7.1

Institutional Planning

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

In August 2019 upon the hiring of President Bob Caslen as the 29th President of the University of South Carolina, the President initiated a new and even broader approach to systematic, integrated, and system-wide planning and evaluation. The first phase of this comprehensive process involved an on-boarding review of the existing Focus Carolina plan, the Advance Carolina implementation guide as well as the annual Blueprint for Academic and Service Excellence – the structured method for annual planning, evaluation and assessment for each academic and service unit at the university.

Following that review by the President and senior institutional leaders, it was the desire of the Administration to expand on tenants of the existing Focus Carolina plan and increase alignment and visibility of the planning, evaluation and funding processes that existed across the combined Focus, Advance and Blueprint platforms. The Administration had an added desire to combine academic and administrative leadership into a single, aligned planning and evaluation process that could eventually lead to a single planning, budgeting and evaluation system and process. Expanding on the accreditation needs of the Columbia campus and the regional Palmetto College campuses, the President also opened the process to the three comprehensive campuses in Aiken, Beaufort and Upstate to increase transparency and improve alignment among these separately accredited institutions.

In early November of 2019, the President hosted a multi-day offsite planning retreat that included nearly 80 academic and administrative leaders from across the University of South Carolina system. Following detailed briefings from EAB and the Association of Governing Board that provided both long-term industry outlook data and internal organizational efficiency recommendations, the remainder of the time was spent developing language for a new Vision Statement, Mission Statement and establishing Strategic Priorities that didn't abandon the foundation of Focus Carolina, but broadened the areas of important planning and evaluation for the University. Working in a planned and integrated fashion that combined the assets of academic and administrative experts the offsite produced – in addition to revised Vision and Mission Statements – eight new Strategic Priorities for the University that better reflect its academic, research and community mission.

While flowing the foundation set by the Focus plan, the new Priorities expand the inclusiveness of the plan and improve its ability to guide and evaluate a broader footprint of activity within the University.

- **Priority 1**: Attract, Inspire, Challenge, and Enable our students to become innovative thinkers and transformative leaders. As the state's flagship university, South Carolina will attract and retain a highly qualified, diverse student body commensurate with the demographics of the state. We will provide the highest quality of rigorous instruction and student-centric educational experiences and create innovative, transformative and collaborative lifelong learners.
- **Priority 2**: Assemble and cultivate a world-class faculty and staff. The university will recruit and develop the best faculty in the nation, one full of diverse faculty members who are excellent instructors and recognized scholars. We will actively attract, hire and retain a diverse and qualified staff and cultivate a shared culture of excellence.
- **Priority 3**: Create new pathways to research excellence in order to become AAU eligible. Research excellence will be defined as reaching the threshold standards to be among the best research universities in the nation by achieving Association of American Universities eligibility. We will be an innovative research university in areas such as federal research expenditures, faculty recognition on the university, national and international levels, and increasing our annual Ph.D. graduation numbers and number of postdoctoral appointees.
- **Priority 4**: Cultivate a more diverse, equitable and inclusive campus culture, where every individual, regardless of background, has the full opportunity to flourish and thrive. A diverse, inclusive, supportive and inspiring campus culture will be created by improving racial/ethnic and gender representation throughout our campus community, ensuring equity for all students and faculty and staff members, and making every member of the community feel valued and affirmed by our institution regardless of their ethnicity or race, religious beliefs, gender or sexual orientation, or political leanings.
- **Priority 5**: Harness the power, attributes and institutional diversity of an integrated and interoperative University of South Carolina system that enhances access, success and affordability for every SC eligible student. The University of South Carolina system will enhance access, success and affordability for every eligible student from S.C. through an integrated and interoperative system, where every comprehensive university in the state desires to become a member of the University of South Carolina system. This will be achieved by improving the system's governance structure, increasing and improving our online program to become one of the most comprehensive and supportive online programs in the nation and leveraging our strengths to provide accelerated, lowercost multidegree options.
- **Priority 6**: Spur innovation and economic development through impactful community partnerships. Impactful community partnerships will spur innovation and economic development through newfound collaboration opportunities, serving as a catalyst for business development and emphasizing the links between the student experience and community relationships.
- **Priority 7**: Provide a sustainable campus infrastructure – physical, virtual, fundraising and administrative – that

supports academic excellence and preeminent student life. Our campus infrastructure will support academic excellence and preeminent student life by providing an exemplary physical campus, a state-of-the-art virtual infrastructure, new fundraising and external funding activities and administrative activity that is focused on innovation, preparedness and transparency. We will create a new modality that enables every student to obtain education on demand through technologically enabled synchronized classrooms.

- **Priority 8**: Build teams that win with excellence and character. South Carolina teams will compete at the upper level of their potential, with excellence, and our student-athletes will stand out on the court, in the classroom and in the community. The campus environment will be one that expects success in all endeavors. We will win on the field, in the classroom and elsewhere, and we will win with honor and integrity in all aspects of student life as defined by our Carolinian Creed.

At the conclusion of the offsite, Chairs were named and committees established for each of the eight priority areas with an initial charge of clarifying and refining draft language, and then ultimately building out goals, objectives, programs and metrics for each Priority. Additionally, a 'crosswalk' framework was drafted to ensure a continuation of the critical components of Focus Carolina during the transition to the new and broader plan.

As the Priority Committees finished refining initial language, the President shared the draft Vision, Mission and Priority language with all students, faculty and staff of the institution. In an email to each of the three publics, the institution also stood up a feedback website in December and January allowing the entire university community to provide specific feedback and recommendations on the draft language. Simultaneous to that work, the Board of Trustees Ad Hoc Committee on Strategic Planning began a detailed review of both the draft language and the crosswalk to the Focus plan.

During early 2020, the Priority Teams completed work on draft Goals and Objectives that were then shared at a second offsite event in late February. This inclusive activity allowed each Priority Team to present current draft language to the nearly 80 professionals who had participated in the initial launch of the planning process just three months prior. From the offsite input, language was refined and a second draft of the plan that went deeper into goals and objectives was then shared with all faculty and staff and a second round of campus-wide feedback was conducted.

As a follow-on to the offsite, the President began a series of weekly meetings with Priority Team leads as language continued to evolve and programs and metrics were added. It was during this season that COVID-19 led the University to close its campus and to pivot to an entirely online approach to academic delivery in mid-March. Recognizing the need to keep a focus on the strategic horizon for the University, simultaneous to the crisis planning by university leaders was a commitment to continue and to complete the University's new strategic plan. Knowing that a completed plan would be a vital tool to helping the institution rapidly recover from the impact of COVID, the President and Board of Trustees continued a detailed and nearly daily process of expediting the plan's completion.

Through April and May, Priority Teams completed and vetted the detailed language that underpins the activity and evaluation within each of the Strategic Priorities. As those pieces came together, the President and Priority Team Leaders began a series of both one-on-one and team briefings with the Strategic Planning Subcommittee and the Executive and Governance Committee of the Board of Governors. Embedding the feedback provided by Trustees, a final draft of the plan – For South Carolina: A Path To Excellence was finalized and presented to the Board Subcommittee on May 22nd. Following the Subcommittee's review, the "Pathway Plan" was presented to and unanimously approved by the Board of Trustees on Friday, June 19, 2020.

Simultaneous to the Board's approval of the plan's details was the development of the funding and evaluation portions of the plan. Building off the data from the Focus Carolina plan, the institution will complete an interactive evaluation and reporting process to regularly inform senior leaders and Trustees on the University's progress toward its stated goals. Additionally, the President has set aside a measure of funding specific to supporting the plan's objectives and programs.

State Mandated Annual Institutional Planning and Assessment

Pursuant to South Carolina state law (South Carolina Code of Laws, Sections 1-1-810 and 1-1-820), all state agencies are required to submit an agency accountability report (AAR) to the Governor and the General Assembly by September 15 of each year for the previous state fiscal year (July 1 - June 30). This process is managed by the South Carolina Department of Administration's Executive Budget Office. At a minimum, the report must contain the agency's mission, objectives to accomplish the mission, and performance measures that show the degree to which the objectives are being met.

The State Agency Accountability Report provides the Governor and the SC General Assembly with an overview and snapshot of the University's performance. The report also includes a discussion of prior year expenditures and associates those expenditures with prospective goals, strategies, and objectives to move the University forward in future years. The discussion and analysis section of the report provides University leadership with the opportunity to comment on internal and external factors affecting the University's performance in the past year, the University's current efforts and the associated results, and any plans under development to introduce additional changes. The Columbia campus and each of the four regional Palmetto College campuses are required to submit a State Agency Accountability Report to the Executive Budget Office. The Accountability Report Guidelines and Instructions outlines the reports sections and provides detailed information

regarding this annual planning process.

The State Agency Accountability Report is a direct instrument that demonstrates the University's on going, comprehensive, integrated research-based planning and evaluation processes. The annual reports demonstrates a focus on institutional quality and effectiveness while directly reviewing institutional goals that are consistent with the University's mission and State's goals for state agencies. The University has provided copies of the last three years of State Agency Accountability Reports for the University of South Carolina Columbia and each of the regional Palmetto College campuses.

Columbia State Agency Accountability Reports

2019

2018

2017

Lancaster State Agency Accountability Reports

2019

2018

2017

Salkehatchie State Agency Accountability Reports

2019

2018

2017

Sumter State Agency Accountability Reports

2019

2018

2017

Union State Agency Accountability Reports

2019

2018

2017

Regional Palmetto College Campuses

The four regional campuses of the University of South Carolina (Lancaster, Union, Sumter, and Salkehatchie) fall under the authority of the Columbia campus and reside in a central administrative unit known as Palmetto College, headed by a Chancellor and Associate Provost. These campuses are referred to as regional Palmetto College campuses. The campuses exist as part of the University of South Carolina system as denoted in the Board of Trustees Bylaws (p.2).

As entities of the University of South Carolina system, accredited sites of University of South Carolina Columbia, and state agencies, as well as integral entities of their respective communities and service areas, the regional Palmetto College campuses actively participate in multiple, ongoing, integrated planning and evaluation efforts. As accredited sites of Columbia, the campuses adhere to the goals of the University of South Carolina Focus 2023 plan, as refined in the recently created (2018) Palmetto College Focus 2023 Plan. This plan represents the results of the central Palmetto College office's charge to operatize the Columbia "flagship" campus plan at the campus site level. Upon his arrival in summer, 2019, President Bob Caslen initiated a new Strategic Planning process to which Palmetto College representatives are actively engaged in formulating. Upon completion, Palmetto College will incorporate the plan throughout its campuses and operations.

Yearly progress is captured in the Blueprints for Academic Excellence reports.

As state agencies, the regional Palmetto College campuses produce, annually, State Accountability Reports which allow each campus to align and monitor University, Palmetto College and state of South Carolina goals in order to assure focused effort to serve the state and its citizens.

Below you will find coverage of campus-based efforts supporting the overall planning efforts described above. Each campus has a local commission comprised of community stakeholders and campus officials as well as a mission statement, both of which serve to focus the campus on service-area stakeholder needs.

Yearly assessment of academic programs for the Palmetto College campuses Associate in Arts and Associate in Science degrees occurs on a Palmetto College campuses system-level. Faculty members are appointed annually to a committee that reviews learning outcomes and student performance on those outcomes and then reports to all faculty and makes recommendations if appropriate to the Palmetto College Campuses Faculty Senate. Results are reported regularly and are also housed in an internal password-protected site for university faculty. Your login is username: **XXXX**; password: **XXXXX.**

Below you will find how each campus, with its unique organizational structure, processes, and service area stakeholders focuses on institutional planning at the campus level while following the above-described centralized planning efforts.

Lancaster

The University of South Carolina Lancaster works carefully to conduct planning and evaluation process focusing on institutional quality and effectiveness, incorporating system review of institutional goals and outcomes, both on the local campus level and in concert with the larger University of South Carolina system. To provide for stronger alignment with local campus and regional Palmetto College campuses planning, Lancaster adopted the broad goals of the *Palmetto College Focus Carolina 2023 Strategic Plan* beginning in 2018-2019 for state agency accountability reporting and in the Office of the Provost's report, Blueprint for Academic Excellence. The strategies and performance measures for the shared common goals are specific to the University of South Carolina Lancaster and our stakeholders, but these newly realigned goals still speak to local campus established performance indicators and outcomes as previously reported.

Our core educational mission is directly connected to the goals of our larger system, and thus this realignment allows for a clear correlation of local campus goals to support the joint accreditation of Columbia and the regional Palmetto College campuses. As we demonstrate clear compliance with SACSCOC standards for the university as a whole in our new goals, our performance measures and outcomes allow us also to maintain the culture, values, and priorities of our local campus.

In 2019-2020, the University of South Carolina Lancaster has been engaged in a campus-wide review and revision of our ten-year strategic plan, which was last completed in the fall of 2008. The Boudreaux Group of Columbia guided the campus through a series of listening and feedback sessions to update the campus master plan, including sessions with students, faculty, staff, and community members. The updated plan, which was delayed somewhat during the COVID-19 novel coronavirus outbreak, should be complete in the next several months. This plan will guide Lancaster's growth in the coming decade.

On an annual basis, the University of South Carolina Lancaster systematically plans and evaluates its programs and services through yearly revision of its strategic plan, annual assessment of its academic programs, yearly evaluation of faculty performance by faculty peers (with faculty evaluation by students every semester), annual evaluation of the executive team by faculty and staff, yearly evaluation of staff members by their superiors, annual evaluation of programs and services by students, yearly assessment of enrollment trends, and other institution-wide research-based forms of assessment. Student satisfaction surveys are administered to graduating classes each year to assess university support services, particularly advising.

The primary relevant strategic planning documents are as follows:

- Lancaster's Mission Statement, which provides a touchstone to our institutional mission and values. This mission statement was last updated in 2019 and will be reviewed again in 2023. This mission statement formed the primary basis for long-term decision making in the ongoing revision of the campus master plan begun in 2019-2020.
- Lancaster's annual Blueprint for Academic Excellence to the Provost, which includes a report on the previous academic year's goals and accomplishments, a real-time update of unit activities, and a strategic planning template for the upcoming year.
- Lancaster's annual state agency State Accountability Report (note: campus report within Palmetto College link) to the State of South Carolina's Department of Administration Executive Budget Office, which requires reporting on annual goals for the previous fiscal year and also provides a strategic planning template for the upcoming year.
- Lancaster's 2008 Master Plan, which as noted above will be reviewed and updated in 2019-2020.

Several university teams regularly review institutional goals and outcomes, including the following:

- Dean's Advisory Council, comprised of the faculty organization executive officers, the dean and associate dean, and elected faculty (meets monthly)
- Dean's Administrative Council, comprised of heads of all major departments and units (meets bi-weekly)
- Academic Division Chair Meeting, comprised of the associate dean and the chairs of the three academic divisions (meets weekly)
- Faculty Organization, comprised of all university faculty, the dean and associate dean, and other members as the

organization deems appropriate (meets monthly)

- Four key university and community partnership organizations (See link: Lancaster Affiliate Organizations also meet regularly to assist the university in planning to meet student and community needs, including the following:
  - Lancaster County Commission for Higher Education
  - Educational Foundation of the University of South Carolina Lancaster
  - Lancaster Board of Visitors
  - Lancaster Town-Gown Advisory Council.

Program and course evaluation occur in several different processes:

- Yearly assessment of academic programs for the regional Palmetto College campuses common Associate in Arts and Associate in Science degrees occurs on a Palmetto College campuses system-level. Faculty members are appointed annually to a committee that reviews learning outcomes and student performance on those outcomes and then reports to all faculty and makes recommendations if appropriate to the Palmetto College Campuses Faculty Senate. Results are reported regularly and are also housed in an internal password-protected site for university faculty; see introductory regional Palmetto College paragraph for link and login information.
- Yearly assessment of academic programs for the Bachelor of Liberal Studies and Bachelors of Organization Leadership occurs in the same manner as above. In addition, a Senate committee comprised of appointed and elected faculty and academic administrators reviews academic programs regularly and reports to and makes recommendations if appropriate to the Palmetto College Campuses Faculty Senate.
- University of South Carolina Lancaster's three specialized associate degrees (business, criminal justice, nursing) are assessed at University of South Carolina Lancaster by faculty teams coordinated by the associate dean. Key faculty in the appropriate disciplines create learning outcomes, collect and review samples of student work, monitor professional organization standards, and recommend curriculum revisions as needed to the University of South Carolina Lancaster faculty-elected Curriculum Committee. A more detailed discussion of how curricular revisions are handled is included in Lancaster's response to SACSCOC standard 9.1.

Faculty, staff, and administrative review also occurs annually:

- All courses are evaluated by students enrolled in the courses using a common standardized survey instrument reviewed and approved by the Palmetto College Campuses Faculty Senate.
- Faculty members undergo both annual peer review and annual administrative review. Peer review is a faculty-governance created review process conducted by the local campus Tenure and Promotion Committee. Administrative review is conducted by the academic division chairs with the associate dean and the campus dean. These reviews are based on Palmetto College Campuses Faculty Manual criteria for effective teaching, scholarship, and service. Results are monitored by campus administration, who address any areas of concern.
- Staff members are also evaluated annually by their supervisors using the Employee Performance Management System.

Salkehatchie

The University of South Carolina Salkehatchie is guided by its Mission Statement. Within the framework established by the Columbia campus and Palmetto College, the institution engages in strategic short- and long-term planning and regularly evaluates its programs and services through the following means:

—annual revision of its strategic plan via institutional and state-agency reports

—annual assessment of its academic programs by the academic dean and faculty (Example: Salkehatchie Faculty Organization Minutes, February 2019)

—annual evaluation of faculty performance by the academic dean (Salkehatchie Annual Faculty Evaluation Form) in conjunction with faculty evaluation by students every semester (Class Climate Course Evaluation Form)

—annual evaluation of the executive team by faculty and staff (Salkehatchie Employee Satisfaction Questions Form Example)

—annual evaluation of staff members by their supervisors (Employee Performance Management System)

—annual evaluation of programs and services by students (Student Satisfaction Survey)

—regular/annual assessment of enrollment trends (Salkehatchie Enrollment Information)

In line with its Mission Statement, the university has a Strategic Plan called the Blueprint for Academic Excellence that is revised yearly. In the process of composing each Blueprint report, the goals of the Strategic Plan are re-evaluated, their success is assessed, and revisions are made. This ongoing work is a focal point of the university's Executive Council during its day-long spring semester retreat.

Prepared yearly is the annual State Accountability Report (note: campus report within Palmetto College link), an extensive report required by the South Carolina Budget Office. This report provides detailed descriptions of the university's senior leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management; and organizational-performance results.

Both the Blueprint report and the Accountability Report involve performance assessment and planning based on all data streams available to the institution. These reports also require demonstrating effectiveness through year-to-year comparisons of key data sets tied to institutional objectives and priorities.

Faculty members are also evaluated yearly. Every semester, faculty members are evaluated by their students in each class that they teach. A standardized Scantron Class Climate survey instrument is used for this purpose. Additionally, every spring semester, full-time faculty members are evaluated by the academic dean. This evaluation is based on criteria clearly established in the regional Palmetto College Campuses Faculty Manual—namely, satisfactory performance in teaching, scholarship, and service. Part-time faculty's student-evaluation scores are regularly monitored by the academic dean and their classes are observed on a regular basis as arranged by their division chair. Based on the results of student evaluations, peer observations, and other methods and criteria as laid out in the Palmetto College Campuses Faculty Manual and the University of South Carolina Salkehatchie Faculty Handbook, good professors are rewarded, and poor professors are closely observed, counseled, and dismissed if necessary.

Members of the campus executive team are evaluated yearly by faculty and staff. Every spring, all faculty and staff members are invited to take an anonymous Administrative Survey to evaluate the members of the executive team. The results are monitored by the campus dean and Palmetto College leadership. The campus dean is annually evaluated through a similar process that originates with and is monitored at Palmetto College central.

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

Services are continually evaluated through an online Student Satisfaction Survey. Students are invited to take this survey about all aspects of their experiences at the University of South Carolina Salkehatchie, including the performance of personnel in academic advisement, the business office, the financial aid office, student support services, the library, the bookstore, and the computer labs. Additionally, graduating students take an exit version of the Student Satisfaction Survey. Finally, the campus website features an anonymous comment box that is monitored by the campus dean. Results of student surveys are discussed at length and acted upon by Executive Council, and issues raised via the anonymous comment box are acted upon by the campus dean via appropriate channels.

The progress in annual recruitment and enrollment is tracked, and outcomes are benchmarked against internal enrollment goals. This includes actual increases in enrollment and new-student enrollment, as well as increases in geographically-segmented recruiting areas. Total enrollment figures are gathered at both the University (OIRAA In-Semester Enrollment Report), Palmetto College Central (Palmetto College Enrollment Report) and campus level (Salkehatchie Enrollment Information). Internal goals are measured using monthly application reports and annual new-student data analysis. Goal example: Salkehatchie Fall 2020 Enrollment Goals.

Regarding student learning, the assessment of learning outcomes for the Carolina Core general education curriculum is coordinated by the central office of Palmetto College for the regional Palmetto College campuses (see narrative in Regional Palmetto College Campuses, "Yearly assessment… paragraph with following link: internal password-protected site). This includes a rotation of courses from subsets of Core components submitting artifacts of student work for the semester that are intended to demonstrate successful learning of the outcomes. Faculty evaluate the extent to which the outcomes have been achieved on those assignments by scoring the work against a standard rubric for the component and its outcomes. Once those data have been entered and aggregated, specialty teams of faculty from across the PC campuses examine the results to determine how well the outcomes are being met and will then make recommendations on how to strengthen this moving forward.

In conjunction with system-wide and institutional planning, the Western Carolina Higher Education Commission (SC Code of Laws 59-57-Western Carolina Higher Education Commission), the state commission responsible for higher education in Salkehatchie's service area, promotes and supports the institution in its service counties and communities in many ways, including through local engagement and support, maintenance of its physical plant, and support of its teacher-cadet program serving local high schools.

Sumter

The University of South Carolina Sumter (Sumter) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes to ensure attainment of its mission. These processes focus on continual improvement of the institutional quality and effectiveness of its various organizational units through systematic review of mission related institution goals and outcomes. Strategic

action resulting from planning and review processes are data informed, purposive, and are evaluated on a cyclical basis. These processes enable implementation of structural changes needed to ensure continual improvement of the organizational capacity to meet mission objectives. Planning and review are systematically integrated and channeled in several different ways for mission critical organizational units associated with academic programs, academic and student support services, administrative support services, and student success outcomes. These processes are designed to empower institution wide input into executive level decision making and ensure ongoing systematic review of goals and outcomes consistent with the mission of the University of South Carolina Sumter.

Planning and review of academic programs and learning outcomes occurs at both the system level and at the local campus level. The Columbia Faculty Senate set the parameters and provide assessment of general education learning outcomes,

while the Palmetto College Faculty Senate set the parameters for yearly assessment of academic programs for the Palmetto College campuses Associate in Arts and Associate in Science degrees. Palmetto College campuses faculty members are appointed annually to a committee that reviews learning outcomes and student performance on those outcomes and then reports to all faculty and makes recommendations if appropriate to the Palmetto College Campuses Faculty Senate. Results are reported regularly and are also housed in an internal password-protected site for university faculty; see introductory regional Palmetto College paragraph for link and login information.

The broadest level of planning and review, occurs through the development and subsequent assessment of action plans represented in the university's annual Blueprint for Academic Excellence; and data analytic driven assessments of those plans in the annual State Fiscal Accountability Report.

The Blueprint articulates and assesses purposive actions taken to ensure continual improvement of structural capacities to achieve the University of South Carolina Sumter's mission. It is the campus's master strategic plan, reflecting goals, action plans, and achievements aimed at sustaining and improving organizational capacities for: recruitment and enrollment; student retention, success and completion; quality of faculty and curricular; quality of faculty and staff community service; and effective financial management.

The State Fiscal Accountability Report subsequently utilizes data analytics to review and assess outcomes associated with purposive actions articulated in the Blueprint, completing a feedback loop in macro level strategic planning. It also identifies and concisely presents budgetary uses by programmatic categories, statutory and regulatory standards applicable to institutional operations and reporting, and information regarding internal and external stakeholders.

These two macro oriented planning and review documents provide a framework that informs decision making at a myriad of locations within the institution, and within regulatory and legislative entities. However, they do not operate in a vacuum.

Other integrated processes support this annual process associated with the Blueprint and the State Fiscal Accountability Report. They are designed to empower continual self-assessment and data informed decision making for academic and student support programs. They include: annual employee performance review and planning; workings of a Long Range Planning Committee, Faculty and Staff organizations; and workings of an Executive Council interacting closely with key internal and external stakeholders.

This integrated set of processes begins at the individual level for staff members with the Employee Performance Management System, (hereafter, EPMS). Utilizing the EPMS, supervisors evaluate the performance of classified state employees and plan for improvement in their functional areas.

A key component of EPMS planning and review is the employee's annual planning document. This document is prepared in conjunction with their supervisor, and in alignment with the mission critical functions of the employee's institutional support role. It sets and subsequently assesses employee/supervisor driven goals at the level of day to day operations, providing opportunities for identification of areas of improvement in not just employee performance but in resource availability and organizational capacity.

Faculty and administrative review also occur annually. In accordance with Academic Affairs Policy, all courses are evaluated by students enrolled in the courses using a common standardized survey instrument reviewed and approved by the Palmetto College Campuses Faculty Senate (see link: USC Sumter Course Evaluation' Form).

Faculty members undergo both annual peer review and annual administrative review. Peer review is a faculty-governance created review process conducted by the local campus Tenure and Promotion Committee. Administrative review is conducted by the academic division chairs with the associate dean and the campus dean. These reviews are based on Palmetto College Campuses Faculty Manual criteria for effective teaching, scholarship, and service. Results are monitored by campus administration, who address any areas of concern.

In addition, annual evaluations of the Executive Dean for Student and Academic Affairs (See link: Sumter Academic Dean Evaluation Form), and the faculty Division Chairs (See link: Sumter Division Chair Evaluation Form) are conducted by faculty.

The Chair of the Faculty Organization (See link: Sumter Fac. Org. Bylaws) and the President of the Staff Organization (See link: Sumter Staff Org. Charter) serve as ex-officio members of Mid Carolina Commission on Higher Education. This empowers both organizations with the prerogative to make recommendations regarding planning and review to the executive level decision makers comprising the University of South Carolina Sumter Executive Council.

The Executive Council meets every two weeks. It is comprised of the Campus Dean, the Executive Associate Dean of Academic and Student Affairs, the Assistant Dean for Budget and Finance, the Chair of the Faculty Organization, the President of the Staff Organization, and the Directors' of Enrollment Management, Admissions, Advising, Human Resources, and Marketing and Public Relations. Along with setting the priorities for macro level strategic planning, the Executive Council reviews recommendations generated through the integrated planning and review process, and when deemed appropriate authorizes working initiatives to implement those recommendations.

Additionally, key members of the Executive Council work with the Educational Foundation and the Mid-Carolina Commission on Higher Education to set and work toward mission priorities. This allows for engagement with broader community stakeholders and helps ensure the mobilization of resources needed for institutional sustainability.

University of South Carolina Sumter also uses a Long Range Planning Committee (LRPC) (See link: Sumter Long Range Planning Committee Charter) to pursue specific charges from the Campus Dean for planning and review.

The LRPC represents stakeholders across the institutional spectrum. When charged with planning and review tasks (See link: Sumter Long Range Planning Committee Charter) the committee typically meets every 4-6 weeks during the fall and spring semesters, and more frequently when appropriate, to make recommendations to the Executive Council.

University of South Carolina Sumter participates, alongside approximately 1,000 other member institutions, in the Community College Survey of Student Engagement, which utilizes a pre-normed instrument developed by the University of Texas, Austin's Center for Community College Student Engagement. These highly informative data provide an empirical backdrop for decision making for organizational units across the institutional spectrum, but they are particularly useful for measuring the efficacy of, satisfaction with, and engagement with the entire range of academic and student support service units. Surveys conducted in the spring of 2016 and the spring of 2018 (See links: 2016 CCSSE Results, 2018 CCSSE Results) served as a key empirical basis in the development by the LRPC of a proposal (See link: LRPC CCSSE 2016 & 2018 Report) to the Executive Council for a Student Success Center (See link: LRPC Student Success Center Proposal) which is currently under review.

Regarding student learning, the assessment of learning outcomes for the Carolina Core general education curriculum is coordinated by the central office of Palmetto College for the PC campuses (see narrative in Regional Palmetto College Campuses, "Yearly assessment… paragraph for link and password) . This includes a rotation of courses from subsets of Core components submitting artifacts of student work for the semester that are intended to demonstrate successful learning of the outcomes. Faculty evaluate the extent to which the outcomes have been achieved on those assignments by scoring the work against a standard rubric for the component and its outcomes. Once those data have been entered and aggregated, specialty teams of faculty from across the PC campuses examine the results to determine how well the outcomes are being met and will then make recommendations on how to strengthen this moving forward.

In general terms, all of University of South Carolina Sumter's planning and review processes are comprehensive, ongoing and systematic. They are purposely designed to provide for data informed decision making that continually assesses and improves the institution's capacity to meet its mission.

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Union

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The University of South Carolina Union engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services to ensure alignment with the Union Mission Statement. Additionally, the President's new planning and goal setting initiative for the University system is going to allow us the opportunity to revisit current planning efforts at the campus level.

At the individual level, every full-time member of the staff at University of South Carolina Union undergoes annual planning via the Employee Performance Management System. This evaluation process is based on goals for the employee that had been agreed upon the year prior, such that their work would support the mission of the campus. Each year, following the evaluation of their performance, the staff member and their supervisor have an opportunity to update those expectations to ensure continued alignment with the institutional mission, as approved by the reviewer's supervisor as well. Every full-time faculty member is evaluated each year as well, via submission of a Professional Activities Report that is reviewed by the Associate Dean for Academic Affairs, prior to a meeting to discuss the results of that review and on how to continue to improve moving forward. Faculty are also evaluated by their students via the Class Climate Course Evaluation Form for each class that they teach and are evaluated by their peers in the form of Peer Reviews.

The Campus Dean and Associate Dean on campus are also evaluated each year via a campus wide survey administered via Class Climate (Example: Academic Dean Survey Questions). This allows all of the faculty and staff to anonymously provide feedback on the areas of campus that are doing well and that need increased attention. In addition, staff input is solicited during biweekly administrative council meetings, and feedback from the faculty during Faculty Organization meetings throughout the school year. Faculty have an additional opportunity to provide feedback directly to the Associated Dean via the Faculty Advisory Committee, which consists of the Chairs of each of the local Union standing committees and the

Associate Dean as Ex-Officio member. Students also have opportunities to put forth their input, such as through objective and open-ended responses on course evaluations to questions concerning various academic, administrative, and support services on campus, as well as via representation by the Student Government Association student officers and ambassadors on campus. Taken together, this facilitates input from the campus at all levels to inform planning efforts on the part of the administration.

From the community, the University of South Carolina Union also maintains regular meetings with the local Union/Laurens Commission on Higher Education and the University of South Carolina Union Partnership Board, to ensure that the needs of the community that the campus serves are also being met as planning takes place. Regarding the former, this Commission consists of legislatively appointed committee members from the Union and Laurens counties, who lease the campus property and buildings to the university for the operation of our higher education mission. Thus, the regular meetings with the Commission ensure that the university mission is fulfilled in a way that aligns with the priorities of the community, both as a system campus and as a state entity. The recent move to partner with the Union County Carnegie Library and have the campus library now reside in that building, and with the Carnegie staffing to serve students, also facilitates planning efforts that serve to optimize the benefits to our students and to the community at large.

Regarding student learning, the assessment of learning outcomes for the Carolina Core general education curriculum is coordinated by the central office of Palmetto College for the regional Palmetto College campuses (see narrative in Regional Palmetto College Campuses, "Yearly assessment… paragraph for link and password). This includes a rotation of courses from subsets of Core components submitting artifacts of student work for the semester that are intended to demonstrate successful learning of the outcomes. Faculty evaluate the extent to which the outcomes have been achieved on those assignments by scoring the work against a standard rubric for the component and its outcomes. Once those data have been entered and aggregated, specialty teams of faculty from across the PC campuses examine the results to determine how well the outcomes are being met and will then make recommendations on how to strengthen this moving forward.

Based on the collective efforts of the campus each year, and on specific feedback from the various campus units, the Associate Dean prepares two primary documents to display the University of South Carolina Union's plans for the future. This includes the annual Blueprint for Academic Excellence, which outlines the way in which the campus has, and will continue to, execute each of its primary goals and how those goals align with the mission of the campus and the university. Additionally, each year the Associate Dean prepares the annual State Accountability Report (note: campus report within Palmetto College link), an extensive report required by the South Carolina Budget Office. This report provides detailed description of the university's senior leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; process management; and organizational performance results.

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