UNIVERSITY OF
South Carolina
UNION

A Regional Palmetto College

FO Minutes
August 22, 2025 – 12:00 PM
Whitener Building, Community Room

In-person attendance:	Online attendance:
Maggie Aziz	Joe Anderson
Allan Charles	Kathryn Brackett
Monica Coven	Sarah Carter
Lynn Edwards	Neil Hance
Avery Fouts	Randall Ivey
Sara Heuss	Tekla Johnson
Dave Hudson	Steve Lowe
Andrew Kettler	Steve Lownes
Katie Klik	Lee Morris
Randy Lowell	Reginald O'Dell
David Mitra	Sandy Phillips-Long
Courtney Pinnell	Christine Sixta-Rhinehart
Andrew Pisano	Jennifer Triplett
Ashley Rabanal	Caroline Wilson
Emily Schafer	
Brandon Simpson	
Tracy Stapleton	

Future meeting:

September 26th at 10 am

November7th at 10 am

Dr. Klik called the meeting to order at 12:09 PM.

Minutes from May 02 meeting

A motion was made to approve the May 02 minutes and was passed with all in favor.

Dean's Report: Dr. Randy Lowell

Dr. Lowell gave his report. His report is attached to these minutes.

- Dr. Triplett asked if USCU's mental health services were available to dual-enrollment students. Dr. Lowell confirmed they were and encouraged faculty to let DE students know. He added that DE students need to use their USC email when accessing the services.
- Dr. Pisano asked if there was much baggage regarding the new accreditation process. Dr. Lowell indicated there was not much. Dr. Klik expressed concerns that the verbiage in the new process was vague.
- Dr. Lowell added that Calendly will no longer be used for scheduling advising appointments.
- Dr. Klik asked how many students among the total enrolled were dual enrollment; Dr. Lowell responded that there were 1300 out of 1600. He also added that the total does not include engineering, education, and nursing students.

Academic Dean's Report: Dr. Maggie Aziz

Dr. Aziz gave her remarks. Her report is attached to these minutes.

- Dr. Schafer asked if there was a change in scheduling classes for dual-enrollment students with regards to online versus face-to-face. Dr. Aziz responded that her Sociology course was online; but, generally, the schools had their own dedicated sections.
- Dr. Kettler asked when courses should end for students having sports practice; Dr. Aziz responded that it depended on the sport.
- Prof. Edwards gave the Nursing report: she announced that there were 19 students this semester with 10 to graduate next semester and that the dedication ceremony will be held September 19th at the Junction.
- Dr. Kettler had several announcements: The open house for the medical school is on 11/15. First Gen meeting will be held throughout the semester. The first Job fair at the Junction is to be held on 9/16 from 10 am-1 pm. Fresh Check Day is 9/18. Two-hour training for Vector will be held. The Central Building Study Center is complete. Two months' supply of Food Bags is left. Internships are available for students. An AI bot for USCU is up and running. Dr. Kettler should be contacted if one wants to use the bot.
- Dr. Klik announced that she can help train people in using the system for the new accreditation process. She will make workshops for this purpose.

Committee Reports and other Business

There were no committee reports.

There were several items discussed for other business:

- Voting to induct Dr. Conley into FO is to be held at our next meeting.
- Volunteers for introducing the films for the Latin American Film Festival are needed.
- Dr. Klik presented the first batch of persons for staff introductions: M. Gregory, T. Gregory, M. Wade, and B. Simpson.
- Dr. Kettler announced that we are doing the social for PC this year. Opportunities for research presentations will be available at the social that we will host on October 24th.
- The dates for future FO meetings this semester were determined:
  September 26th at 10 am and November 7th at 10 am.
- Dr. Carter and Prof. Rabanal were selected to serve on the PC Ad-Hoc Awards Committee (to review applications).
- Dr. Klik announced that several committees need to vote on chairs and other positions: AOE needs a secretary, Faculty Welfare needs a chair, SAC needs a chair, and USCU TP committee needs a chair. Dr. Triplett volunteered to chair SAC.
- Dr. Klik asked committee chairs to let her know what they intend to pursue this semester.
- Dr. Schafer and Dr. Lowe were selected to serve, respectively, on the local and PC Tenure and Promotion committees.

Announcements:

Prof Rabanal: Flyers for her study abroad class next summer will be available. Applications will also be available. There are funds for six students.

Dr. Klik: Let Dr. Klik know if you wish to change your role on PC faculty senate.

Dr. Johnson: Asked who was the chair of local Faculty Welfare; Dr. Klik responded that the Welfare committee needs to select one.

Dr. Aziz: requests for serving on the Faculty Advisory Committee will be given next week.

Dr. Kettler: The new PC chancellor starts next month.

Adjournment:

A motion to dismiss was made and seconded.

The meeting adjourned at 1:43 pm.

Attachments: Dean's Report, CPHE Draft proposal, Academic Dean's Report.

Submitted by: David Mitra, interim FO Secretary

Randy Lowell, USC Union
Dean's Report
August 22, 2025

- Enrollment for the Fall semester is in extremely good shape, as we have already reached new record high enrollment numbers. This includes a headcount as of today of 1,626 students (up 20.2% from last Fall's final number of 1,353), and FTE enrollment of 918 (up 17.8% from last Fall's final number of 779). We still have through mid-October and the start of Fall II to add to these numbers. This includes being up in new freshmen, transfers, and dual enrollment students compared to last Fall, and holding almost even on re-admits and continuing students from last Fall.

- Over the summer, we completed searches for full-time staff positions, including Amy Queen accepting the Admissions Counselor position and Nikki Cromer accepting the Academic Affairs Administrative Assistant position. We are in the final stretch of our search for the full-time Laurens Location Administrative Assistant position, and Admissions Processor position, as well.

- We further expanded our mental health resources on campus over the summer as we head into the new academic year. In addition to our new doctoral school psychology extern from USC Columbia's Psychological Services Center, Quentin "Q" Wedderburn, we have also added the on-campus/in-person option of Tomi LaChance for free, unlimited mental health services for students and employees. Q will primarily be available for in-person sessions and possibly some walk-in availability on Tuesdays this semester, along with some capacity for telehealth sessions, combining for as many as 20 hours a week available to us. Tomi will primarily be available Monday through Thursday on campus, potentially with some Friday and/or Laurens Location options depending on her availability during a given week. Tomi is finishing her masters in counseling through Winthrop this Fall, with remote clinical supervision by a private practice in Spartanburg. Contact information for Q and Tomi, along with additional information on our two 24/7 platforms (MyGroup and Uwill) can be found on our USC Union Disability Services & Mental Health webpage: https://www.sc.edu/about/system_and_campuses/union/internal/current_students/disability_services/

- We are in the process of bringing on some part-time help to support our international students who may need some extra help with their English. Her name is Daniela Nesbitt and she moved to Laurens a couple of years ago with her family. She taught ESOL for 8 years in her home country of Argentina before moving to the States, holds a degree in education with a specialty in teaching English, and holds ESOL and pedagogy state certifications. Her availability for video calls with those students, and potentially some in-person sessions in Union or Clinton, would be after 3:30 during the week. Once we finalize the hiring for this, we will send out more details and contact information for her that you can share with students at that point.

- Over the summer, we received a $2,000 donation from the local Walmart in Union to put toward the student food pantry. This is a grant that Walmart awards every quarter, so we look forward to continuing to pursue this funding to supplement that resource for our students. We have also had a new endowed scholarship added for our students thanks to the generosity of Mike Cassels, who is a member of our local commission and long-time supporter. His background working in the schools in

Union County for many years inspired him to specify this new scholarship fund to be awarded to USC Union students pursuing degrees in Education.

- You may have heard about a number of universities joining efforts to create a new accrediting agency, the Commission for Public Higher Education, which USC Columbia has been involved with. That effort has reached a point of beginning to seek out feedback on their proposed standards for that accreditation process, which appears to consist of a much smaller number of standards (24) than the current SACSCOC standards (109) that USC currently works toward. See attached draft proposal from that group for more details.

- We have submitted our FY27 Budget Request to the Controller's Office in Columbia. The Board of Trustees is slated to approve these from all of the campuses during today's Board meeting in Columbia. As we move into the Fall semester, we will continue to receive feedback on that request as it's integrated into the USC System Budget Request to send to the legislature, where President Amiridis will present it on the system's behalf to the House and the Senate in January and February for consideration for funding for the next fiscal year that starts next July.

- Palmetto College has completed the RFP process to move away from the Calendly product and shift to a new vendor, ReFrame Engage. This new platform is expected to bring improved scheduling and meeting functionality for those of us who use it, particularly advisors. Bob Dyer in Columbia is the point person on the transition and will begin to coordinate the logistics of that over the next weeks. More information about Engage can be found at this link: ReFrame Engage – Empowered, Engaged Conversations

- Annie Smith, our Director of Marketing, Development, and Alumni Relations, has created a new Print & Design Request Form online, at Printing and Design Form - My USC Union | University of South Carolina. Feel free to utilize that form to send those types of requests into her office, and to otherwise reach out to her for any questions that arise as you navigate that process.

- Tiffany Bell, the owner of Wild Pines Sanctuary, a 501(c)(3) nonprofit animal rescue and sanctuary located in Union, had reached out over the summer to inquire about the possibility of involving students in their mission. At the sanctuary, they provide lifelong care for rescued farm and domestic animals and offer a variety of hands-on experiences, including caring for animals, helping administer medications, assisting with animals who have special needs, maintaining barns and enclosures, gardening, and supporting events or outreach efforts. Some of their animals include chickens, cats, dogs, ducks, rabbits, etc. Their website is https://www.wildpinessanctuary.org.

- In facilities and operations, here are some updates on those projects:

- Main Building is anticipated to be completed by October, with the Miss USC Union Pageant scheduled to take place in the Auditorium in November.

- Truluck Gym renovation was completed this summer, with its new floor, new directional lighting around the gym, new locker room, new office for the coach, new supply room, and new fire alarm installed.

- The softball team's new facility down Main Street in Union was completed, with its new restrooms, press box, canteen, irrigation, batting cages, dugouts, and bullpens.

- Laurens Location renovations have been in progress this summer, including the kitchen renovation, updated bathrooms, new fire alarm system, gym modifications to accommodate a 12-foot door so our nationally ranked bass fishing team will have a facility to secure and store their boats, sprinkler systems, E-sports room, student success room, student lounge, weight room, and a new area for faculty to have offices in.

- Jonesville sports complex is just starting to get new locker rooms, have all restrooms updated, add an ADA compliant restroom, and adding a large weight room there for all athletes to use.

- Funds are also in place for new roofs on the Student Services Building and the Jonesville gym.

- Drawings have been created for eventual renovations of the Rippy Science & Nursing Building, and for the conversion of the storage building next to Truluck into an art studio classroom building.
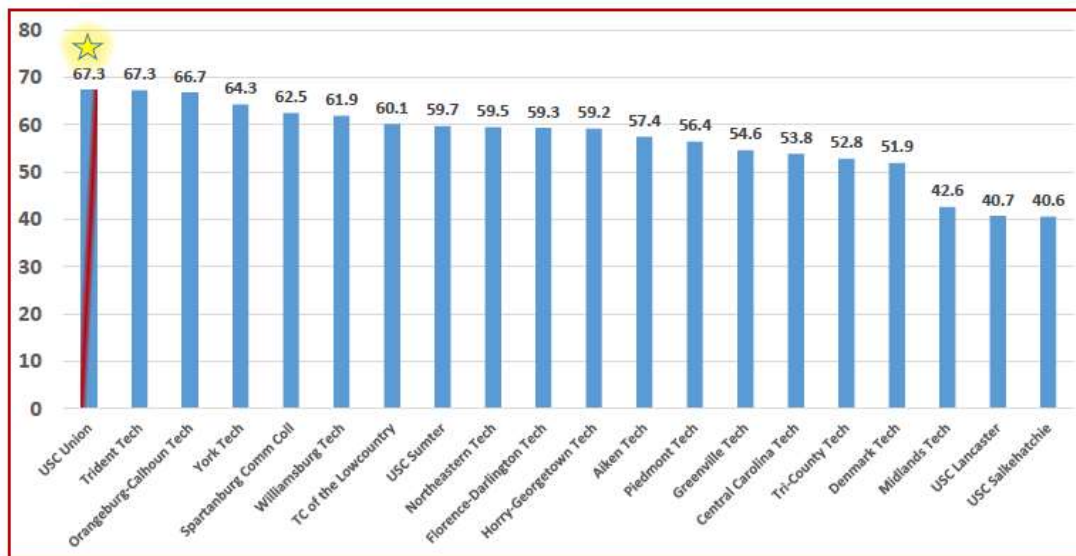
First-Time, Full-Time Undergraduates Entering in Fall 2020

Source: https://che.sc.gov/sites/che/files/Documents/CHE%20Data%20and%20Reports/Statistical%20Abstracts/2024_Statistical_Abstract-WEB.pdf
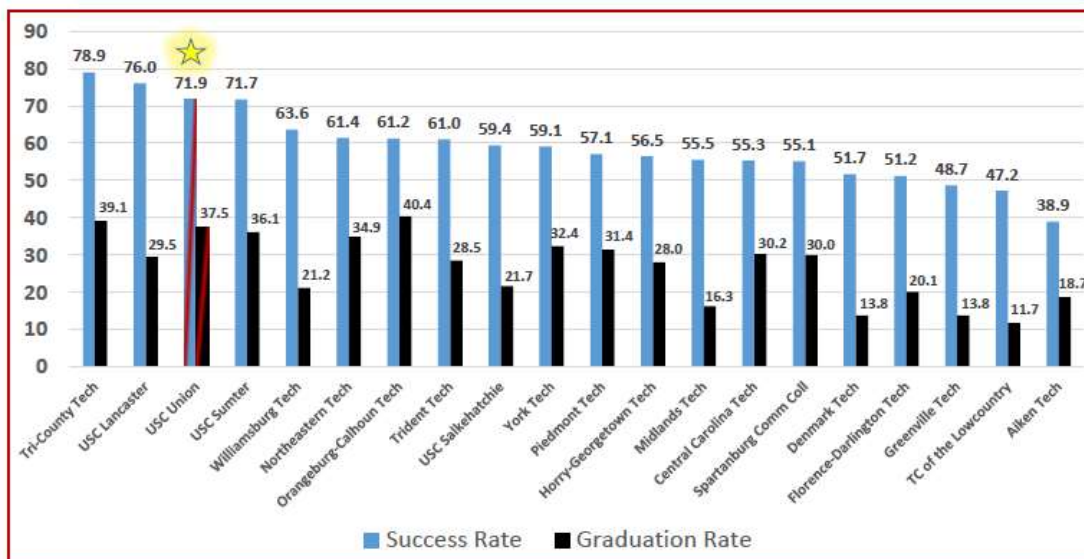
First-Time, Full-Time Undergraduates, Fall 2022 to Fall 2023

Source: https://che.sc.gov/sites/che/files/Documents/CHE%20Data%20and%20Reports/Statistical%20Abstracts/2024_Statistical_Abstract-WEB.pdf

Institution	Value
USC Union	67.3
Trident Tech	67.3
Orangeburg-Calhoun Tech	66.7
York Tech	64.3
Spartanburg Comm Coll	62.5
Williamsburg Tech	61.9
TC of the Lowcountry	60.1
USC Sumter	59.7
Northeastern Tech	59.5
Florence-Darlington Tech	59.3
Horry-Georgetown Tech	59.2
Aiken Tech	57.4
Piedmont Tech	56.4
Greenville Tech	54.6
Central Carolina Tech	53.8
Tri-County Tech	52.8
Denmark Tech	51.9
Midlands Tech	42.6
USC Lancaster	40.7
USC Salkehatchie	40.6

CP★HE

MEMORANDUM

TO: University of South Carolina President Michael D. Amiridis

FROM: Commission for Public Higher Education

DATE: Tuesday, August 19, 2025

SUBJECT: Request from the Commission for Public Higher Education for Comments Regarding Draft Accreditation Standards

As you know, the Commission for Public Higher Education (CPHE) is a new accrediting agency that will seek recognition from the U.S. Department of Education in order to accredit (and thereby offer access to Title IV funds for) public colleges and universities.

CPHE seeks comments regarding its draft accreditation standards, which are attached along with an explanatory memo. This opportunity for comments is open to CPHE stakeholders and to all members of the general public. Comments from institutional or system stakeholders of course will not obligate an institution to join CPHE at a later date.

In general, CPHE's intent in authoring draft accreditation standards is to create rigorous, concise, and clear guidance while adhering to Department of Education regulations. Other background regarding intent is outlined in the explanatory memo that precedes the text of the draft standards themselves.

CPHE requests comments addressed to contact@cphe.org by close of business on Tuesday, September 16.

CPHE welcomes your circulating this memo to the following University of South Carolina audiences and to any other audiences as you see fit:
- Board of Trustees and any relevant advisory board(s)
- Institutional Chancellors and Deans
- Vice presidents, executive team, and/or cabinet
- Council of Academic Deans
- Faculty Senate
- Staff Senate
- Student Government

CPHE welcomes suggestions as to other state and national groups that should receive an invitation to submit comments.

Thank you for your attention to this matter. The chief executive of the five other university systems that founded CPHE are receiving similar requests today.

Commission for Public Higher Education

COMMISSION FOR PUBLIC HIGHER EDUCATION
REQUEST FOR COMMENTS REGARDING <u>DRAFT</u> ACCREDITATION STANDARDS

<u>Request for Comments</u>
The Commission for Public Higher Education (CPHE) is a new accrediting agency that will seek recognition from the U.S. Department of Education in order to accredit (and thereby offer access to Title IV funds for) public colleges and universities.

CPHE seeks comments from stakeholders and members of the general public regarding CPHE's draft accreditation standards, which are attached. This explanatory memo is intended to inform those who will read the draft standards and who may want to supply comments.

Please submit comments to contact@cphe.org by close of business on Tuesday, September 16.

<u>CPHE's Mission and Core Principles</u>
CPHE is a consortium of higher education systems from several states offering a new accreditation model that will focus on academic excellence, student outcomes, process efficiency, and the pursuit of quality assurance for public postsecondary education.

CPHE's mission is to advance the quality and improvement of higher education by accrediting and pre-accrediting state public colleges and universities that are incorporated, chartered, licensed, or authorized in the United States. By establishing rigorous, transparent, and adaptable outcomes-based accreditation standards and practices, CPHE will ensure that colleges and universities meet and maintain academic quality and operational excellence on behalf of their students.

In advancing its mission, CPHE is guided by the following core principles:
- It is appropriate and necessary to introduce competition, aligned with state and institutional needs, into the existing marketplace of university accreditation;
- It is in the best interests of all interested parties, including students, to launch an accrediting body comprised of true peer institutions focused on public colleges and universities and their governing university systems;

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- It is imperative to reduce bureaucracy through a more efficient and focused accreditation process, which will result in lower costs and significant time savings for member institutions, and which will translate into lower tuition prices for students and families;
- It is critical to ensure that this new accrediting body is accountable to the states of the member institutions; and
- It is necessary for the new accrediting body to become and remain recognized by the U.S. Department of Education for the purposes of Title IV participation by its accredited institutions.

U.S Department of Education Regulations Regarding Accreditation Standards
[U.S. Department of Education Regulations](#) list categories of standards that any recognized accrediting agency must implement:

> *(i) Success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of State licensing examinations, course completion, and job placement rates.*
> *(ii) Curricula.*
> *(iii) Faculty.*
> *(iv) Facilities, equipment, and supplies.*
> *(v) Fiscal and administrative capacity as appropriate to the specified scale of operations.*
> *(vi) Student support services.*
> *(vii) Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.*
> *(viii) Measures of program length and the objectives of the degrees or credentials offered.*
> *(ix) Record of student complaints received by, or available to, the agency.*
> *(x) Record of compliance with the institution's program responsibilities under title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency. . . .*

Other sections of Department of Education regulations permit agencies to implement accreditation standards in addition to the above required standards.

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Accrediting Agencies' Standards
Standards, sub–standards, and criteria employed by U.S. accrediting agencies are linked below:
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission on Colleges and Universities
- Postsecondary Commission (not yet recognized by the U.S. Department of Education)
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges Senior College and University Commission

The number of standards and sub–standards employed across accrediting agencies varies greatly:

Agency	Number of Standards and Sub-standards
CPHE *	24
HLC	21
MSCHE	122
NECHE	191
NWCCU	50
PC **	44
SACSCOC	109
WASC SCUC	41

* Draft CPHE standards as of August 19, 2025.
** Postsecondary Commission is not yet recognized by the U.S. Department of Education.

Agencies' standards are reviewed periodically by the National Advisory Committee on Institutional Quality and Integrity (a body that recommends action to the U.S. Department of Education regarding accrediting agencies) and the Department of Education itself.

CPHE's Goals for Its Accreditation Standards
CPHE accreditation standards should reflect CPHE's mission and goals. That is, CPHE intends to create accreditation standards that will further CPHE's purpose:
1. Incentivize and recognize academic excellence and institutional stability.

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2. Highlight the public purpose of public colleges and universities.
3. Focus on student outcomes rather than on inputs as indicators of excellence.
4. Streamline accreditation processes through process simplification, efficiency, and clarity.

Otherwise, small groups of institutional and system stakeholders, along with experts staffing CPHE, developed the following operational assumptions regarding the attached draft standards after reviewing Department of Education regulations and other accrediting agencies' standards:
1. A smaller number of standards will be preferred over a larger number of standards, so long as those standards meet Department of Education requirements and any other requirements deemed necessary.
2. CPHE standards will benefit from simplicity and clarity. At issue are the operational definitions of terms and phrases within any single standard—along with sentence structures (especially use of conjunctions) and the applicability of any single standard across multiple programs or units within an institution. With increasing complexity, an individual standard likely contains an increasing number of concepts that an institution must address with specific, separate evidence.
3. Evidentiary guidance is better supplied through accompanying recommendations rather than within standards themselves. (See more regarding evidentiary guidance, below.)
4. Objectivity must be maximized, and overreliance on adjectives and adverbs may invite subjectivity and/or questions regarding degree. Draft CPHE standards therefore minimize use of adjectives and adverbs. Recurring adjectives in the draft CPHE standards include, for example, "appropriate" and "sufficient." These adjectives may invite some subjectivity and/or questions regarding degree but may nevertheless lend themselves to use of a "reasonable person" standard.

Organization of the Draft CPHE Standards
The attached draft CPHE standards are organized so as to begin with notions that take precedence over others and/or that apply to an entire institution and its activities. Generally, the standards that follow are listed in order according to primacy and sometimes similarity.

Evidentiary Guidance
CPHE will develop evidentiary guidance regarding accreditation standards once those standards are finalized during the Fall of 2025. Guidance will likely take the form of

suggested, recommended, and/or required items that an institution may cite in order to demonstrate compliance with a standard.

How CPHE Will Consider Comments and Then Finalize Standards
CPHE will collect comments regarding the attached draft accreditation standards through close of business on Tuesday, September 16. Thereafter, CPHE will analyze comments toward authoring a revised draft of standards.

The CPHE Standards and Procedures Working Group, a collection of approximately 30 experts regarding institutional accreditation, will then offer advice regarding those revised draft standards. CHPE will then develop final draft standards, based on feedback from the Working Group. Those final draft revisions will be evaluated by the CPHE Board of Directors.

Once approved by the CPHE Board of Directors, CPHE accreditation standards will shape accrediting activity of an initial cohort of approximately 10 institutions of higher education to be assessed by peer evaluators, beginning in the Fall of 2025.

Lessons learned from the process of accrediting the first CPHE cohort of colleges and universities likely will be applied to new revisions to CPHE accreditation standards during 2026. CPHE expects to request comments regarding those second–edition standards.

Optimal Comments
CPHE stakeholders and members of the general public may benefit from review of U.S. Department of Education regulations, along with some cursory review of other agencies' accreditation standards, before evaluating the attached draft CPHE standards.

CPHE will accept constructive comments of all sorts; however, comments in response to the following questions will be especially valuable:
1. Do the draft CPHE standards fulfill the requirements of U.S. Department of Education regulations? If not, which Department requirements are missing from the CPHE draft standards?
2. Do the draft standards reflect CPHE's mission and purpose? If not, which facets of CPHE's mission and purpose are missing from the draft standards?
3. Are the draft CPHE standards adequate and comprehensive for the assessment of a public college or university? Which facets of public colleges

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and universities may not be anticipated by the draft standards? How might evidentiary guidance improve adequacy and comprehensiveness?

4. How might the clarity of standards be improved through revisions to syntax, word choice, and punctuation?

COMMISSION FOR PUBLIC HIGHER EDUCATION
<u>DRAFT</u> ACCREDITATION STANDARDS

Integrity, Transparency, and Compliance

1. The institution demonstrates integrity across its organization and its activities.

2. The institution is transparent in its policies and practices.

3. The institution publishes accurate information regarding its policies and practices.

4. The institution complies with federal and state regulations. (In the event that the Commission's standards conflict with state law, all parties shall understand state law to take precedence.)

5. The institution documents its compliance with Title IV of the Higher Education Act, as required by federal regulations.

6. The institution complies with its own policies and governing documents.

7. The institution employs conflict–of–interest policies and requires regular declarations regarding conflicts of interest from appropriate personnel.

8. The institution reports incidents of non–compliance with these standards to the Commission for Public Higher Education, upon receipt of reasonable evidence of such non–compliance.

Continuous Improvement

9. The institution enacts processes for continuous improvement across its organization and activities, assessing outcomes versus goals, applying lessons learned to the improvement of policies and actions, and then repeating this cycle at appropriate intervals.

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Governance and Leadership

10. The institution's governance structures and practices—both at the system level and at the institutional level, as applicable—demonstrate sound fiduciary oversight and sound executive management.

11. Institutional decision-making is characterized by shared governance in appropriate processes and as documented in appropriate policies.

Mission and Public Purpose

12. The institution fulfills an appropriate mission.

13. The institution, as a public entity, furthers the common good and the well-being of the public.

Faculty

14. The institution employs faculty of appropriate number and qualifications to support academic programs.

Academic Freedom and Viewpoint Diversity

15. The institution's policies and practices support the academic freedom of its faculty.

16. The institution's policies and practices support diversity of viewpoints of its faculty and students in academic and co-curricular life.

Curricula

17. Institutional curricula are appropriate to mission and designed with rigor appropriate to degree level and/or credentialing requirements.

Measures of Program Length

18. Institutional program lengths are appropriate to degree level and/or credentialing requirements.

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Student Success and Student Support Services

19. The institution employs best practices to measure and improve student success as assessed by varied methods. At minimum, metrics should include rates of persistence and completion, return on investment, societal impact, and alignment with workforce needs.

20. The institution provides student support services of appropriate variety and scope, as appropriate to the institution's student population, for both academic and co-curricular purposes.

Fiscal and Administrative Capacity

21. The institution maintains fiscal and administrative capacity sufficient to fulfill its mission while controlling costs that otherwise may increase tuition prices charged to students.

Facilities and Other Resources

22. The institution maintains facilities, equipment, supplies, and infrastructure sufficient to fulfill its mission.

23. The institution maintains scholarly collections, materials, and tools sufficient to fulfill its mission.

Records of Student Complaints

24. Upon the Commission for Public Higher Education's request, the institution will supply records of student complaints and will demonstrate adherence to regulations, policies, and practices for management of student complaints.

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Faculty Organization
Academic Dean's Report
Fall 2025

IMPORTANT CONTACT INFORMATION

Majdouline Aziz, Associate Dean: azizma@mailbox.sc.edu
Amber Ivey, Administrative Specialist: ai1@mailbox.sc.edu
Nikki Cromer, Administrative Specialist: auton@email.sc.edu
UPDATES
Faculty Orientation:
Faculty Orientation Guide, Faculty Orientation PPT, Syllabus Templates, and Fall 2025 Final Exam Schedules were emailed to faculty.

Welcoming New Faculty:
- Tracy Stapleton, Instructor of Spanish
- Patro Ulmer, Adjunct Instructor of Fine Arts (Gray Collegiate Academy)
- Ryan Lamison, Adjunct Instructor of Biology (Gray Collegiate Academy)
- Dr. Majed Al-Ghandour, Adjunct Instructor of Engineering (USC Union)
- Julia Faile, Adjunct Instructor of English, (Gray Collegiate Academy)
- Dr. Subhi Hindi, Adjunct Instructor of English (Gray Collegiate Academy)
- Tony Taylor, Adjunct Instructor of English (Laurens High School)
- Laure Epps, Adjunct Instructor of English (Fountain Inn High School)
- Dr. Reggie O'Dell, Adjunct Instructor of History (USC Union)
- Sara Foghani, Adjunct Instructor of Management (Gray Collegiate Academy)
- Austin Means, Adjunct Instructor of Music (Gray Collegiate Academy)
- Cari Conley, Adjunct Instructor PCAM, PEDU, POLI, EDTE (USC Union)
- Craig Farnsworth, Adjunct Instructor of PCAM, PEDU (Gray Collegiate Academy)
- Cameron Jackson, Adjunct Instructor of Physical Education (USC Union)
- Chris Moore, Adjunct Instructor of Sociology (USC Union)
- Jennifer Spurlock, Adjunct Instructor of Spanish (Fountain Inn High School)
- Allison Jones, Adjunct Instructor of Speech (Clover High School, Laurens High School)

PURE Grant Recipients:
Eliza Petty
Mentor: Dr. Jennifer Triplett
Project: Demographics of Cold Cases in South Carolina

Jami Alexander and My'Ana Holmes
Mentor: Dr. Emily Schafer
Project: Should I Stay or Do I Go?: A Mixed-Methods Study of Influences on Emerging Adults' Decisions to Stay in or Leave Toxic Relationships

Gavin Tessnear
Mentor: Dr. Christine Rinehart
Project: A Database: The Stabbing Intifada

Kyla Downs-Paprocki and June Heitman
Mentor: Dr. Randy Lowell
Project: Can You Spot a Serial Killer?

<u>Faculty Accomplishments</u>: I have created a new Excel file for AY 2025-2026, located in the faculty drive. Please update with your accomplishments as they come in.
<u>Accountability Report</u>:
2024-2025 Results

Performance Measure	Base (2023-2024)	Target (2024-2025)	Actual (2024-2025
Attract a highly qualified, appropriately sized and diverse student body	NA	1400	1355
Increase retention of first-time, full-time, degree seeking freshman	56.6%	48%	67.3%
Provide opportunities for faculty and students to showcase their scholarly and creative works to the campus community	5	3	13
Increase number of full-time faculty on campus available to serve students	16	17	22
Increase the number of full-time staff on campus available to serve students	NA	32	33
Maintain a minimum of 70% success rate for first-time, full-time degree-seeking undergraduates	70.8%	70%	71.9%
Continue to offer and promote to students the opportunity to earn Graduation with Leadership Distinction and engage faculty in supporting students in their efforts to complete those requirements	3	3	2
Number of campus events dedicated to fostering a diverse and inclusive campus climate	25	7	23
Number of capital improvement projects to enhance campus infrastructure	NA	8	8
Carry a 3-month reserve based on a 3-year average of expenditures	$1,341,650	$1,500,000	$1,032,632.97
Number of fundraising opportunities and events.	NA	3	7
Continue to make campus facilities available to	29	10	23

the community and participate in and host community events, as conditions allow			
Maintain a healthy number of dual enrollment relationships with high schools	NA	15	16
Increase interest in Early College Programs	20	25	3
Increase number of students pursuing baccalaureate degrees at USC Union via Palmetto College (BOL/BLS) and via BSN partnership with Aiken	52	50	72
Increase partnerships with the community and local employers and industry	NA	2	16

2025-2026 Development

Strategic Plan Priority	Performance Measure	Base (2024-2025)	Target (2025-2026)
Drive enrollment growth.	Attract a highly qualified, appropriately sized and diverse student body.	1355	1400
Drive enrollment growth.	Increase retention of first-time, full-time, degree-seeking freshman.	67.3%	48%
Promote teaching and research excellence.	Provide opportunities for faculty and students to showcase their scholarly and creative works to the campus community.	13	4
Foster staff development.	Increase number of full-time faculty on campus available to serve students.	22	23
Drive student success.	Increase number of full-time staff on campus available to serve students.	33	34
Drive student success.	Maintain a minimum of 70% success rate for first-time, full-time, degree-seeking undergraduates.	71.9%	70%
Drive student success.	Continue to offer and promote to students the opportunity to earn Graduation with Leadership Distinction and engage faculty in supporting students in their efforts to complete these requirements.	2	2
Empower diverse students, staff, and faculty.	Number of campus events dedicated to fostering a diverse and inclusive campus climate.	23	6
Optimize services and processes.	Number of capital improvement projects to enhance campus infrastructure.	8	6
Promote organizational	Carry a 3-month reserve based on a 3-year average of expenditures.	$1,032,632.97	$1,250,000

and financial health.			
Enhance giving and fundraising efforts across PC campuses.	Number of fundraising opportunities and events.	7	3
Impact our communities.	Continue to make campus facilities available to the community and participate in and host community events, as conditions allow.	23	10
Increase transfer pipeline partnerships.	Maintain a healthy number of dual enrollment relationships with high schools.	16	16
Increase transfer and pipeline partnerships.	Increase interest in Early College programs.	3	15
Increase transfer and pipeline partnerships.	Increase number of students pursuing baccalaureate degrees at USC Union via Palmetto College (BOL/BLS) and BSN (Aiken).	72	50
Expand workforce focused credentials.	Increase partnerships with the community and local employers and industry.	16	2

TRIO Student Support Services Grant:
The TRIO proposal was unsuccessful. We scored 109 out of a possible 113 points. The funding band was 112.

Early Alert System:
New early alert system through Target X. This program allows us to identify at-risk students with early alerts and give kudos for proactive behavior—more information to come.

Transfer Pathways:
1. USC Union – USC Upstate: Fast Track to Teaching (Finalized)
2. USC Union – USC Columbia: HTMT (Finalized)
3. USC Union – USC Columbia: ENTR (Finalized)
4. USC Union – Palmetto College ENTR (Finalized)
5. USC Union – USC Columbia: Pharm.D. (Finalized)

Carolina Core Assessment: Dr. Katie Klik will serve as the primary point of contact for Carolina Core Assessment at USC Union.

Dual Enrollment:

- As a reminder, please be sure to review your final rosters after the add/drop date for each term. Admissions is working diligently on rosters, so please be patient.
- Program Modification has been submitted to grant us the ability to offer over 50% of the degree (Early College Program) with Clinton High School.

iCarolina Lab Loaner Equipment:

USC Union and the Carnegie Library have developed an Apple Lab Equipment Loan Agreement. The iCarolina lab is now able to loan Apple iPads and MacBooks to USC Union students, faculty, staff, and designated community partners at the discretion of the Library Director or Apple Lab Coordinator. Patrons must be at least 18 years old, hold a library card in good standing, and agree to a loan agreement. The lending period is one month, with renewals possible if there's no waiting list. The library is not liable for damages or expenses resulting from use, and patrons must return devices with all accessories. Technical support is limited, and overdue items incur fees and account holds. An overdue iPad or MacBook will have its Internet access deactivated within 24 hours beyond its due date. A $250 replacement fee for an iPad and a $500 replacement fee for a MacBook will be immediately charged to the patron's Library account. The replacement fee will be waived once the iPad or MacBook is returned in the condition in which it was borrowed. There is a $15 charge for each missing charger, power cord, or case. Patrons must acknowledge these terms and conditions before borrowing. Please contact Taylor Atkinson or Sarah Nardi for more information.

Nursing:

This summer, we celebrated the graduation of five students from our third nursing cohort, bringing our total number of graduates to 20. The pinning ceremony took place on August 5. Notably, all but one of our graduates have remained in the Union, Spartanburg, or Cherokee area to begin their nursing careers.

Our returning senior cohort includes 10 students who are on track to graduate next summer. This fall, we welcomed 19 students into the upper-division nursing program, our largest group to date. Additionally, the Sumter site will have 20 students, and Aiken will have 30.
We look forward to hosting our Dedication of Hands ceremony on September 17 at 1:00 p.m. at Main Street Junction.

Athletics:

Region Academic Awards:

38 athletes were awarded all-region academic awards (3.0 or higher in the spring semester for spring sports only) on the baseball team. Trevor Merck, Josh Raines, Will Wesley, Blake Baldwin, Austin Brown, Colin Ingle, Logan Kolesha, Ethan Oakes, Braeden Campman, Dillon Pruitt, Dargan Chase, Josh Smith, Justin Skorupski, Gage Akins, Landon Akins, Carson Bay, Gabe Allen, Karac Callahan, Mason Elrod, Scott Young, Bryson Durham, Andrew Latham, Briggs Richards, Gavin Underwood, Nico Barcelo, Robbie Murphy, Mikey Scott, Josh Jackson, Marcus Kirksey, Alex Kiniry, Brayden Joseph, LJ Solomon, Logan Miyar, Hayden Friend, Peyton Friend, Aidan Talarico, Cohl Harding, and Mason Small)

16 athletes were awarded all-region academic awards (3.0 or higher in the Spring semester for spring sports only) on the softball team. (Abby Benfield, Courtney Chavis, Juen Heitman, Allie Cole, Allie Davis, Paige Shelton, Kylie Starns, Madison Graham, Mayson Horton, Bailey Stewart,

Ashlee Hoile, Jayda Davis, Emma Pelletier, Raphaelle Bouchard, Kyla Downs-Paprocki, and Skyler Brown

5 athletes were awarded all-region academic awards (3.0 or higher in the Spring semester for spring sports only) on the men's golf team. (Jaeden Weathers, Carson Williams, Richard Crawford, Landon Sumner, and Javier Carles)

Out of all Region 10 teams, USC Union was ranked fourth in colleges with the most recipients.

Region Athletic Awards:

These are the athletic awards given to players of the softball team. The softball team had three players receive first team all-region awards: Kylie Starns/pitcher, Abby Benfield/Infield, and Allie Cole/ Utility/DP. The softball team had four players receive second-team all-region awards: June Heitman/pitcher, Bailey Stewart/Infield, Raphaelle Bouchard/outfield, Jayda Davis/outfield. The softball team had three players named to the NJCAA Region 10 All-Tournament team: June Heitman/pitcher, Ashlee Hoile/outfield, and Kylie Starns/pitcher

Carson Williams on the golf team won the Region 10 Player of the Year.

Mila received Player of the Year and First Team All-Region alongside Pablo, Juan, and Pedro. Julian received Second Team All-Region, and Colby received Honorable Mention.

Mason Elrod was a 1st team all-region player and made it as one of the baseball 3rd team all-Americans. Carson Bay and Markus Kirsey both made the 2nd team all-region.

No awards were given to the volleyball team this year.

All Academic Student Athletes (2024--2025) – 1st Team (4.0)

- Gabe Allen (Baseball)
- Nico Barcelo (Baseball)
- Skyler Brown (Softball)
- Allie Cole (Softball)
- Madison Graham (Softball)
- Colin Ingle (Softball)
- Noah Ketterman (Men's Soccer)
- Alex Kiniry (Baseball)
- Ethan Oakes (Baseball)
- Dillon Pruitt (Baseball)
- Mikey Scott (Baseball)
- Paige Shelton (Softball)
- Kylie Starns (Softball)
- Katelyn Truitt (Court Volleyball)
- Olyvia Vanderhoef (Court Volleyball)

All Academic Student Athletes (2024-2025) – 2nd Team (3.80-3.99)

- Abby Benfield (Softball)
- Raphaelle Bouchard (Softball)
- Kaitlyn Carpenter (Court Volleyball)
- Richard Crawford (Men's Golf)
- Allie Davis (Softball)
- Jayda Davis (Softball)
- Kyla Downs-Paprocki (Softball)

- Eric Fondisch (Soccer)
- Cohl Harding (Baseball)
- June Heitman (Softball)
- Joshua Jackson (Baseball)
- Andrew Latham (Baseball)
- Kierra Martin (Court Volleyball)
- Trevor Merck (Baseball)
- Joshua Raines (Baseball)
- Loren Soloman (Baseball)
- William Turner (Men's Soccer)

All Academic Student Athletes (2024-2025) – 3rd Team (3.60-3.79)
- Braeden Campman (Baseball)
- Javier Carles (Men's Golf)
- Courtney Chavis (Softball)
- Donovan Cobb (Men's Soccer)
- Lapri Cromer (Court Volleyball)
- Brandon Hernandez-Cesmas (Men's Soccer)
- Ashlee Hoile (Softball)
- Mayson Horton (Softball)
- Logan Miyar (Baseball)
- Christopher Neilson (Men's Soccer)
- Jedidiah Omoghan (Men's Soccer)
- Emma Pelletier (Softball)
- Mason Small (Baseball)
- Landon Sumner (Men's Golf)

Major Accomplishments:
Former USC Union baseball player Brayden Corn (2022-2024) has made history as the first baseball player from our institution to be drafted into Major League Baseball. Brayden, an outfielder at Western Carolina University, was selected by the Seattle Mariners in the 15th round of the 2025 MLB Draft as the 452nd overall pick, according to the New York Times. During the Southern Conference Tournament, he made a lasting impression-- earning a spot on the All-Tournament Team after 7 for 13 with three home runs. He also displayed outstanding speed and athleticism, stealing 19 bases with only three times caught stealing.

Update on women's soccer team:
John has brought in 15 girls for the upcoming season.

Update on cross country:
Chayney had her 5K fundraiser run in Laurens on August 9th and also has a few visits planned for recruits.

All Academic Teams: (Where we ranked among the sports that got put up)
Softball finished the season ranked 16th overall out of more than 358 NJCAA programs.
Men's Golf earned a 26th-place national ranking among over 235 NJCAA teams.
Baseball secured the 36th spot nationally out of more than 397 NJCAA programs.

<u>Education</u>:

Cari applied for a summer literacy grant from Dollar General early this year to supplement the literacy clinics planned with USC Upstate for the summer at the Union Carnegie Library. Unfortunately, the clinic was canceled, but we were still awarded the grant for $ 3,000. For June and July, every Tuesday from 4-6 pm alongside the library's arts and crafts program, Cari provided fun crafty literacy activities. She also sent books home for participants to keep, along with a challenge to practice reading them with an adult 5 times or more and to complete a chart to bring back to her. They kept the books. Cari has had a few staff (and some of their children) and student volunteers from USCU, and her 3-year-old daughter attends every week. It has been a very positive experience for all and has strengthened our partnership with the library and our connection with families in the community. For our end-of-summer celebration, 3 lucky families will be drawn to win a $50 gift card from Walmart, every participant will receive a backpack full of age-appropriate books to keep and build their home library, and everyone will be invited to an ice cream buffet/bar.

The $250,000 ARC STEM bus grant in partnership with the Union County School District has moved to Washington, DC, to be reviewed, and the project, if awarded, is likely to begin early 2026.

USC Unions' first archery class will begin in Fall 2025

Our PCAM299 internship opportunities will be expanding in Fall 2025 to include more diverse field experiences for our students. More details to come.

<u>Attendance Tracking in Blackboard</u>:

To remain eligible for Federal Title IV Financial Aid funds, the University of South Carolina is required to verify that students who are receiving Title IV aid have attended or participated at least once in the courses for which they are enrolled.

To make this process easier, students and instructors will both be able to verify attendance with the "Attendance Tracking for Title IV Aid Recipients" system in Self-Service Carolina beginning in Summer 2024.

- For instructors, this will include a pre-designed attendance verification quiz in Blackboard. All courses will have this quiz, so please do not remove it.
- Using the quiz is a simple way to complete the attendance verification.
- If you offer students tests, quizzes, assignments, and discussion threads in Blackboard, the verification of attendance/participation will automatically be updated in Banner if a student completes the task.

If Blackboard options are not suitable, attendance can be manually updated by instructors in the Banner Attendance Tracker module.

- The module can be found in the faculty menu of Self-Service Carolina and has a similar look and feel to Banner Grade Entry, but it includes a calendar of class meetings on which faculty can easily mark participation.
- The system also has a "Select All" feature to indicate that all students on the Class Roll are participating on a given day.

- If a class has a laboratory or recitation led by a Graduate Assistant, an instructor can delegate Attendance Tracking to that individual. Attendance Tracking can be completed by graduate assistants who are assigned as secondary instructors.

Verification should occur within the first two weeks of a course in part of term 30 or within the first 12% of course meeting times in a shorter part of term.

Books on Reserve:
Please email Taylor Atkinson. There are several options for placing books on reserve depending on the professor's preference. Do you want the material cataloged and placed in our USC Union section? This would allow the book to be checked out for up to 3 weeks at a time, like any book in their collection. Do you want the book to be placed behind the circulation desk to be checked out for 2-3 hours at a time and kept in the library? Are you providing the book(s) or is it something they need to purchase? Please communicate with Taylor to ensure that you have what you need.

Premed Partners Pathway Program:
Continued Outreach to the P3 program at USC Grenville Medical School. We are working on creating connections for USC Union and USC Palmetto College students to access the program through early enrollment in Medical School programming if they meet the requirements. Meetings are held throughout the year, and P3 representatives are brought to campus to present at USC Union to create interest in the program. We expect to have a table for P3 at Fresh Check on 9/18, and there is an Open House on 11/15 in Greenville for any interested students. Please contact Andrew Kettler if you know of any students who may be interested.

First Gen Network:
For the first time, USC Union is now part of First Gen Network, and/or First Gen Forward, a national program that involves supporting First Generation students on campus. This work involves setting up more connections to First Generation Day, which is 11/5 this year, and working more towards data collection to support First Generation Students and internal data collection for grant submissions. Meetings are held with advisors throughout the year with other universities to brainstorm on increasing first-generation enrollment, outreach, and retention. For information on these meetings and expanding first-gen outreach on campus, contact Andrew Kettler.

Job Fair:
 In April of 2025, USC Union hosted a Job Fair for students, with significant community outreach. This Job Fair was held on Main Street in Union, SC, and involved over a dozen local businesses meeting with over 100 students from campus. Work was completed by the Student Success Center and members of the Administration to create a welcoming event for students, and many professors took their students from their classes to the event to support employment outreach. This year, Robert Overton at the Student Success Center has worked to offer two job fairs. The first is in the fall, on 9/16 at the Junction. Please notify your students and possibly walk them

over to the job fair from your classes if your schedules permit. Please contact Andrew or Robert for more on the Job Fairs for this academic year.

EdSights EdBot:
USC Union, working with USC Sumter, is supporting the development of an AI EdBot that is being rolled out for students in the Fall of 2025. The EdBot will help students access general administrative information, and, in the future, involve uploads of class syllabi. This will allow students to quickly access information for events on campus and general rules in the Student Handbook, Academic Bulletin, and Right to Know. The EdBot is being rolled out the week before the start of classes and should be fully operational the day classes begin on 8/19. Please reach out to Andrew Kettler if you have any questions or concerns on the role of the EdBot and students' communication with the EdBot.

Vector training on Community Education Modules:
Beginning again at the start of the semester. The training is about 2 hours for students, should be completed during the Fall semester. If any students need information about the training, have them e-mail Andrew Kettler on the process. If there are any questions on the training from faculty or staff, or concerning the dashboard for Vector training, please contact Andrew as well.

Central Building Study Center:
Drs. Johnson and Kettler, with help from IT, have created a study center in the History Suite with a Television, a small in-house library, a small lending library, a coffee machine and snacks, and a desktop with student login ability for printing. We hope this will allow some students the ability to print easily and have a nice space while the renovations finalize on Main, and the study center will remain thereafter to give students the ability to work and print in Central in an accommodating space.

Course Scheduling and Advising for Spring and Summer 2026:
Course scheduling will begin immediately. Advising for Spring 2025 and Summer 2026 will begin on March 30, 2025. As a reminder:
- Scheduling requires balancing the needs of students both on- and off-campus (i.e. dual enrollment courses, student-athlete schedules, pre-nursing courses, online associate degree programs, fall II/spring II, adjunct availability, Laurens location, PC courses, education transfer pathway courses, HTMT transfer pathway courses, classroom availability, nature of the discipline, and fairness).
- Accommodations for instructor preferences are made when possible.
- The number of course preps that a faculty member teaches depends on a variety of factors, including those listed above, as well as the instructor's request.
- Please feel free to contact me with any scheduling questions or concerns; I am happy to discuss them.

FACULTY ACTION ITEMS AND IMPORTANT DATES
Academic Calendar: The academic calendar can be accessed in two ways:

1. https://sc.edu/about/offices_and_divisions/registrar/academic_calendars/2024-25_calendar.php
2. Go to https://my.sc.edu/
   Click "Faculty/Staff"
   Click "View parts of term dates and deadlines."
   Select campus: USC Union
   Select term: Fall 2024
   Select part of term:
   70 – Union Full Term
   7A – Union First Half Term
   7B – Union Second Half Term

Office Hours: Faculty members will hold one hour of office hours for each course taught each semester, up to five hours per week. We need to have this information in Academic Affairs to ensure that we can effectively support students who may require additional assistance from their professors, while also respecting your schedule. By **Friday, August 22**, faculty will complete the Office Hours Form sent to them by Academic Affairs and submit it to Amber Ivey. You may choose your office hours. This applies to all courses, whether taught in person or online.

Bookstore: If you haven't submitted a book order, do so **immediately**. Double-check the ISBN for accuracy. Inform students that they need to make an appointment to buy new books or sell back old books (M-TH).

https://www.sc.edu/about/system_and_campuses/union/internal/faculty_and_staff/faculty_textbook_form/

Syllabi: Adjunct Faculty are required to use the syllabus templates provided by the Office of Academic and Student Affairs. FTE faculty are highly encouraged to use these templates.

REACH Act: REACH Act courses must adhere to the REACH Act requirements. These requirements are set forth by the SC legislature, and therefore, deviation is not allowed. Deviation or failure to submit REACH Act-compliant syllabi can result in a 3-year audit for the campus.

REACH Act Courses:
- AFAM 200
- HIST 201
- HIST 111
- HIST 470
- POLI 201
- POLI 304
- POLI 450
- POLI 451
- POLI 452

REACH Act Requirements:
Your syllabi for each of the following courses must meet the requirements of the Reach Act as described below.

We need a separate syllabus for each section of the following courses that you are scheduled to teach.

Top of Syllabus:
- Include and highlight the course number, title, and section number (example: POLI 201 – 701)
- Include and highlight meeting days and times (example: MW 9:30-10:45)
- Include and highlight the number of credit hours for the course. (example: 3 credit hours)

Include and highlight the section below (identify each Federalist Paper by title and number, and identify the document foundational to the African American freedom struggle by title):

In accordance with the REACH (Reinforcing College Education on America's Constitutional Heritage) Act, students will read the following in their entirety. A copy of all readings will be provided to you.

Required Readings: The following will be read in their entirety:
- The U.S. Constitution
- The Declaration of Independence
- Five Federalist Papers (identify each by Title and Number)
    - Federalist Paper Title and No. #
    - Federalist Paper Title and No #
    - Federalist Paper Title and No #
    - Federalist Paper Title and No #
    - Federalist Paper Title and No #
- The Emancipation Proclamation
- Document that is foundational to the African American freedom struggle (identify by title)

Include and highlight required readings by name within the course schedule portion of your syllabus.

Please email Amber Ivey your compliant syllabi for Fall 2025 by **Friday, August 22**.

Attendance Reports: Attendance reports play a crucial role in supporting students' academic success by emphasizing the importance of regular class attendance. These reports also help in identifying at-risk students early, enabling timely interventions that can improve educational outcomes and enhance engagement and retention. Furthermore, they provide students with the option to withdraw from courses without academic penalty when necessary. Please submit your attendance reports by:
- **Fall I Term: August 28**
- **Full Term: September 5**
- **Fall II Term: October 22**

Progress Reports: Midterm progress reports are vital in our commitment to student success as they enable us to intervene proactively. By assessing students' progress midway through the term, we can identify any challenges they may be encountering and offer timely support and guidance. This proactive approach ensures that students receive the assistance they need to overcome obstacles and stay on track academically. Academic Affairs will actively reach out to students flagged in these reports, working closely with their advisors to tailor support

strategies. Your input in this process is invaluable, as it helps us identify students who may benefit from additional resources or interventions. Please submit your progress reports by:

- **Fall I Term: September 12**
- **Full Term: September 22**
- **Fall II Term: November 5**

Supply Requests: Contact Amber Ivey to submit supply requests. Supplies are normally ordered twice a month (the 1st and 15th of the month). Submit orders promptly to allow enough time to place those orders and have them delivered on time, **preferably two weeks in advance**. If a special order, send Amber an email with the direct link and quantity.

Course Evaluation: Please encourage students to complete their course evaluations. Course evaluations will run for classes with 3 or more students enrolled.

Course evaluation dates:

- **Fall I Term: 9/22-10/6**
- **Full and Fall II Terms: 11/19-12/5**

Community College Survey of Student Engagement (CCSSE): This spring, USC Union will be participating in the Community College Survey of Student Engagement (CCSSE), a national survey of institutional practices and student behaviors. CCSSE is an initiative of CCSSE at the University of Texas at Austin. This assessment tool will provide information on student engagement and is comprised of items that assess institutional practices and student behaviors that are highly correlated with student learning and retention. Survey data will be used for feedback to the campus and faculty/staff related to how our students are engaging with the campus, which contributes to learning, retention, and successful completion of degree requirements. Results will assist our campus in strategic planning and SACSCOC accreditation and allow us to compare engagement across the PC campuses.

The survey will be administered during the spring academic term (March through April). Note: Depending on the timely receipt of survey packets from UT-Austin, it may be possible to administer surveys before the start of spring break.

It will be administered in the classroom as a pencil-and-paper survey to students in randomly selected credit courses.

The faculty is not responsible for administering the surveys. The administration of the surveys will be handled by designated staff on campus. I will reach out to those selected as staff administrators in a separate email.

Historically, the survey has taken up to 45 minutes for students to complete within the classroom. Therefore, survey administration will take up an entire class period for selected course sections. Should your course section(s) be selected, faculty are not required to participate, although they are strongly encouraged so that the campus receives useful student data for reasons stated above. Faculty teaching full-term F2F courses may choose to build in "wiggle-room" in their syllabi in case one or more of their sections are selected and/or record and upload lectures for selected sections as they are notified. If faculty choose to have their selected sections participate, there is no need to inform students that it will be taking place to ensure maximum attendance during those class periods.

Faculty of selected course sections will be notified shortly after the first add/drop period of the spring semester (mid-January).

CALENDAR OF EVENTS

- Donuts with the Deans (Union) – Wednesday, September 10, 2025, 11:00-1:00

- Donuts with the Deans (Laurens) – Monday, September 15, 2026, 10:30-12:30

- First-Generation College Celebration Day – Wednesday, November 5, 2025, 11:00-3:30
    - 11:00-2:00 – Expo
    - 2:30-3:30 – First Generation Celebration

- Student-Athlete Workshops – Each year, the Office of Academic Affairs organizes workshops for Student Athletes for a week in the Fall. This week, those workshops are between 11/7 - 11/21, 3:00-5:00.