State Ethics Commission webpage. Examples of three of the Trustees (Toney J. Lister, Mack I. Whittle, Jr., and Leah B. Moody) are available.

NOTE: All reports and documents are available onsite in the evidence room.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Non-Compliance

Board Bylaws that the Board has the responsibility to establish broad institutional policy and that the administration and faculty are charged with implementing the policies and procedures within the Board's guidelines and rules. The Faculty Manual describes the process by which faculty and administration implement these policies and formulate new policies for consideration by the Board. However, the institution did not provide evidence that there is a clear and appropriate distinction in practice between the policy policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Response:

As an active, policy-making, and oversight board, the USC Board takes actions relative to USC Upstate that are recorded in the Board meeting minutes. Below is a list of minutes of the Board of Trustees meetings at which actions were taken related to USC Upstate.

- September 20, 2009 State Institution Bond Resolution
- October 16, 2009 New Program Proposal
- April 23, 2010 Naming Opportunities
- September 17, 2010 Administration Building Repairs and Renovation
- November 19, 2010 Villa One Renovation
- October 8, 2010 Off-Cycle Fee Request- USC Upstate Activity Fee
- September 17, 2010 Academic Program Change
- June 27, 2008 Revenue Bond Resolution
- June 29, 2006 USC Upstate Faculty Manual Changes

USC Upstate has extensive autonomy and local decision-making capacity within the context of organizational policies and system-wide approval mechanisms. Below is a list of committee minutes, agendas, and USC Upstate specific forms, policies, procedures, and timelines. These documents demonstrate that USC Upstate has extensive autonomy and local decision-making capacity within the context of organizational policies and system-wide approval mechanisms. With the approval of the USC President and Board, USC Upstate controls its own budget, is responsible for all curriculum and program development, hiring and personnel issues, the recommendation of tenure and promotion, and awarding of degrees.

- 2010-11 USC Upstate Promotion and Tenure Calendar
- 2010-11 Faculty Committee List
- Faculty Senate Motions 2010-11
- 2010-11 Promotion and Tenure Committee Report
- USC Board of Trustees Bylaws
- 2010-11 General Education Committee Report

- USC Upstate New Course Request Form
- November 5, 2010 Senate Agenda
- Staff Council Minutes February 10, 2010
- Sustainable Energy Policy
- Employee Safety and Risk Management
- Web Policies and Procedures
- Logo Usage Guidelines
- USC Upstate Computing Guidelines

NOTE: All reports and documents are available onsite in the evidence room.

3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff. **(Faculty/staff appointment)**

Non-Compliance

The institution states that "Recruitment and appointment of faculty is a function of Academic Affairs under the leadership of the senior vice chancellor for academic affairs. Policies and standards for faculty and administrative appointments are outlined in the USC Policies and Procedures Manual, ACAF 1.00: Recruitment of Academic Personnel, and in the Faculty Manual. In addition, the associate vice chancellor for academic affairs meets with faculty search committees to review "guidelines." However, the Faculty Manual does not provide information about the hiring process, and the "guidelines" which the associate vice chancellor shares with search committees were not evident.

<u>**Response**</u>:

The hiring authority for all faculty positions at USC Upstate is given to the Senior Vice Chancellor for Academic Affairs per the policies and standards for faculty and administrative appointments that are outlined in the USC Policies and Procedures Manual, ACAF 1.00: Recruitment of Academic Personnel.

The USC Upstate faculty manual outlines the procedures for searches and appointments of full-time faculty, Deans, and Department Chairs.

Appointment Procedures (Full-time faculty appointments)

When a vacancy exists, it is the duty of the appropriate dean to identify candidates and assemble the necessary information for an appointment decision. All vacancies are advertised in accord with affirmative action regulations. The following procedures must be followed in the case of all tenure track positions.

A search committee of four faculty from within the school or division in which the vacancy has occurred and an additional faculty member from outside the school or division is appointed by the appropriate dean. The search committee reviews letters of application, vitae, transcripts, and three letters of recommendation for all candidates. After the committee contacts the references of the most promising candidates, the appropriate dean consults with the Vice Chancellor for Academic Affairs, and the committee arranges interviews. The search committee makes every effort to insure that each faculty member within the school or division has the opportunity to meet each candidate invited for an interview. Faculty are invited to submit written comments and evaluations on each candidate they meet.

After interviews have taken place and candidate selections have been made with consultation of the school faculty, the committee votes upon recommendations. The chair of the committee forwards the recommendations to the dean, ranking the candidates in order of the committee's preference. Approval to make an offer must be obtained by the dean from the Vice Chancellor for Academic Affairs and

the Chancellor. If approval for the offer is granted, the letter of appointment is forwarded to the candidate. Should the candidate reject the offer, all documents are retained for file by the appropriate dean.

The *Faculty Manual* is reviewed regularly. The Faculty Governance body approves revisions. Draft revisions and final versions are posted on pertinent websites. Announcement notices are distributed electronically to various constituencies during the review and approval process.

The Associate Vice Chancellor for Academic Affairs also serves as the Chief Diversity Officer. His meetings with search committees focus primarily on guidelines to ensure consideration for diverse candidates and that the search committee members are aware of the University's commitment to diversity and campus resources (listed on the diversity website).

NOTE: All reports and documents are available onsite in the evidence room.

3.2.10 The institution evaluates the effectiveness of its administrators on a periodic basis. **(Administrative staff evaluations)**

Non-Compliance

The procedures for evaluating administrative staff in classified positions are specified in HR 1.36 "Performance Appraisal for Classified Employees." A University of South Carolina Employee Performance Management System form lists the general instructions for the evaluation. The institution indicates that academic administrators also are evaluated annually by their supervisors, but did not provide documentation that shows that the process is implemented. The institution states that evaluations are available for review by the onsite reaffirmation committee.

Response:

Examples of annual evaluations of academic administrators are available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Non-Compliance

As stated in the Board Bylaws (Article XI, 3G), the chancellor is responsible for fund-raising, intercollegiate athletics, and auxiliary and alumni activities. Further as stated in the Athletic Policy Manual, the chancellor is responsible for the administration of all aspects of the intercollegiate athletics program, including the budget and auditing of all expenses. The chancellor is also responsible for compliance with the rules and regulations of the National Collegiate Athletic Association which require that the chancellor be solely responsible for the oversight of intercollegiate athletic.

The Athletic Director reports directly to the chancellor and serves on the chancellor's Cabinet. However, there is no documentation that the chancellor exercises control over the intercollegiate athletic program (e.g., correspondences, minutes, calendar appointments).

Response:

The University of South Carolina Board of Trustees Bylaws assigns responsibility for intercollegiate athletics to the Chancellor of USC Upstate. The Chancellor exercises his authority by providing both fiscal and administrative oversight to athletics as evidenced by an array of involvements with athletics including: offer letter for the athletic director, the appointment of and involvement with the Intercollegiate Athletic Committee, the appointment of the Faculty Athletic Representative (FAR) and a list of periodic meetings extracted from the Chancellor's calendar with the Athletic Director, IAC committee meetings, attendance at sporting events, NCAA annual meeting, self-study committee, NCAA peer-review committee, USC Board of Trustees meetings of the Intercollegiate Athletics Committee, etc. Other supporting documents are IAC Charter, October 15, 2009 Minutes, November 12, 2009 Minutes and NCAA Self Study – submitted April 30, 2010.

Additional documentation of the process the Chancellor uses to oversee Athletics is included in the NCAA Self-Study Report submitted April 30, 2010.

NOTE: All reports and documents are available onsite in the evidence room.

3.2.12 The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. **(Fund-raising activities)**

Non-Compliance

As stated in the Board Bylaws (Article XI, 3G), the chancellor bears the responsibility for institutional fund-raising. The vice chancellor for university advancement reports directly to the chancellor and coordinates all fund-raising activities at the direction of the chancellor. However, there is no documentation that the chancellor controls the institution's fund-raising activities (e.g., correspondences, minutes, calendar appointments).

Response:

The Chancellor exercises his authority by providing both fiscal and administrative oversight for the fund-raising activities as evidenced by an array of involvements with fund-raising including: offer letter for the Vice Chancellor for Advancement, gift acknowledgements, and a list of periodic meetings extracted from the Chancellor's calendar (2010 and 2011) with the Vice Chancellor for Advancement.

It is also noted in the affiliation agreement between the University and the USC Upstate Foundation that "The University's Chancellor is responsible for communicating to the Foundation the University's priorities and long-term plans and goals as approved by the administration of the University".

NOTE: All reports and documents are available onsite in the evidence room.

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. **(Institution-related foundations)**

Non-Compliance

Two institution-related entities assisting the institution are USC Upstate Foundation and Spartanburg County Commission for Higher Education. Each has a separate Board of Directors and each has Bylaws which specify its relationship with the institution. However, documentation of a contractual or other formal agreement with the Foundation or the Commission was not provided to show relationship with the institution and any institutional liability associated with the relationship.

The USC Upstate Foundation's sole purpose is to further the educational goals of the institution. The Bylaws outline specific purposes to build an endowment fund, assist with a program of annual giving, receive and administer grants and contracts in support of the institution's priorities, and to support appropriate projects, programs, and activities of the institution. The Foundation Bylaws also describes protection against personal liability to the Foundation and conditions of indemnification. USC Upstate Foundation was audited for the year ended June 30, 2010 with the result being an unqualified opinion (clean audit). The audit reflected that net assets grew by $3 million to $16.6 million from 2009 to 2010.

The Spartanburg County Commission for Higher Education takes a wider role to assist in securing the necessary educational facilities for higher education institutions in the area. The Bylaws state that the Commission assists "in the implementation of the contract between the Commission and University of South Carolina, to provide an institution of higher education in Spartanburg County, to serve Spartanburg County and adjacent areas." The Bylaws outline the fundamental powers and duties of the Commission to "enter into contracts, make binding agreements, negotiate with educators and educational institutions, … and generally, to take such actions in its name as are necessary to secure for Spartanburg County and adjacent areas the necessary educational facilities to provide higher education." The chancellor serves as an ex-officio member of the Commission's executive committee and all committees.

Response:

The current affiliation agreement specifies that "The Foundation is an independent entity existing separate and apart from the University,"…

The Spartanburg County Commission for Higher Education (SCCHE) is not a foundation. The SCCHE is a governmental board and as noted in the Bylaws for SCCHE, "The Spartanburg County Commission for Higher Education was created under Act. No. 36 of the 1967 Session of the General Assembly of South Carolina and was charged with the encouragement of higher education in Spartanburg County and adjacent areas." Further, Article III of the Bylaws states,

"POWERS AND DUTIES OF THE COMMISSION

The Commission is empowered to enter into contracts, make binding agreements, negotiate with educators and educational institutions, subject to existing legislative authority and generally, to take such actions in its name as are necessary to secure for Spartanburg County and adjacent areas the necessary educational facilities to provide higher education. It shall act in the encouragement of higher education in Spartanburg County and adjacent areas.

Within these fundamental responsibilities, the Commission will perform many essential functions, including, but not limited to, the following:

1. *Establish goals for higher education for Spartanburg County and adjacent areas, and where possible, to assist in the providing of the necessary physical facilities and in cooperation with the Board of Trustees of the University of South Carolina, to assist in the implementation of the contract between the Commission and the University of South Carolina, to provide an institution of higher education in Spartanburg County, to serve Spartanburg County and adjacent areas.*

2. *Approve or delegate authority for approval of all major contractual relationships and other major legal obligations to be executed in the name of the Commission.*

3. *Approve or authorize the Executive Committee to approve all purchases, sales or leases of real property and ensure that all properties of the Commission are preserved and maintained.*

4. *Initiate, review and/or approve all requests to the Spartanburg County Council for appropriations.*

5. *Initiate, review and/or approve annual budgets for the Commission and budget changes, to same.*

6. *Approve all gifts to the Commission where restrictions are indicated or the expenditure of money is required for the adequate acceptance of same; designate the use of unrestricted gifts to the Commission and approve and designate the use of testamentary gifts to the Commission.*

7. *Approve all loans, borrowing and issuance of bonds in the name of the Commission.*

8. *Establish investment policies and procedures which will provide for the prudent investment and preservation of funds entrusted to the Commission.*

9.   *To generally take such positions and advocate such actions as are necessary for the encouragement of higher education in Spartanburg County and adjacent areas.*

10.   *To appoint from Spartanburg County and adjacent areas a Board of Advisors (referred to in Act No. 36 of the 1967 Session of the General Assembly of South Carolina as the Educational Advisory Committee), which shall meet and consult with the Commission from time to time, as may be required.*

NOTE: All reports and documents are available onsite in the evidence room.

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness)**:

3.3.1.1 educational programs, to include student learning outcomes

Non-Compliance

The institution has a policy which requires all academic units to articulate student learning outcomes, assess the outcomes on an annual basis, and use the results for curricular improvement. The policy also requires that programs to break results down by subgroups (e.g., by location or emphasis). Assessment plans and results are reviewed and evaluated by Institutional Research Assessment and Planning as evidenced by the policy and the feedback reports provided as samples.

The institution provided five samples, one from the College of Business and four from the College of Arts and Sciences. A review of these reports demonstrates that these units establish outcomes, assess the extent to which outcomes are achieved and use the results for curricular improvement. However, no samples were provided from either the School of Education or the School of Nursing. Furthermore, no samples demonstrated this process for off-campus locations, distance education programs, post-baccalaureate certificate program, or graduate programs.

The institution also notes that professional accreditations of some programs (education, engineering, business, nursing, and computer science) provide additional evidence that academic units assess student learning and use results for improvement. However, no evidence was provided (e.g., accreditation reports or standards of the accrediting agency).

Response:

Program assessment data is disaggregated by location as appropriate in the program assessment reports. The Mary Black School of Nursing (SON) disaggregates Greenville and Spartanburg students (and RN-BSN vs. BSN students), and School of Education (SOE) disaggregates Greenville, Spartanburg, and Sumter students. Below are specific examples of goals/SLOs, assessments, and action plans for SON, SOE Undergraduate, and SOE Graduate. Assessment reports, accreditation reports, and accrediting standards are available onsite in the evidence room.

SON 2009/2010 Report
Goal: Use the nursing process to manage the care of clients with acute and chronic health alterations to maximize quality of life and optimize their levels of function and to assist with end-of-life care.
SLO: The student will be a competent provider of nursing care who delivers safe, holistic, therapeutic interventions to individuals, families, and communities in a variety of clinical settings.

Assessments: EVOLVE© (HESI) RN Exit Exam (4-year track students); Practicum notebook from SBSN 461P (RN-BSN track students)—The data from these assessments are available in the attached report, disaggregated by both degree-track and location (Spartanburg vs. Greenville campus).

Action Plan: (abridged) Curricular revisions were made in 2009-2010 and are to be implemented in fall 2010. The revisions to the curriculum were based on student and community feedback, standards and guidelines in the AACN Essentials of Baccalaureate Nursing Education (2008) document, changes in the healthcare system, and a less than optimal passing rate on NCLEX-RN® examination. These curricular revisions reflect the student learning outcomes. In answer to student requests for additional pharmacology content and the NCLEX-RN® examination blueprint, pharmacology will become a required course (SBSN 375) in the second semester of the junior year. This is consistent with the learning outcome of the student as a competent provider of care.

SOE - Early Childhood 2009/2010 Report
Goal: Early Childhood majors will be able to build rapport with parents that allows positive communication and connection to theory, and encourages professional reflection.
SLO: Early Childhood majors will be able to write a synthesis paper and make an oral presentation making connections between theory and practice as it relates to parents and families.
Assessments: Evaluation of written and oral presentation of family interview via rubric specifically evaluating the connections between theory and practice. The data from these assessments are in the assessment report, disaggregated by location (Greenville, Spartanburg, Sumter).
Action Plan: To strengthen connections between the parent/family interview experience, theory, and practice, faculty teaching this course have developed a guide for students that includes questions to help them establish theoretical connections.

Grad SOE – Visual Impairment Program 2010/2011 Report
Goal: Graduates possess the knowledge and skills required for the specialized curriculum in teaching students with visual impairment.
SLO: Graduates are competent in the reading and writing of contracted literary braille; Graduates are competent in the reading and writing of Nemeth Code Mathematical braille.
Assessments: Performance on Braille Proficiency Assessment. The data from these assessments are available in the attached report.
Action Plan: Although the overall scores on the braille proficiency exam taken in SVIP 705 improved from the 2009/2010 year, two students did not meet the level of achievement that we were targeting. In response, we updated our primary textbook this year and plan to offer an additional, optional 3-hour study session approximately one week before the assessment. In addition, we have created detailed chapter summaries.

NOTE: All reports and documents are available onsite in the evidence room.

3.3.1.2 administrative support services

Non-Compliance

Administrative support services are distributed throughout seven divisions: Academic Affairs, Dean of Students, Enrollment Services, Administrative and Business Affairs, Athletics, Advancement, and Information Technology and Services. The institution asserts that all administrative support units participate in ongoing assessment activities but then says the reports are only available onsite.

A sample of three reports is provided, but no justification is provided for the sample and the sample only included units from one of the seven divisions listed above. None of the three samples provided assessment methods or criteria. Use of results for improvement does not appear to be connected to the results or improvement was to "continue" a service. It is not clear that that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and uses the results for improvement for all of its educational support services.

Response:

The primary divisions with significant administrative support services activities are Administrative and Business Affairs, Advancement, Athletics, and Information Technology and Services. Academic Affairs, Dean of Students, and Enrollment Services are not focused on administrative support. Administrative reports for some areas contain both educational and administrative support outcomes (see Information Technology and Services and Athletics as examples).

Complete versions of the most recent administrative reports for all areas in Administrative and Business Affairs, Advancement, Athletics, and Information Technology and Services are available onsite in the evidence room and available for review on the USC Upstate Administrative Assessment webpage.

Below are examples of the departments' Administrative Assessment Report Outcomes, assessments (Results), and Continuous Improvement Measures connected to the assessment data collected.

- **Budget Office (Administrative and Business Affairs)—2009/10 Report**
  Outcome: Provide reporting and assistance to Cabinet members and budget managers to ensure expenditures are reported accurately and maintained within the budgetary restraints.
  Results: Quarterly financial reports are distributed to all Cabinet members for their review and comment. Review of budget to actual numbers has been a continual process and in-depth review of transactions are providing more accurate reports as errors are corrected or budget revisions are posted. Revenue forecasts are updated

quarterly and budgets are adjusted accordingly to ensure the financial stability of the institution.

Continuous Improvement Plan: Monthly financial reports for funds will be provided during the upcoming fiscal year to more quickly identify any revenue shortfalls or expenditures in excess of budget. Measures may be needed to address these issues mid-year in order to ensure a positive ending balance.

- **Employee Relations and Equal Opportunity (Administrative and Business Affairs)—2009/10 Report**
  Outcome: Provide training opportunities (search and hiring process, EPMS, anti-harassment/discrimination) to educate faculty and staff about their rights and responsibilities.
  Results: Distributed fall and spring editions of office electronic newsletter to all employees; added online anti-harassment tutorial to university web page; implemented training opportunities with a total of 76 participants on the following topics: EPMS for Supervisors, Violence in the Workplace, Overtime Pay Regulations, Equal Employment Opportunity in the Search and Hiring Process.
  Continuous Improvement Plan: Develop "coaching" and "progressive discipline" trainings for supervisors and managers to increase awareness and compliance with university policies and procedures.

- **Athletics—2010/11 Report**
  Outcome: Increase external revenue generated by USC Upstate Athletics in order to supplement budget growth over the next five years.
  Results: (abridged) For the 2010-11 year, the department was successful in generating $496,402 in outside revenue ($106,000 corporate sponsorships, $116,839 in-kind donations, $15,970 in marketing/promotions sponsorships, and $257,593 in private donations, endowed scholarships, etc.). Similar to last year, we were able to secure another two additional endowed scholarships this year. We were also successful in securing four new sponsors through our Daktronics sponsorship opportunities as well as expand some existing partnerships. In addition, we experienced an increase again in basketball season ticket sales, totaling $19,000 of the total $27,000 we received in ticketing/gate receipts. One of the increases can be attributed to the new VIP seat options in the renovated Hodge Arena that are more expensive to purchase. We earned comparable amounts to last year's totals in gate receipts for sports other than basketball with the exception of a significant increase in softball due to our hosting the Atlantic Sun Conference tournament. We project that we will remain neutral on concessions revenue.
  Continuous Improvement Plan: (abridged) The Director of Marketing and Promotions will assume some new duties for the 2011-12 year to include a greater focus on development initiatives in concert with the Director of Athletics, special fundraising events, etc. This will contribute greatly to a greater emphasis on increasing corporate sponsorships and marketing dollars. The Athletic Association (booster club) is under "renovation" as a new program design, name, and structure

will be launched during the 2011-12 year. This will most definitely improve private funding to the athletics program as a whole as well as to the various specific sports.

- **Information Technology & Services—2010/11 Report**
  Outcome: Advance and encourage appropriate educational and administrative use of technology.
  Results: A comprehensive and multimodal program of development opportunities was offered throughout the year including: 1. Digital Storytelling Academy—Fall semester, repeated in May; 2. New Media Faculty Seminar—a networked seminar fall semester, local offering spring semester; 3. TLT Newsletter—monthly multimedia blog; 4. Faculty Practice YouTube Channel; 5. Tech Lunch series—2 hour-long sessions/month; 6. Blackboard training and individual consultations each semester; 7. Tech orientations for U101 classes; 8. Adobe Connect sessions + support wiki; 9. Sprint TLT Conference; 10. Teaching Online, online course—via Blackboard.
  Continuous Improvement Plan: (abridged) Change name of Department of Instructional Technology to Department of Learning Technologies to signify closer alignment with academic mission and purpose. Work in close collaboration with the Center for Teaching Excellence and the Department of Distance Education to support teaching innovation through the infusion and use of technology.

NOTE: All reports and documents are available onsite in the evidence room.

3.3.1.3 educational support services

Non-Compliance

Educational support services are distributed throughout five divisions: Academic Affairs, Dean of Students, Enrollment Services, Administrative and Business Affairs, and Information Technology and Services. The institution asserts that all educational support units participate in ongoing assessment activities.

A sample of reports is provided, but no justification is provided for the sample and the sample only included units from two of the five divisions listed above. None of the four samples provided assessment methods or criteria and two of the four did not provide any use of results. In the two reports that did provide use of results, there was either no clear connection between the assessment results and the suggested improvement or improvement was to "continue" a service. It is not clear that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and uses the results for improvement for all of its educational support services.

Response:

The primary divisions with significant educational support services activities are Academic Affairs, Enrollment Services, and Student Affairs. Administrative and Business Affairs, Advancement, Athletics, and Information Technology and Services are not focused on educational support services. Administrative reports for some areas contain both educational and administrative support outcomes (see Enrollment Services and Academic Support Center for examples).

Complete versions of the administrative reports for all areas in Academic Affairs, Enrollment Services, and Student Affairs are available onsite in the evidence room and on the USC Upstate Administrative Assessment webpage.

Below are examples of departmental Administrative Assessment Report Outcomes (Results) and Continuous Improvement Measures connected to the assessment data collected.

Academic Support Center—Academic Affairs—2008/2009 Report
- *Outcome*: Promote student engagement and learning through the University 101 course for first year students and learning communities as offered.
  Results: University 101 continues to be doing well in making a difference in the success of our first year students. Reflecting on data from the Fall 2007 cohort, University 101 completers earned higher first semester GPA's (+.251) than their non-University 101 peers. In addition, these University 101 completers persist on to their second year at higher rates than their non-University 101 peers, 69.2% to 55.7% respectively. Although persistence data from freshman to sophomore year is not yet available for the Fall 2008 cohort, students enrolled in University 101 persisted at a higher rate from fall to spring (88.5%) compared to students not enrolled in

University 101(85.9%).   First semester GPA data also shows a positive impact of the course with a +.15 differential of the University 101 completers versus their non-University 101 peers. This year 69.5% of the freshmen class enrolled in University 101. The majority of students enrolled in University 101 reported on student opinion polls that they strongly agree that this course has increased "knowledge and/or skill in this subject." The majority was also satisfied with their instructor and many hand-wrote comments praising individual instructors. The First Year Initiative Survey was not administered this year due to budget cuts.   One learning community (LC) was offered in conjunction with the University 101 course specific to 24 biology majors. It was taught by a full-time, tenured biology professor who also had the same group of students enrolled in his lecture section of BIO 101 and the same lab section as well. Persistence rates of the Fall 2007 group onto their sophomore year (56%) mirrored that of the overall freshman class. The Fall 2008 LC cohort is showing a preliminary 65% persistence rate – based on pre-registration – onto the sophomore year (to be measured in Fall 2009). It is also interesting to note that the students in the LC participated in Supplemental Instruction at a much higher percentage (82%) than their peers registered in other "traditional" sections of BIO 101. LC students had a lower withdrawal rate (4%) from BIO 101 than their peers.

Continuous Improvement Plan: The Academic Support Center plans to do the following over the next year: Provide enough University 101 sections to accommodate 90% of the freshman class. Provide intensive training for University 101 instructors. This will include ongoing training throughout the semester and evaluation based on classroom observations. Implement other assessments of University 101 courses to collect data previously assessed with the FYE survey. While it will not allow comparisons with other institutions, it will assess each section. Continue to improve the methods of implementing the University 101 goals and objections with measures such as revamping the service learning requirement to include a symposium to demonstrate areas of the community served by USC Upstate freshman and student reflections on service; experimenting with a new textbook in two sections; and participating in digital storytelling initiatives. While no new full-time instructors applied to teach University 101, several adjunct instructors from various departments will be teaching the course this fall. These instructors were highly recommended by their department chairs and are committed to serving freshmen. The Biology learning community will be continued next year. Incoming science students for fall 2009 showed a high interest in this community at the first orientation this summer.

- ***Outcome***: Manage university wide academic interventions to identify students in need and provide support for those students
Results: The Early Intervention Program (EIP) still proves to be effective in contributing to student success. The Extended Absence Report portion of EIP continues to reach students who are reported on by faculty members as having not attended class or as having excessive absences. Reported students receive letters from the Center every time we process a faculty member's concern and those totaled 822 letters to students this year (479 fall '08, 343 spring '08). The Unsatisfactory Progress Report portion of EIP is the mid-semester check of students' academic

performance in their 100 and 200 level courses. Faculty only report on students who are performing "unsatisfactorily" at mid-semester. Letters and emails are sent to students which totaled 994 students this year (567 fall '08, 427 spring '09). Assessment shows continued success at maintaining a high success rate (avoidance of failure) for students who followed up with the Center (71% fall '07, 83% spring '08). Faculty participation is still low despite increased efforts to improve participation (28% fall '07, 26% spring '08). Continued efforts will focus on improving/incentivizing participation among faculty in order to reach more students. *Continuous Improvement Plan*: Despite efforts to improve participation, EIP still struggles with faculty participation.   The extended/excessive absence report of EIP seems to work well at alerting students of non-attendance. Other intervention strategies will also become a focus for the center. The Academic Support plans to do the following of the next year: Add an additional option for instructors of online classes to report students for nonparticipation (opposed to absences). Continue to encourage faculty to use EIP by promoting it during faculty orientation, highlighting EIP in the Register, emailing faculty directly to request participation, and requesting Deans/Chairs to promote use. Implement MAPWorks, a web-enabled software service designed to improve student success and retention through early intervention, in the third week of the fall semester to freshmen. Contact students that are struggling after the first semester and try to intervene at the beginning of the spring semester. Work within our unit (the Student Success Center) to connect with students. This includes events like "house calls", workshops for specific populations (i.e., UCG students, freshman, transfers), and participating in the living/learning communities.

Enrollment Services—2009/2010 Report
- *Outcome*: Plan and implement a successful new student orientation program
  Results: (Abridged) During the 09-10 orientation season, over 4900 students and parents attended new student orientation. The evaluations revealed the program had a positive impact on visitors. Students specifically indicated they enjoyed OAR student staff and evening activities.
  Continuous Improvement Plan: Overnight freshman OAR will be mandatory for the freshman class of 2010 because it was determined (from the evaluations) that evening activities are important to building a bond between new freshmen and the campus. All transfers will be strongly encouraged to attend OAR rather than register via phone or office visit.

Student Affairs—2010/2011 Report
- *Outcome*: Support research and paper presentation opportunities within student disciplines by funding attendance at in- and out-of-state conferences in conjunction with the Office of Undergraduate Research and Scholarship and at educational conferences. Cultivate student group participation at specific one-day workshops, symposiums, meetings of interests, and other conferences. Maintain and develop the annual Global Discovery program in collaboration with the Office of International Studies by offering student travel abroad to countries that are currently affiliated with the University.

Results: The Division of Student Affairs funded many student professional trips to include research, presentation of papers, international, overseas study abroad, and cultural events.

Continuous Improvement Plan: Funds will remain available this next academic year in the amount of $5,000 to support Dr. Sebastian van Delden's Undergraduate Research and Scholarship program to enable students to continue to support paper presentation and research projects. In addition, an additional $5,000 will be earmarked for the Student Professional Travel Fund. This fund will serve cultural group trips, one day conferences, symposiums, seminars, etc. The Global Discovery program will also receive funding to provide international opportunities for students to visit one of many of the countries that are currently affiliated with the University. There is an application process and certain criteria that students have to meet in order to be considered for this cultural opportunity.

NOTE: All reports and documents are available onsite in the evidence room.

3.3.1.3.1   research within its educational mission, if appropriate

Non-Compliance

The institution provides research support services through the Office of Sponsored Awards and Research Support. Many programs are offered which support and enhance research efforts at the institution including: Scholarly Start up Packages, Student Travel Program, and the Faculty Course Reallocation Program. Faculty and students who receive funds from the Office of Sponsored Awards and Research Support are required to present their findings at the Annual SC Upstate Research Symposium, held every spring. The institution also produces an Undergraduate Research Journal. However, the institution did not discuss or provide any evidence that it identifies expected outcomes, assesses the extent to which it achieves these outcomes, and did not provide evidence of improvement based on the results in the area of research.

Response:

As documented in the USC Upstate *Faculty Manual*, all faculty are to provide

> *…evidence of scholarly achievement. Such evidence varies depending upon the talents and interests of individual and their particular fields of study. In any endeavor, the quality of the work is more important than the quantity. Each of the following is valued according to the contribution to the field: application of knowledge in one's field of interest to special projects, publication of scholarly books, textbooks, articles in scholarly referred journals, other publications, professional reports and reviews, and participation in projects of scholarly interest. Applied research and consultation for business, industry, government, education, and service agencies are recognized as avenues of professional development and creativity.…*

Full-time faculty evaluations for the past three years, document 100% achievement of the research/scholarly activities at the level of satisfactory or above. In order to assist faculty, to maintain this level of expertise, the Office of Sponsored Awards and Research was created. The 2010-2011 Annual Report of the Office of Sponsored Awards and Research documents faculty achievements. Below are examples from the 2010-2011 Office of Sponsored Awards and Research Support Outcomes, Results, and Continuous Improvement Measures that are connected to the assessment data collected.

Office of Sponsored Awards and Research Support

- *Outcome*: Assist with writing grants and proposal preparation and submission.
  Results: Awards dropped slightly from $2.8M in 2009-10 to $2.7M. A bigger concern is a significant drop in proposals submitted. This must be addressed with the Research Advisory Council and in training sessions. It may be a blip—such things have happened historically—but it must be addressed. Training sessions continue to be well received and well attended, but because of this year's drop, we will look to revise the presentation of this material. Goals were not met this year.
  Continuous Improvement Plan: The first goal is to return to last year's level or higher. Grant awards and proposals have fluctuated over the years, so maintaining a more consistent steady increase is the goal. Studying these trends will be an ongoing activity as we continue to revise training and technical assistance to PIs and future PIs. Seek other ways to disseminate grant information.

- *Outcome*: Organize and manage the Annual SC Upstate Research Symposium.
  Results: Held at the Milliken & Company – a private textile research company close to USC Upstate. $8,500 secured to fund the event. Costs were even cheaper this year since Milliken not only hosted the event but also provided lunch free of charge. Marked increase to 83 submissions. Increase to 300 attendees (approximate) including one group of high school students. Thirteen colleges/universities participating, up from 12 last year. Two hundred forty page Symposium Proceedings which included a cover design competition for students.
  Continuous Improvement Plan: Continue to hold the event at Millikin & Company which has proven to be an ideal location. Provide better signage so that attendees can find their way to breakout sessions. Create online web submission system to allow for easier management of submissions. Increase college/university participation. Increase number of high school groups participating.

NOTE: All reports and documents are available onsite in the evidence room.

3.3.1.5. community/public service within its educational mission, if appropriate

Non-Compliance

The institution reports that community engagement is a core value and is incorporated into many programs and services. The primary unit which helps to achieve this public service mission is the Metropolitan Studies Institute, which provides data collection, analysis and reporting for the Spartanburg Community Indicators Project. However, the institution did not discuss or provide any evidence that it identifies expected outcomes, assesses the extent to which it achieves these outcomes, and did not provide evidence of improvement based on the results in the area of public service or community engagement.

Response:

As documented in the USC Upstate *Faculty Manual*, all faculty are to contribute

> *…to the processes which enable the University to implement its mission. Since the faculty play an important role in the formulation of the University policies, recognition is given to faculty members who participate effectively in faculty governance and the development of institutional procedures, whether assigned or assumed voluntarily. Service by faculty to larger communities, local, state, national and international is valued. Public service which leads to the advancement of the profession is considered worthy of recognition.*

Full-time faculty evaluations for the past three years, document 100% achievement of service activities at the level of satisfactory or above. Examples of faculty University service activities include chairing the Faculty Senate, standing committees, and task forces. Examples of community service include board membership of local, state and national organizations, volunteer activities with non-profit organizations, and tutoring of local public school students.

In order to more fully implement the mission of the University, the Metropolitan Studies Institute was created. The Metropolitan Studies Institute's outcomes consist of providing data analysis, consulting, and reports to the larger community. The results of outcomes assessment has been provided to the relevant organizations and their boards via presentations of research, discussions, and other deliverables. Examples for the past three years (2008/2009, 2009/2010, 2010/2011) document achievement of service activities. Below is an example of the Metropolitan Studies Institute Outcomes, Results, and Continuous Improvement Measures that are connected to the assessment data collected.

Metropolitan Studies Institute – 2010/2011 Report:
Outcome: Update three Community Indicators reports: collect and analyze data and report results publically.

Results: Community Indicators reports were completed for 1) The Status of the Economy in Spartanburg, 2) The Status of Education in Spartanburg, and 3) The Status of the Social Environment in Spartanburg. Approximately 15 community presentations were made. Community feedback was positive – there was discussion about the continued relevance of individual indicators as written and a need for revisiting them to develop future plans. In-kind services to the Community Indicators Project totaled $35,000.
Continuous Improvement Plan: We are currently surveying the community to determine "next steps" in the Indicators evolution. The MSI will respond to community input to ensure that the Project maintains the greatest possible relevance in the community.

NOTE: All reports and documents are available onsite in the evidence room.

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Non-Compliance

The institution has a defined process for the approval of programs for which academic credit is awarded and various levels of faculty governance and the administration are involved in the approval process. The process for curriculum revision, as outlined in the Faculty Manual, begins at the department level and proceeds through various layers of review and action (curriculum committees, colleges, deans, and so forth). The Faculty Governance website includes numerous program approval forms. As one example, the "Request a New Degree Program Form," outlines as the routing process the following: "Routing: (1) dean of the library, (2) vice chancellor for information systems, (3) division/school academic affairs Committee, (4) assistant dean or division chair, (5) school or college dean, (6) registrar, (7) academic and facilities Planning Committee, (8) Executive Academic Affairs Committee, (9) Faculty Advisory Committee, (10) Faculty Senate, (11) vice chancellor for academic affairs."

This process makes it clear that programs for which academic credit is awarded would have to be approved by the faculty and administration. However, the institution did not provide evidence that the approval process has been implemented, such as a variety of committee minutes.

Response:

The compliance report included the process and a recent full program proposal that has moved through the process, the Bachelor of Arts in Commercial Music. Minutes from Executive Academic Affairs Committee, Faculty Senate, and the South Carolina Commission on Higher Education (SCCHE) are available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Non-Compliance

The institution offers a variety of offices and services to support the academic success of students. Examples of these services and offices include the Student Success Center which includes academic support, career support, advising, and an opportunity network to assist students who encounter challenges in completing their degree. Other services provided include a writing center, disability services, and information technology support. The institution notes that programs are available to all students independent of location or delivery mode, but does not indicate which programs are available or how students enrolled in distance education or at off-site locations access services.

Response:

Academic and support personnel alternate frequently between the Greenville campus and the Sumter off-site location. Students located at the Sumter off-site location are provided contact names, phone numbers and email addresses of all academic support offices and personnel. Additionally, these students have access to all support services on the USC Sumter campus, which is part of the USC System.

Information about the USC Upstate Library's resources and services for USC Upstate students enrolled in courses offered through distance education, including courses offered at the University Center of Greenville, courses offered by the USC Upstate School of Education/USC-Sumter education program, the Mary Black School of Nursing RN to BSN Program, web-based courses offered on the internet, and courses offered at local high schools through "dual enrollment" is available on the Library's webpage. Other available academic support services for distance education students can be found on the Office of Distance Education webpage.

Students are provided a series of writing workshops funded by the College of Arts and Sciences. These workshops are offered in classes in Greenville, videotaped, and provided online for any student regardless of geographic location or type of educational modality.

Academic advisors are physically available on the Greenville campus, as well as by electronic means for distance learners.

NOTE: All reports and documents are available onsite in the evidence room.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

Non-Compliance

The Faculty Manual establishes that the process to make curricular changes begins with faculty members proposing changes to unit academic affairs committees, whose recommendations in turn proceed through the Deans to the Executive Academic Affairs Committee. Its recommendations in turn proceed to the Faculty Senate. Faculty Senate minutes from March 25, 2011 establish that the business of the Senate includes revisions to the curriculum. The webpage on Faculty Governance states that the Faculty Senate includes elected faculty representatives from all instructional divisions plus the library. The ratio is one representative for each seven faculty members.

The Faculty Manual describes the Assessment Committee as a standing faculty committee with one elected faculty member from each voting unit and one student representative. The executive vice chancellor for academic affairs and director of institutional analysis serve as ex-officio members. The Assessment Committee recommends to the Faculty Senate and the administration means and procedures for assessing institutional effectiveness and disposition of information gained through assessment. However, there is no discussion or demonstration as to how this committee is responsible for the quality and effectiveness of the curriculum. The Program Assessment Report Feedback form for the Department of English is presented without context and it is unclear how the report demonstrates primary responsibility of the faculty for the quality and effectiveness of the curriculum.

Response:

The Assessment Committee reviews and evaluates the assessment reports from each academic program. This committee provides feedback on the program mission, goals, student learning objectives, assessment methods, assessment data, the implementation of the prior year's changes based on results, and changes based on results. A standardized assessment report communicates the committee findings back to the program faculty for appropriate action. The sample assessment report that was included in the compliance report demonstrates the documentation process that each program receives. This faculty driven process places the responsibility for quality and effectiveness with the faculty. Assessment reports are available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

Non-Compliance

The institution delegates program coordination responsibilities to individuals who are academically qualified in the program field that they serve to coordinate. For 30 of the 31 degree programs presented by the institution, the program coordinator had a doctoral degree in the subject field represented by the program (or a very closely related field, such as educational leadership for the person heading the elementary education program). In one case, the program coordinator possessed a master's degree but had extensive professional experience in the field (Engineering Technology Management).

However, one program listed on the Institutional Summary form (Non-Profit Organizational Management) has a major and a minor, but was not included in the list of programs with identified coordinators. The institution did not indicate why the program was not included or provide information about the coordinator.

Response:

The BA in Non-Profit program has now been terminated. Non-Profit is no longer offered as a separate degree.

NOTE: All reports and documents are available onsite in the evidence room.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. **(Institutional credits for a degree)**. (**Note:** *In lieu of the previous Commission policy "The Transfer or Transcripting of Academic Credit," refer to Commission policy "Collaborative Academic Arrangements: Policy and Procedures" as posted on the Web page at http://www.sacscoc.org/policies.asp.)*

Non-Compliance

The institution has a clear academic residency requirement that is contained in the Academic Catalog. The requirement states that the last 25 percent of semester hours of the degree program must be completed in residence at the institution. The institution indicated that an audit of student records from three semesters indicated that the residency requirement was being adhered to in all but four cases. A review of waiver letters for those four students confirmed that the requirement was waived by the appropriate dean/chair. In those cases, the institution did not provide evidence that at least 25 percent of the credit hours required for the degree were earned through instruction at the institution.

Response:

The academic deans sign all degree applications and approvals. Minutes from the Deans Meeting on January 10, 2012 document that the institution cannot and will not waive the 25 percent of total program requirement (a copy of the minutes are available onsite in the evidence room). With the implementation of Banner at USC Upstate in fall 2013, we will have an electronic system in place that will thoroughly check all student academic requirements.

NOTE: All reports and documents are available onsite in the evidence room.

3.5.4   At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Non-Compliance

A review of the tables with discipline course hours taught by faculty members holding the terminal degree and the Institutional Summary Form indicates three documentation shortcomings. The Institutional Summary Form lists degree programs that were not listed in either the fall 2010 or spring 2011 tables (e.g., chemistry, mathematics, information technology, liberal arts and science). Additionally, several specific and different majors were grouped together under broader headings such as education or art. However, the institution offers degrees in physical education as opposed to elementary education or secondary education and so forth. It was unclear if in every case at least 25% of the credits are delivered by terminally qualified faculty. Finally, the Engineering and Technology major is offered at two separate locations and in three of the four instances identified in the documentation of percentage of courses delivered by terminally qualified faculty, the percentage is less than 25%. One time (spring 2011, Spartanburg) the percentage was 51% and this had the effect of pulling the total for the two terms to above 25% (roughly 31%). Given that three of the four times reported the percentage was below 25%, it would have been helpful for the institution to explain the circumstances.

Response:

The art degree programs were grouped together as a discipline. All art courses (courses with prefixes SART, SATH, and SAED) were taught by faculty with terminal degrees.

The School of Education degree programs (early childhood education, elementary education, middle level education, physical education, secondary education, and special education) were grouped together by discipline. The following table demonstrates the distribution for the six education majors.

FALL 2011			
Program	**Total hours[1,2]**	**Hours taught by terminally-degreed faculty**	**% hours taught by terminally-degreed faculty**
Early Childhood Education	67	44	66
Early Childhood Education--Sumter	50	24	48
Early Childhood Education--Greenville	41	23	56
Elementary Education--	67	35	51

FALL 2011			
Program	Total hours[1,2]	Hours taught by terminally-degreed faculty	% hours taught by terminally-degreed faculty
Elementary Education--Sumter	49	30	61
Elementary Education--Greenville	58	30	52
Middle Level Education	46	22	48
Middle Level Education--Greenville	41	32	78
Secondary Education (all)[3]	40	14	35
Physical Education/ Teacher Eduction	61	31	51
Special Education: LD	52	30	58
Special Education: LD--Greenville	41	26	63
Graduate Early Childhood Education	9	9	100
Graduate Elementary Education	9	9	100
Graduate Visual Impairment	12	9	75
Total Undergraduate	613	341	56
Total Graduate	30	27	90
Grand Total	**643**	**368**	**57**

[1]Professional Education coursework and School of Education-staffed Support Courses (does not include courses staffed by CA&S faculty).
[2]Each total hours figure includes 12-15 hours of directed (student) teaching, a course typically supervised by adjunct faculty members (most of whom are former classroom teachers who sometimes, but not often, possess the terminal degree).
[3]Secondary education programs contain between 39 and 48 hours taught in the CA&S in the specific content areas, as follows: English [39], Spanish [39], math [39], history [48], biology [44], chemistry [44]. Hours taught by terminally-degreed faculty from these disciplines are not reflected in the total.

For the Chemistry degree, 443 semester credit hours (100%) were taught in spring 2011 by faculty with an appropriate terminal degree. For the Mathematics degree, 489 semester credit hours (54.15%) of the 903 semester credit hours were taught in spring 2011 by faculty with an appropriate terminal degree. USC Upstate does not offer degrees in Information Technology or Liberal Arts and Science.

In fall 2010, only one faculty member with a terminal degree taught one ETM course. In fall 2011, a new faculty member with the terminal degree was hired. He taught three out of seven ETM courses in fall 2011 and will teach four out of eight ETM courses in spring 2012. This corrects the percentage of coursework taught by a terminally-degreed faculty member. His resume is available onsite in the evidence room.

NOTE: All reports and documents are available onsite in the evidence room.

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Non-Compliance

The institution offers three master's degree programs, all within the School of Education, which the South Carolina Department of Education and the South Carolina Commission of Higher Education (SCCHE) approved. Each program was approved by the institutional faculty. The institution indicates that each approval required demonstration of "increased rigor for the graduate programs," but no documentation is provided to support the mandate. The institution presents a template for two graduate programs. The template differentiates undergraduate from graduate outcomes. However, in the descriptions it is unclear how the graduate program is progressively more advanced (e.g., at the baccalaureate level "Candidates reflect on their practice" and at the graduate level "The candidate will be reflective about his/her practice and its impact on student learning. The candidate will be an active learner and use reflection to determine areas for professional growth."

The institution suggests that with the requirement of graduate students to have a valid teaching certificate and to have secured a teaching position, that the graduate programs are "characterized by rigorous theory to practice, documented in coursework and the Professional Portfolio, a program requirement." The institution does not describe coursework. Content of the Professional Portfolio is described and examples of graduate student portfolios are available for onsite review.

Response:

Master's Degree Programs

The academic content of all graduate degree programs is premised on candidates previously completing an initial teacher preparation program and securing a teaching position. The comprehensive and culturally responsive program of study is designed to assist candidates in broadening their base of knowledge, continually improving their classroom practice, applying research to their teaching, and enhancing their students' learning. Candidates not currently employed as teachers are assigned to a classroom to complete all related field experiences and apply what they are learning throughout the program.

All programs are aligned to advanced preparation standards endorsed by the National Council for Accreditation of Teacher Education (NCATE), National Association for the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), and Council for Exceptional Children (CEC).

All graduate programs are characterized by rigorous theory and active research as they apply to practice. In *SERM 700: Research in Education*, candidates complete the *Collaborative Institutional Training Initiative* human research subject modules as well as learn about quantitative and qualitative methodology used in educational research and how to critique studies cited in the professional literature. Afterwards, candidates read current research articles and write

a reaction paper that includes a summary of the research in layperson terms, an overview of methodology used, and how the research might impact their classroom practice.

In the same semester, elementary and early childhood degree candidates typically take *SEFN 744: Philosophy and Education*. In addition to discussing key philosophy figures in the development of educational theory and research, this course includes a dialogue about philosophical and practical problems that are closely related to education such as moral development, authority and cooperation in learning, censorship, differences in student abilities, and multiculturalism. As part of the course, candidates critically evaluate major educational theories as well as develop a personal philosophy of education grounded in theory and practice.

In the visual impairment education program, *SVIP 610: Nature and Needs of Learners with Visual Impairments*, candidates discuss key figures in the development of educational theory and research as well as how a visual impairment may impact all areas of development and learning. As part of the course, candidates study a child with a visual impairment, critically evaluate major educational theories, and develop a personal philosophy of education grounded in theory and practice. In the study of the child, candidates must identify supporting theory or research for the conclusions they reach. Later in the program, candidates take *SEPS 725: Advanced Study of K-12 Curriculum*. This course focuses on the role of teachers in creating, evaluating, and revising K-12 curriculum. One of the course assignments is to evaluate a curriculum used in K-12 classrooms and offer adaptations and accommodations that might be needed for students with disabilities to access the curriculum.

Early Childhood Education Master's Degree Program
In a later semester, candidates take *SECH 740: The Young Child: Applying Theory and Research*. This course offers an analysis of theory and research as it specifically relates to the education of young children. Candidates then study a child between three and eight years of age. The focus of this study is the child's environment and development in relationship to *Bronfenbrenner's Ecological Model of Human Development*. Candidates also take *SECH 742: Advanced Study of Early Childhood Curricula*. In this course, candidates examine the research about the effectiveness of past and current curriculum approaches and then discuss how evidence-based approaches can be used to address social, educational, and professional challenges. Students develop a personal curriculum framework to guide developmentally appropriate early childhood practice as well as critique a curriculum model used in early childhood classrooms.

Additionally, the Master's Program in Early Childhood Education includes a strong emphasis on family involvement. All candidates are required to complete *SECH 608: Parent Involvement in Early Childhood Education*. In this course, candidates analyze programs and practices for involving parents in early childhood educational settings. Each student conducts a literature review and then develops a family support program/plan grounded in theory and research to be used in his or her classroom or program. The plan must include communication skills and attitudes when working with parents as well as characteristics of successful parent education programs according to current research. (Examples of course assignments are available onsite in the evidence room.)

Elementary Education Master's Degree Program
The methods courses in the Elementary Education Program continue to build upon the relationship of theory and action research as it applies to teaching practice. The focus of *SLCY 723: Developing Literacy from Grades 3-8* supports the transition of learners from the initial stages of reading and writing into fluency. Emphasis is placed on integrating literacy instruction throughout the curriculum, designing developmentally appropriate literacy assessments, and supporting struggling readers and writers. One of the course assignments requires candidates to design a literacy assessment for a struggling reader and/or writer and then conduct a response-to-intervention case study. The intervention selected must be grounded in evidence-based instructional practices. In *SEDL 642: Teaching Mathematics to the Young Child*, candidates develop an understanding of age-appropriate manipulatives and pedagogical strategies to use when creating lessons. As part of the course, candidates research and apply the concepts of constructivism through inquiry-based and problem-solving exercises. (Examples of syllabi and course assignments are available onsite in the evidence room.)

Visual Impairment Education Master's Degree Program
The practicum and methods courses in the Visual Impairment Education Program continue to build upon the relationship of theory and action research as it applies to teaching practice. *SVIP 730: Assessment and Educational Methods for Learners with Visual Impairments* focuses on evidence-based approaches to evaluation and instruction of students who are blind or visually impaired. Each student conducts a literature review, completes a functional vision assessment using evidence-based practices, and critiques a commercially-available assessment instrument. *SVIP 724: Visual Impairment and Multiple Disabilities* offers an analysis of theory and research as it specifically relates to the education of children with visual impairment and additional disabilities. One of the course assignments requires candidates to complete a case study. As part of the study, candidates conduct a functional vision and learning media assessment on a child with multiple disabilities using evidence-based practices. The case study must include educational recommendations regarding illumination, environmental changes and/or supports needed, curriculum adaptations, adapted techniques and materials required for distant, intermediate, and near tasks, need for additional evaluation information, and support services needed to provide the student with an appropriate educational program. In the capstone course, *SVIP 735: Practicum in Visual Impairment Education*, candidates complete a *Teacher Work Sample: Research in Practice*. This assignment documents candidates' ability to conduct research in their classroom as well as candidates' effect on student learning.

All programs provide a written record of how candidates:
- link instruction/intervention/treatment to the literature
- use information about the context and student(s) to set learning goals and plan instruction and assessment
- define, observe, and measure progress
- use multiple assessment approaches aligned with learning goals to assess student learning before, during and after instruction
- design instruction for specific learning goals, student characteristics and needs, and learning contexts

- use on-going analysis of student learning to make instructional decisions
- analyze the relationship between instruction and student learning in order to improve teaching practice

NOTE: All reports and documents are available onsite in the evidence room.

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. **(Faculty competence)** Note: *When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines "Faculty Credentials." The document can be found at http://www.sacscoc.org/policies.asp#guidelines.*

Non-Compliance

System Policies and Procedures on Recruitment and Appointment of Tenured, Tenure-Track and Non-Tenure-Track faculty outline the search procedures for hiring new faculty. The hiring process requires that hiring documentation includes information such as verifications of degree(s). In faculty searches, the institution places primary emphasis on educational credentials. Faculty candidates who do not meet minimum guidelines on degree and coursework must provide documentation of alternative credentials and exceptional expertise. The candidate must submit a memo of justification or alternative credentials and supporting evidence to the Senior Vice chancellor for Academic Affairs.

A review of credentials of faculty teaching in fall 2010 and spring 2011 left lingering concerns about the qualifications of twenty-one faculty members. See Evaluation of Faculty Qualifications and Request for Justifying Documentation Worksheet.

Response:

A list of the twenty-one of the faculty cited by the off-site committee with additional credentials and documentation to justify teaching assignments for those still employed is documented in Appendix A.

NOTE: All reports and documents are available onsite in the evidence room.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Non-Compliance

The Faculty Manual identifies the purpose of faculty evaluation as providing "a basis for professional improvement." The Manual identifies the evaluation process for full-time faculty members as including teaching effectiveness, service, and scholarly research, with the emphasis being on teaching effectiveness. One requirement of the review is that each course is evaluated by Student Opinion Polls. All full-time non-tenured faculty members are evaluated annually and tenured faculty are evaluated every six years. Additionally all tenure track faculty are evaluated by peers during the year of their review for promotion or tenure but no less than once every six years. Annual review also includes a faculty self-evaluation. Specific disciplines can add additional evaluation requirements

Although the process for evaluating adjuncts could not be found in the Faculty Manual provided, the institution states in the narrative that adjuncts are evaluated by their dean or chair in the first year of teaching and "periodically thereafter." It is not clear what periodically means.

No evidence was provided by the institution that it actually follows its evaluation procedures in practice. Student Opinion Polls and faculty evaluation results are available onsite only, so it is not possible to determine if the institution regularly evaluates the effectiveness of each faculty member in accord with published criteria.

<u>Response</u>:

Full-time faculty evaluations are filed in the Office of Academic Affairs in their individual files. Part-time (adjunct) faculty evaluations are filed in the academic units in their individual files. Samples of part-time faculty evaluations will be made available. As stated in the *Faculty Manual*, part-time (adjunct) faculty will be

> *…evaluated in the spring of their first year and every third year thereafter. At the end of each semester, adjuncts will turn in to the Dean or Division Chair the USCS Adjunct Self-Evaluation Form. By March 15 of each review year, adjuncts will compile a brief portfolio to be turned in to Deans and Division Chairs. The portfolio will include materials from the previous calendar year: the Self-Evaluation forms, student opinion polls for each course taught, course materials prepared by the faculty member (syllabi, sample tests, handouts, etc.), and other materials as appropriate. Evaluation materials may also include evaluator's observation. Once completed, the adjunct will receive a copy of the evaluation and will have the right to accept it or to write a letter of exception regarding it. The evaluation and any letter of exception will become part of the adjunct's file in the academic unit office. Adjuncts must receive at least a Satisfactory rating in evaluations to continue employment at USCS.*

NOTE: All reports and documents are available onsite in the evidence room.

3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**
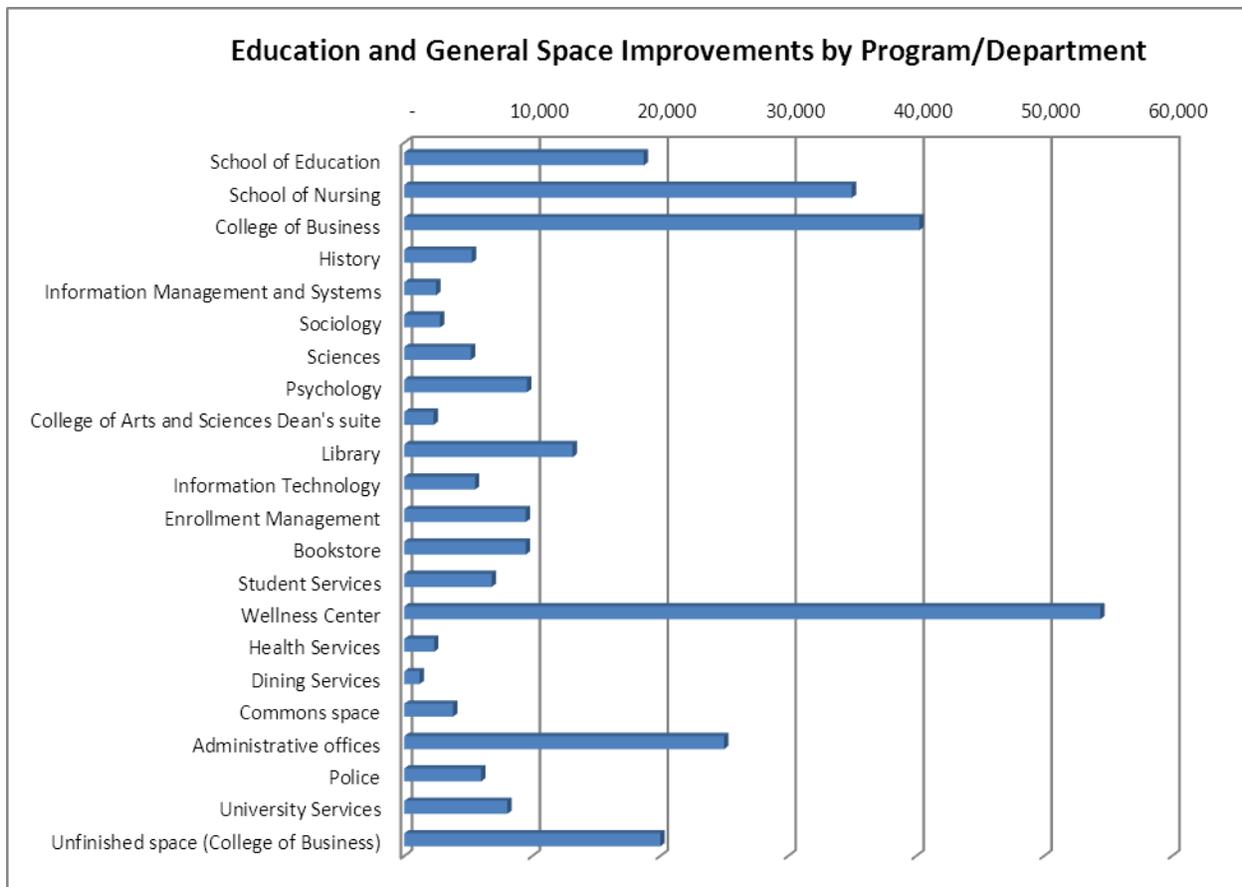
Non-Compliance

The institution demonstrates that it operates and maintains facilities on- and off-campus but it did not align space with the mix of programs offered, especially in such space intensive areas as nursing, the sciences, and engineering and in library space. Also, there is no indication of the dollar amount of deferred maintenance that is outstanding. The institution does state that the general condition of facilities is very good. Another concern is that State funding through a bond bill has not occurred in over ten years to handle major renovations and new construction.

The institution indicates that the campus has grown to 330 acres and 1.1 million square feet with 48% being added since 2000. The strategic planning process is used to identify needed construction. Education and general space has increased 62% over the past ten years. Teaching space increased by104% over this same period to 108 classrooms and 38 labs. There currently seems to be adequate space at the teaching center in Greenville, although the institution is concerned that additional space will be needed to accommodate long-term growth. Residential facilities comprise 26% of the total square feet. The institution indicates that a preventative maintenance program is utilized.

Response:

Program Space: In recent years, USC Upstate made $51.7 million in facilities improvements in education and general space, constructing and renovating 287,055 sq. ft. of space to provide adequate space for programs and support services. New construction provided 192,445 sq. ft. of additional space with the Health Education Complex and the George Dean Johnson College of Business facility. The Health Education Complex addressed the needs of several programs including the School of Nursing, School of Education, Enrollment Services, Bookstore, and Wellness Center. These programs were relocated from other academic and support facilities in the academic core of the campus and provided opportunities to expand and address the needs for the other programs and departments. A space study (available onsite in the evidence room) was conducted by a professional architectural firm with the University's capital project management and the respective deans, division chairs, and department heads. The result of this work was the renovation of numerous areas totaling 94,610 sq. ft. to provide adequate space for the other programs and support services.

A summary report of the space and cost for each new construction and renovation project *(Education and General Space Improvements)* indicates the type of work performed with a total investment of $51.7 million. The chart below shows the sq. ft. of new construction and renovated spaces for programs and departments.

Education and General Space Improvements by Program/Department

Chart showing values for School of Education, School of Nursing, College of Business, History, Information Management and Systems, Sociology, Sciences, Psychology, College of Arts and Sciences Dean's suite, Library, Information Technology, Enrollment Management, Bookstore, Student Services, Wellness Center, Health Services, Dining Services, Commons space, Administrative offices, Police, University Services, Unfinished space (College of Business) on a scale from 0 to 60,000.

Deferred Maintenance: The South Carolina Commission on Higher Education has defined a method for determining deferred maintenance for both buildings and infrastructure for SC higher education institutions. A complete analysis and detailed report was done in 2008 for the infrastructure and in 2007 and 2011 for buildings used for education and general purposes, excluding residential facilities.

The *Calculation for E&G Infrastructure Maintenance Needs* for USC Upstate determined a maintenance need of $839,637, including roads, walkways, lighting, utility systems, parking lots, security cameras, and other exterior facilities.

The *Building Condition Survey - Fall 2010 Update*, completed in April 2011, indicated there is $22,101,104 in deferred maintenance needs. An analysis of the change in deferred maintenance using this assessment tool was done comparing the total need for each building in 2007 with the report information in 2011. Overall deferred maintenance increased from 2007 to 2011 by about $3,542,971 but $2,397,537 was associated with three new facilities that were not online in 2007. Of the fifteen buildings that were assessed in both years, nine (60%) had deductions in the amount of deferred maintenance although the total increased by $1,144,434 *(Comparison of USC Upstate E&G Building Condition and Deferred Maintenance from 2007 to 2011)*. This report and the allocation of funds for deferred maintenance reflect a responsive program for identifying and addressing maintenance needs.

Included in the 2011-12 budget was an allocation from the state of $730,319 for deferred maintenance allocated to USC Upstate and other higher education institutions based on the reported survey information. Those funds will be used to replace two cooling towers in the central chilled water loop of the energy system, replace HVAC units in the Campus Life Center, and replace a roof on the Campus Life Center. One major deferred maintenance project, estimated to cost $4 million and now in a pre-design phase, will replace the HVAC system in the Administration Building using institution bond funding.

Greenville and Sumter Space: On the Greenville campus, USC Upstate has classrooms available for instruction in addition to 15,504 sq. ft. of dedicated space. The dedicated space is sufficient to provide for programs to include offices for the coordinator, faculty and staff, ETM lab, two nursing simulator labs, the Teaching and Learning Center for the School of Education and other support activities. A diagram and space computation report shows the spaces allocated for each academic program, support services, and shared classrooms *(Space Used by USC Upstate at Greenville)*. In past years, USC Upstate has obtained additional dedicated space as needed from other institutions in the consortium. Sufficient numbers of classrooms have been available to meet the academic schedule. This includes forty-two instructional spaces totaling 28,038 sq. ft. With adjustments in dedicated space and other general support classrooms, sufficient space has been provided for all programs and services.

At USC Sumter, USC Upstate uses 2,700 sq. ft. of dedicated space for the Education program and includes six faculty offices, distance education area, and three classrooms. These assigned spaces are sufficient for instruction, faculty, and support services.

NOTE: All reports and documents are available onsite in the evidence room.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

(**Note***: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Polices can be accessed at http://www.sacscoc.org/policies.asp#policies*.

5.   **"Reaffirmation of Accreditation and Subsequent Reports"**

Applicable Policy Statements.

a.   An institution includes a review of its distance learning programs in the Compliance Certification.

Non-Compliance

The institution offers a RN-BSN program and several graduate programs in education through distance learning. A Review of Distance Education Programs seems to indicate that some majors offer more than 25% of credits and at least one major over 50% of credits through distance education and that over 75% of general education is available through distance education. Although the institution reviews academic programs annually as part of its assessment plan, these reports did not seem to include distance education. For example there was no comparison of BSN degrees through traditional instruction and RN-BSN through online education. The institution also did not explain how its online students receive access to student support services or academic support services.

Additionally, the institution notes multiple times throughout its compliance certification that its definition of distance education only includes courses that are 100 percent online. This definition is not consistent with common practice definition of hybrid courses, which often is defined as 50% or more of the work in a course being delivered through distance education technologies.

Response:

Program Reviews:
All degree programs at USC Upstate are evaluated annually through an established Program Assessment process as described in detail in the original Institutional Report (IR). The following narrative provides clarification regarding the Mary Black School of Nursing (MBSON) degree program. The MBSON awards one degree: Bachelor of Science in Professional Nursing (BSN) that consists of two tracks. Track one is a traditional four-year degree track. Track two is for existing RNs returning to complete the final two years to obtain their BSN degree (RN-BSN). The RN-BSN degree is provided in two delivery formats: face-to-face delivery and online delivery. Students may elect and/or even combine the course delivery offerings to fit their scheduling needs. Annually, the MBSON submits a Program Assessment report. This assessment report delineates the two tracks for the BSN degree program, allowing the school

to draw conclusions between the two programs and provide evidence of compliance certification. Below is an excerpt pulled from the MBSON 2009-2010 Program Assessment report. Note the two Assessment Methods provided – one per track. The full report including all Goals and Assessment Methods, etc. is available onsite in the evidence room.

Goal 1	**From your Program Assessment Plan** (Describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (clear communication, problem-solving skills, etc). Goals should focus on discipline-specific outcomes relevant to the program.)	Use the **nursing process** to manage the care of clients with acute and chronic health alterations to maximize quality of life and optimize their levels of function and to assist with end-of life care. Reference: MBSON Student Learning Outcomes (Undergraduate Program Objectives) # 3
Objectives SLO's (student learning outcomes)	**From your Program Assessment Plan** (Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals. Objectives (student learning outcomes) transform the general program goals into specific student performance/behaviors that demonstrate student learning and skill development along these goals.	1.1 The student will be a competent provider of nursing care who delivers safe, holistic, therapeutic interventions to individuals, families, and communities in a variety of clinical settings
Assessment Methods	**From your Program Assessment Plan** (Describes the measure(s) by which the department will know the students are meeting the departmental learning objectives. Includes both direct and indirect assessment. Each SLO should have at least one assessment method.)	1.1 EVOLVE® (HESI) RN Exit Exam (4 year track students), Practicum Notebook from SBSN 461P (RN-BSN track students)

USC Upstate currently has only one degree program that is completely available through an online delivery format: RN-BSN track. All other degree programs offer a variety of individual courses distance education, but the entire degree requirements are not currently available through distance education.

Student Services Provided:
Regardless of degree program, all students are provided the same access to student services. These services include participation in all student life opportunities including student organizations, counseling services, health services, disability services, as well as all academic support services offered through the Student Success Center.

Distance Education Definition:
The Office of Distance Education was established in July 2011. A revised definition for distance education is being proposed to faculty governance with an anticipated date of implementation of late spring 2012. Please find the proposed revised definition below:

> *The University of South Carolina Upstate operationally defines distance education as courses delivered 50% or more of the work in a course using a teaching modality that is independent of time and place.*

NOTE: All reports and documents are available onsite in the evidence room.

b.   If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Response:

This section was not included in the offsite report.

The University of South Carolina is home to more than 200 years of history and tradition, rising from a single building in 1805. Joining the flagship campus in Columbia are four-year campuses in Aiken, Beaufort, and **Upstate (Spartanburg-Greenville**). Four two-year campuses – Lancaster, Sumter, Salkehatchie (Allendale and Walterboro), and Union – help the University cover the state.

Mission statement – University System
The University's mission is to educate the state's diverse citizens through teaching, research, creative activity, and service.

Mission statement – Columbia campus
USC Columbia's mission is twofold: to establish and maintain excellence in its student population, faculty, academic programs, living and learning environment, technological infrastructure, library resources, research and scholarship, public and private support, and endowment; and to enhance the industrial, economic, and cultural potential of the state.

Mission statement – USC Upstate campus
University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities … a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate's economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

Operational Issues:
- As noted on the organizational chart, the Chancellor of USC Upstate reports directly to the President of the USC system. All other administrators at USC Upstate report directly to the Chancellor.
- All policies are promulgated for the entire system by USC Columbia, but procedures may vary by campus.
- All curricular and programmatic decisions are made autonomously by the individual four year campuses.
- All permanent student records are housed in USC Columbia.
- All pay documents are issued by USC Columbia.

NOTE: All reports and documents are available onsite in the evidence room.