



UNIVERSITY OF
SOUTH CAROLINA

PALMETTO COLLEGE

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Blueprint for Academic Excellence

2014-2015

~~ Draft ~~
March 19, 2014

Section I. Executive Summary: Palmetto College is an academic administrative unit whose purpose is to provide leadership and coordination throughout the eight University of South Carolina campuses to facilitate the completion of bachelor degrees by students seeking alternative course and degree delivery. This methodology consists of face-to-face instruction at the Palmetto College Campuses (*Lancaster, Salkehatchie, Sumter, Union*), “after hours” instruction on the Columbia campus and at Ft. Jackson, point-to-point synchronous instruction emanating from multiple sites and, more recently, asynchronous online instruction. The online effort has expanded the scope and role of all the campuses of the University and presents unique opportunities and challenges to provide the “quality of USC online.” In addition to its instruction and support mission, Palmetto College includes non-credit continuing education and conference services.

Academic Dashboard Measures

Enrollment: Collectively, the Palmetto College Campuses have enjoyed steady growth over the last five years. In view of the fact that South Carolina’s population of college-ready high school graduates is diminished to approximately 1200 less than in 2013 and does not project to increase for several more years, expansion of opportunities to non-traditional students has received increased emphasis. As a result, campus-based enrollments in the centrally-administered Bachelor of Liberal Studies and Bachelor of Organizational Leadership degree programs have realized steady growth. The expansion of Palmetto College on April 18, 2013, to include five degree programs from the Aiken, Beaufort, Columbia, and Upstate campuses of USC has resulted in a doubling of enrollments to 519 in less than one year.

Student Retention/Success Rate: Traditionally, great emphasis has been placed on maximizing campus retention rates from first to second year. In consideration of the Palmetto College Campuses’ mission as points of entry for the initial two years of University general education, a more accurate measure of the impact of the Palmetto College Campuses is found in its students’ *success rate*, which is defined by the South Carolina Commission on Higher Education as (student) transferring, remaining enrolled, or graduating. All three metrics indicate that the student successfully completes their Palmetto College experience and continues in their pursuit of a bachelor’s degree at a four-year institution.

Faculty: Palmetto College collectively employs a highly qualified faculty, educated and credentialed from institutions across the globe, who engage in teaching and scholarship. These teacher-scholars are evaluated on effective teaching, scholarship productivity within their academic disciplines, and service to their community, academic discipline, and University.

Service: Palmetto College encourages its faculty, staff, and students to engage in service and to demonstrate how such service relates to their discipline or course of study in enhancing the relationship between University and community.

Key Performance Parameters

Teaching Excellence/Research and Scholarship: Teaching excellence is at the core of the Palmetto College mission and is carried out through employment of a highly qualified faculty.

Service: Palmetto College encourages and supports service by its faculty, staff and students. The establishment of USC Connect formalizes and matches the expertise of those within the University with opportunities for service in the greater community.

Sustainability: The regional and national decline in traditional student enrollments coupled with the expansion in mission to offer seven baccalaureate completion degrees, presupposes continual review of finances, funding sources, and organizational structure.

Section II. Meeting the University's Academic Dashboard Targets

Note: More detailed Palmetto College Campuses/Extended University reports are included in Appendices E/F

Enrollment

Strategies: With the arrival of the Chancellor in February, 2013, an immediate priority on building enrollments throughout Palmetto College was emphasized. An ambitious target of 4500 students on the Palmetto College Campuses and 500 in the seven online programs for fall 2013 was established. These were "stretch" goals given recent enrollment trends and the limited window to hire personnel and install a basic PC infrastructure. Nevertheless, several initiatives ensued: a system-wide implementation team was developed, an enrollment services unit was added, a marketing director hired, and campus coordinators with advisement and recruitment responsibilities were hired. In addition, the Chancellor's intention was to develop the PC organization using the USC comprehensive (four-year) campus as the model while initiating high-visibility events including an official launch of the College at the Statehouse coupled with the creation of a Board of Visitors. Palmetto College Campuses/Extended University highlights:

Appropriations were transferred into every bachelor's degree program via the institutions from where they originate, and program advisor/recruiters were hired.

Progress 2013-2014: While falling short of the goal of 4500 campus enrollments, the goal of 500 online enrollees was met. In fall 2013, there were 520 online enrollees and 4264 students enrolled at Palmetto College Campuses. It should be noted that while the 520 online enrollees are not included in the campus numbers, many are still reliant on services from their former Palmetto College Campus. Palmetto College Campuses/Extended University highlights: Increased the number of online registration starts to six for most degree programs and converted select courses to an eight-week format while increasing marketing efforts for both traditional and online programs.

Strategies 2014-2015: Increase enrollments at all Palmetto College Campuses and surpass 1000 online registrants. A major marketing campaign is now underway, enrollment services continues to enhance infrastructure, and the College is establishing a revenue-sharing model to incentivize each campus to recruit and retain online degree students. Additional online courses in both 8 and 16 week formats allow students the convenience of multiple start dates throughout the academic year. A new online program in Interdisciplinary Health Services is being developed in order to provide yet another USC degree online. Activity to transition from the Academic Partnerships online enabler to another prospect generator while also improving in-house student enrollment management is in progress. The launch of a new Palmetto College web presence that serves as a landing site for prospects and current students is soon to be finalized. In addition, online student support services designed to enhance student success are being considered with fall 2014 implementation in mind. Finally, Palmetto College is working closely with USC Budget and Finance and the campuses to standardize dual enrollment tuition across campuses. Palmetto College Campuses/Extended University highlights: Realignment of enrollment management services, clearly defining the roles of campus PC coordinators, formalizing a state-wide PC student recruitment strategy, and increasing the Palmetto College brand through aggressive marketing.

Student Quality

Strategies: Palmetto College represents a two-tiered approach to admissions that provides every prospective student who satisfies admission criteria an opportunity to enroll while assuring that they have the ability to succeed in University-level work. At the Palmetto College Campus level, the average SAT for

the fall 2013 first time, full time class was 900, a slight increase from last year, but a decline from previous years. It should be noted that SAT scores are taken into consideration with other variables which predict student success when making an admission decision. Palmetto College students, who change campuses to any of the seven degree programs, are subject to USC transfer criteria.

Progress 2013-2014: Extended University worked with USC Admissions to more fully integrate the USC Columbia Admissions Office into the transfer admission progress, thus assuring Columbia-vetted students for the BLS and BOL programs. Students admitted to the online programs offered by USC Aiken, Beaufort, and Upstate met admissions criteria for those programs.

Strategies 2014-2015: Palmetto College will continue employing the previously-mentioned strategies yet will err on the side of a liberal admissions approach to ensure that qualified students are afforded an opportunity to succeed in University-level work. More emphasis will also be made in recruiting and retaining adult students into the seven PC degree completion programs.

Critical Retention Rate

Strategies: Palmetto College extends the intellectual resources and knowledge base of the University of South Carolina into local communities throughout the State and assists individuals and organizations in becoming more competitive, improving their earning potential, and enriching their lives. In view of the traditional mission of Palmetto College Campuses as “feeder campuses”, providing such opportunity results in lower retention rates. The current rate across the four campuses is 51% – up from last year but a slight decrease from the previous year. Because these change of campus students do not represent the traditional “first time, full time” cohort usually used in tracking, Palmetto College leadership is in the process of determining an appropriate cohort to track. Students taught by Extended University not enrolled in Palmetto College programs are part of the USC Columbia cohort.

Progress 2013-2014: Same as Critical Retention Rate Strategies above.

Strategies 2014-2015: Increased monitoring and intervention for students stopping/dropping out or struggling with courses. The goal is to devise services that are electronic for online students while still being available to traditional classroom students at the Palmetto College Campuses.

Success Rate

Strategies: The Success Rate, developed when Performance Funding legislation was in effect, is a more appropriate measure for Palmetto College Campuses than the retention rate as it acknowledges the campus’ roles as “flows through” for further education. The rate measures a combination of graduated, still enrolled, or transferred and the latest rate for the four campuses is 58.4%. This compares to 46.7% for the state’s technical colleges.

Progress 2013-2014: The rate, while quite substantial, has decreased slightly over the past five years and is being monitored to identify possible reasons. A corresponding success rate for the online programs is in the discussion phase, since similar concerns such as the establishment of a retention rate are in play.

Strategies 2014-2105: For the campus success rate, see Success Rate Strategies above. In addition, a survey exercise targeting BOL and BLS graduates is being developed for the online programs to obtain desired information related to student success and satisfaction at graduation.

Section III. Palmetto College Unit Goals & Contributions to the University's Key Performance Parameters

2014-2015 Academic Year Goals

Goal 1: Increase Enrollment at the four Palmetto College Campuses and in the seven Online Degree Programs

- Strategic marketing effort. Progress: Marketing Director hired and ad campaign in progress.
Key parameters: *Service to University System* and *Sustainability*.
- Continued enhancement of central Enrollment Services to incorporate recruiting, admission coordination, student enrollment monitoring, and financial aid. Progress: Director in place and assistant director hired. Current activity includes deciding on how best to continue processes put in place by Academic Partnerships, whose contract will end on March 31, 2014.
Key parameter: *Sustainability*.
- Continue with external and internal visibility efforts by the Chancellor and Palmetto College administrators to establish the Palmetto College brand. Progress: Chancellor is accelerating speaking engagements across the State. Branding efforts are an integral part of the marketing plan as well.
Key parameter: *Service to State and Community*.
- Improve availability of student success support to online and on-campus students to increase retention. Progress: Library services enhanced, fact-finding in progress to determine the best "blend" of University and vendor services.
Key parameter: *Sustainability*.
- Launch the Palmetto College web site. Progress: Web site architecture has been established and vetting of current and desired content now in progress.
Key parameters: *Service* (all) and *Teaching Excellence/Research-Scholarship*.
- Establish revised policies and fees for high school concurrent students. Progress: Complete analysis of current procedures and fees has been completed. The next step is making the policies and fees uniform.
Key parameter: *Sustainability*.

Several efforts to support increased enrollment are academic in nature and are included in Goal 2 below.

Goal 2: Academic

- Continue to attract, train, and retain qualified faculty capable of teaching in multiple settings: online, classroom and point-to-point. Progress: Ongoing.
Key parameter: *Teaching Excellence/Research-Scholarship*.
- Continue efforts to establish a new Palmetto College degree: Bachelor of Science in Interdisciplinary Health Sciences. Progress: Ongoing.
Key parameters: *Addresses all three key parameters*.
- Fully implement the new common associate degrees at each Palmetto College Campus and Fort Jackson. Progress: Ongoing.
Key parameter: *Service to University*.
- Continue to support efforts to fully embed the USC Connect "Beyond the Classroom" model into course offerings and encourage students to pursue graduation with Leadership Distinction.
Progress: Ongoing.
Key parameter: *Teaching Excellence/Research-Scholarship*.

Goal 3: Organizational/Financial

- As Palmetto College continues to transition, the organizational structure will continue to be examined to assure efficiency, accountability and fiscal responsibility. Progress: Ongoing.
Key parameters: *Service to University* and *Sustainability*.
- Establish a revenue enhancement model that rewards all campuses serving Palmetto College students, courses and programs. Progress: Recommendations from University consultant imminent.
Key parameter: *Sustainability*.
- Work closely with Aiken, Beaufort, and Upstate campuses to solidify partnerships in the continued implementation of Palmetto College. Progress: Ongoing.
Key parameters: *Addresses all three key parameters*.
- Secure external sources of funding to supplement current funding. Progress: Ongoing.
Key parameter: *Sustainability*.

Selected Unit Goals: Full description of goals is located in each unit report in Appendix E/F.

Lancaster: 1) Strengthen the physical plant to sustain enrollment growth. Key parameter: *Service to State, Community, and University*. 2) Strengthen the financial condition, efficiency and operations of USCL.
Key parameter: *Sustainability*.

Salkehatchie: 1) Expand academic offerings and support services. Key parameter: *Teaching Excellence/Research-Scholarship*. 2) Enhance educational quality by integrating learning within and beyond the classroom.
Key parameter: *Teaching Excellence/Research-Scholarship*.

Sumter: 1) Improve faculty advising. Key parameters: *Service to University* and *Sustainability*. 2) Increase participation in Palmetto College.
Key parameters: *Teaching Excellence/Research-Scholarship* and *Sustainability*.

Union: 1) Partner with USC Aiken to offer the Pacer Pathway program. Key parameter: *Sustainability*. 2) Hold 50th Anniversary celebration.
Key parameter: *Service to State, Community*.

Extended University: 1) Work with the Office of Distributed Learning to offer all courses for Ft. Jackson AA/AS degrees online. Key parameters: *All three*. 2) Become more aggressive in adult student recruitment.
Key parameter: *Sustainability*.

Continuing Education and Conferences: Investigate the viability of offering free SAT/ACT workshops for the public.
Key parameter: *Service to State, Community and University*.

Five Year Goals

Goal 1: 1) Continue to enhance enrollments in all programs and at all Palmetto College Campuses. Palmetto College will engage in activity on many fronts to provide opportunities to students currently associated with USC campuses as well as “non-native” transfers. Such activity includes but is not limited to marketing, recruiting at appropriate institutions and sites across the State, and streamlining the admissions and registration process while working within the established University infrastructure and IT platforms. 2) Provide services designed to monitor and assist students in need. 3) Explore new program development and enhancement. 4) Remain vigilant about maintaining the physical plant.
Key parameters: *Service to State, Community, Profession, and University and Sustainability.*

Goal 2: 1) Continue to attract, develop, reward and retain faculty who embrace alternative as well as traditional course delivery methodology. 2) Work with the faculty on faculty governance issues related to the full implementation of Palmetto College.
Key parameters: *Addresses all three key parameters.*

Goal 3: 1) Engage in extensive strategic planning efforts designed to establish Palmetto College as an effective and reliable delivery method, designed to fully leverage the resources of a multi-campus institution. Doing so will require a broad-based look at faculty, administrative structure, processes, programs, student needs, affordability, finances, University, state and federal regulations, assessment of outcomes, internal and external funding and accreditation.
Key parameters: *Addresses all three key parameters.*

A note about Palmetto College planning efforts:

The Blueprint instructions request explanation of how “Palmetto College faculty and professional staff are included in the strategic planning process”. Centrally, the arrival of the Chancellor has resulted in the establishment of an Executive Council comprised of the campus deans and central office staff who meet monthly to share information and improve strategies for growth. In addition, the Chancellor’s Cabinet, which consists of central office staff meets to discuss issues related to student recruitment, retention and success, and other operational issues. The Chancellor meets on a regular basis with the Chancellors of Aiken, Beaufort and Upstate to discuss University System issues. A Palmetto College Implementation Team meets monthly via conference call and in person to discuss issues and determine “next steps” in development and implementation of the online programs. A newly appointed Board of Visitors has been assembled to consider external ideas, concerns, and recommendations. The Academic Deans of each campus, along with Extended University and central office staff, also meet monthly to plan and improve academic processes. Finally, the Palmetto College Campuses’ Faculty Senate meets four times a year to legislate academic governance issues.

At the local level, all Palmetto College Campuses have faculty organizations that work in consort with the campus administrations. USC Lancaster has established the Deans’ Administrative Council, the Dean’s Budget Advisory Group, the Dean’s Executive Council, the Dean’s Advisory Group, SGA, and ad hoc committees. In addition to the faculty organization, USC Salkehatchie also utilizes ad hoc committees. USC Sumter utilizes a Long Range Planning Committee. USC Union has appointed task forces examining student advisement, retention, student success, infrastructure, community, leadership and lifelong learning issues and needs.

Section IV. Appendices

Appendix A. Resources Needed

Rather than expend a great deal of time attempting to make yet-to-be decided plans fit the recommended funding sources template, and in view of the fact that the 2014 Palmetto College Blueprint is one document representing the organization at large, regional campus submissions (located in the appendices) include programming and funding needs that will be considered from a central perspective and dependent on whether they impact upper-division aspects of the College. Many of these decisions are pending, and it would be unwise to include them in such a template.

As the development of Palmetto College continues to unfold, decisions to improve functions and operations will be guided by efficiency and void of duplication in order to grow the College from current funding sources including the central office budget, the recurring \$5 million Palmetto College appropriation, and the soon-to-be-introduced tuition revenue-share methodology.

Appendix B. Benchmarking

The following institutions' campuses within multi-campus universities have been selected as peer institutions for each of the Palmetto College Campuses to use in benchmarking. The list will be updated and refined as Palmetto College prepares for a scheduled peer review in 2015.

List 1: Current Peer Institutions (Fall 2011 HC enrollments listed)

<i>Current Peer Institution</i>	<i>Enrollment</i>	<i>Campus</i>
Kent State University	1200	East Liverpool
New Mexico State	1314	Grants
New Mexico State	1747	Carlsbad
University of Akron	2509	Wayne College
University of New Mexico	1447	Taos
University of New Mexico	2428	Valencia Valley Branch
University of Pittsburgh	448	Titusville
University of Wisconsin College	14429	13 campuses

Five other institutions were considered for this list and should be considered: Arkansas State-Newport (2005); Bowling Green State University-Firelands College (2419); Missouri State-West Plains (2142); Ohio University-Southern (1983); and the University of New Mexico-Los Alamos (698). They were not included since either the AAUP status could not be confirmed or because the Carnegie Classification did not fully match the USC Palmetto College Campuses.

List 2: Aspirational Peer Institutions (Fall 2011 HC enrollments listed)

<i>Aspirational Peer Institution</i>	<i>Enrollment</i>	<i>Campus</i>
Kent State University	2457	Ashtabula
Kent State University	2023	Salem
Ohio University	2400	Chillicothe
Penn State University	957	Fayette – Eberly
Penn State University	1217	Mont Alto

List 3: Indiana University Campuses

<i>Aspirational Peer Institution</i>	<i>Enrollment</i>	<i>Campus</i>
Indiana University	3725	East
Indiana University	3318	Kokomo

As noted earlier, the Indiana University system was considered since the institution represents the only peer/aspirational peer USC Columbia lists that has regional campuses. A review of the IU system yields enough similarities to include, albeit with caution. The compelling reason for inclusion is that IU has a long history of awarding associate degrees. That said, how, what kind, and where it awards them makes a comparison to USC Palmetto College Campuses challenging. These campuses, representing two of IU's eight campus system, are included here because they are closest in terms of enrollments to the USC Palmetto College Campuses and each awards associate degrees. However, at IU East, the degrees are offered through Purdue University and at Kokomo the associate degrees are in technical fields. Not listed is the Fort Wayne campus, which offers the widest array of associate degrees and has over 14,000 enrolled students.

Appendix C. Major Strengths and Important Accomplishments

Prior to the transition to Palmetto College, the Division of System Affairs and Extended University was comprised of the four Regional Campuses, Extended University, and Continuing Education and Conferences. Drawing from over 50 years of delivering USC courses and degrees on ground and via interactive video throughout designated service areas throughout the State, the decision was made to add online delivery of seven bachelor completion degrees. This effort began in 2007, when the Columbia-based Bachelor of Liberal Studies degree was established and made available via a combination of live and point-to-point synchronous delivery. The Bachelor of Organizational Leadership degree was added in 2009. Asynchronous online delivery followed and was in place when Palmetto College officially launched in fall 2013 with the addition of five more degrees offered by the USC comprehensive institutions.

The “anchoring” of the two Columbia-based degrees at the regional campuses over the past five plus years allowed the Division to establish credibility and draw from the following strengths:

- strong support from the State in the form of a recurring \$5,000,000 appropriation;
- strong support and leadership from senior administration: President, Board of Trustees, Provost’s Office;
- strong blend of experienced and new leadership across Palmetto College;
- the University of South Carolina brand;
- a strong infrastructure consisting of: Information Technology, Human Resources, Legal, Budget and Finance, and the office of the Provost;
- affordable tuition;
- “high touch”, student-centered faculty and staff (both at the campuses and in Columbia through Extended University) who are familiar with the needs of non-traditional students;
- quality faculty who are hired through national searches and who are then afforded the opportunity and supported in the development of synchronous and asynchronous courses;
- instructional facilities – including smart classrooms that establish a strong presence across service areas;
- supportive and responsive campus commissions and enthusiastic community support;
- responsive course scheduling to allow multiple enrollment opportunities throughout the academic year; and
- responsive to qualified high school students through concurrent offerings.

Palmetto College Campuses Highlights (full report found in appendices E/F)

Lancaster: proximity to Charlotte

Salkehatchie: Center for Business Development, Arts Center

Sumter: long-established baccalaureate degree programs offered by USC Aiken and USC Upstate

Union: relationship with area high schools

Extended University: staff devoted to adult students at the Columbia campus

Continuing Education and Conferences: responsiveness to non-credit needs of a broad spectrum of groups and individuals

Appendix D. Weaknesses and Plans for Addressing the Weaknesses

The implementation of Palmetto College is a work in progress, and many challenges have been encountered including:

Enrollment

Decline in available traditional-age high school graduates.

Action: More aggressive recruiting including coordination with USC Columbia to attract and enroll those students denied admission by the Columbia campus.

Concurrent high school students: While enrolling this group of students falls clearly within the mission of Palmetto College, the number of FTE and tuition revenue generated do not yield adequate revenue.

Action: Work closely with the Budget and Finance Office to devise a more universal per hour credit rate to ensure that this population is served in a manner that benefits those served as well as the institutions themselves.

Online program students: The initial marketing to potential students was the result of a partnership between the University and Academic Partnerships. AP served as a prospect generator and a landing site for inquiries. By prior agreement, the relationship with AP has ended, creating a temporary vacuum that Palmetto College is in the process of filling with another enabler and internally. **Action:** Palmetto College is in the process of establishing, the functionality of what was formerly provided by AP.

Organizational/cultural

Banner implementation: The simultaneous launch of the University's new enterprise system and Palmetto College in fall 2013 has been extremely challenging as process and reporting have only recently started to stabilize. **Action:** Continue to learn about strengths, weaknesses, and opportunities of this new system.

Flexibility of processes and pace of implementation: The introduction of online offerings places the University in the educational marketplace as never before, where extensive and continuous marketing, flexibility, "real time" processes related to admission and enrollment, course creation, scheduling and online delivery of support services is valued. The greater University, while certainly supportive, moves at a more methodical pace and with less flexibility than Palmetto College requires. **Action:** Continue to work with the greater University to educate colleagues on the needs of an online college.

Multi-campus complexities: Offering degree programs from four senior campuses, each with separate accreditations, presents significant challenges. **Action:** Palmetto College will continue to work with each campus, separately and collectively to place students' needs at the forefront.

Regulatory

Online delivery of courses is designed to be both flexible and cost effective. While the former is true, the latter is less so. One reason, other than the need for significant infrastructure commitments, is that federal, state and accrediting entities require that online courses and programs provide students like experiences and services as live courses. Additionally, state authorization must be granted by each state through an extensive and costly approval process for out-of-state, online students. **Action:** Palmetto College will continue to develop online courses and programs that complement while being cost effective.

Note: Individual Palmetto College unit reports can be found in Appendices E/F.

Appendices E/F. Statistical Data and Research Data

These appendices contain: 1) a preliminary report of Palmetto College activity during its fall 2013 launch to include all seven programs, and 2) individual unit reports.

Concerning item 1): Data availability due to Banner implementation presented multiple challenges including: accuracy and availability of data as it moved from IMS to Banner, data set “ownership” protocol, and coding conversion issues. The chart below represents Palmetto College’s initial attempt at establishing its baseline (unofficial) for fall 2013. This base is being updated as official numbers are created and is utilized to monitor degree enrollment throughout the College going forward.

The narrative below describes the integration of critical benchmarks established for Palmetto College: enrollment, student quality, retention, success, and graduation rates, which best assess the College’s performance. This narrative encompasses the four Palmetto College Campuses and the BOL/BLS degrees, since data (other than unofficial enrollment numbers) is not yet available, and efforts to capture it will take the form of a planning effort in the months ahead.

Enrollment

Palmetto College						
Enrollment Trends & Projections (unofficial)						
Fall 2008 - 2013						
HEADCOUNT						
Regional Campus Lower Division (100-300 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled
Degree-seeking	2,891	2,957	3,091	2,958	2,867	2675
Non-Degree Dual Enrollment	1,159	1,123	1,152	1,360	1,433	1422
Non-Degree Other	183	183	217	91	76	159
SUBTOTAL	4,233	4,263	4,460	4,409	4,376	4256
Regional Campus 2+2/Bachelor's Degree Completion (300-400 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled
Off Campus Sites/Interactive Video						
BLS - Columbia (Regional Campuses)	45	93	145	202	192	*
BOL - Columbia (Regional Campuses)		4	45	78	113	*
Business - Aiken (Sumter)	66	62	64	48	42	38
Education - Aiken (Salkehatchie)	10	10	10	4	7	12
Education - Upstate (Sumter)	79	72	69	59	42	44
Nursing - Columbia (Lancaster, Salkehatchie)	16	32	57	60	67	73
Multiple Courses - Ft. Jackson (Columbia)	39	27	44	31	23	8
SUBTOTAL	216	273	390	451	463	175
Online 2+2/Bachelor's Degree Completion (300-400 Level Courses)	2008	2009	2010	2011	2012	2013 Unofficial Enrolled
Business Administration - Aiken	-	-	-	-	-	28
Criminal Justice - Upstate	-	-	-	-	-	17
Elementary Education - Columbia	-	-	-	-	-	12
Human Services - Beaufort	-	-	-	-	-	6
BLS - Columbia	-	-	-	-	-	184
BOL - Columbia	-	-	-	-	-	118
RN-BSN Program - Upstate	-	-	-	-	-	154
SUBTOTAL						519
GRAND TOTALS	4,449	4,536	4,850	4,860	4,839	4,950

Enrollment and Student Quality

Palmetto College Campuses

Trend: From 2009-2013, the four Palmetto College Campuses experienced growth from a 2009 enrollment of 4262 to a peak of 4460 in 2010; followed by a downward trend to fall 2013 when 4240 students were enrolled.

Selected Demographics: For fall 2013 Palmetto College Campus students: 56% were female, 27% were African American, average age 23 years, and the average SAT was 900 - consistent with prior years. Comparison for Columbia undergraduate students: 54% were female, 11% were African American, average age- 21 years, and the average SAT was 1185.

Extended University (BLS/BOL, Extended University, Ft. Jackson)

Trend: From 2009-2013, enrollment in the BLS and BOL (combined) has enjoyed steady growth with 134 enrolled in fall 2009 and 303 enrolled in 2013. The peak year was 2012 at 328. It should be noted that currently, the Palmetto College BLS/BOL enrollments are twice that of the undergraduate Social Work program (154) and almost as large as the undergraduate School of Music (314). Extended University enrollments have been steady, with a peak of 354 in 2009 and current enrollment for fall 2013 at 320. Ft. Jackson has decreased overall, beginning at 27 enrollments in 2009, with a peak of 44 in 2010 and a current enrollment of 9 active enlisted personnel.

Selected Demographics: For fall 2013, BLS/BOL enrollees: 70% were female, 43% were African American, average age- 33 years, and the average SAT was 1185. (Note: enrollees over 25 do not have to provide an SAT for admission; therefore this average reflects traditional age students enrolled in the two programs).

Five Degree Programs from USC Aiken, Columbia, Beaufort and Upstate

At this writing, issues of data “ownership” and proper attribute coding have made it difficult to retrieve accurate information for these participating programs. This issue is being addressed and will be corrected in the days and weeks ahead.

Retention narrative

Palmetto College Campuses

The retention rate for the four campuses for the previous three years has been 54%, 49%, and 51% respectively. Efforts to improve this percentage will intensify going forward.

Extended University (BLS/BOL, and the Five Degree Programs of USC Aiken, Columbia, Beaufort, and Upstate)

Retention rates are not currently available as a result of the aforementioned Banner issues. Another challenge to be addressed is the process of creating a cohort to track, since all are transfer students. It is our understanding that USC Columbia does not track transfer retention.

Migration

Although not an officially designated Dashboard target for Palmetto College, the migration of students across colleges and universities statewide, reveals how Palmetto College Campus students articulate into

the four USC comprehensive institutions and programs within USC Columbia, including the seven Palmetto College online degrees.

According to the most recent information available from CHE on the migration of first-time undergraduate transfer students, 642 students from the two-year USC Palmetto College Campuses migrated to senior-level institutions in the state for fall, 2011. Of this group, 21 migrated to private schools and 621 to public institutions. Of the 621, 408 migrated to USC Columbia to pursue a bachelor's degree. Additionally, 76 transferred to USC Aiken, 36 to USC Beaufort, and 50 to USC Upstate. Note: These figures represent the USC comprehensive campuses receiving 92% of transfers from USC two year Palmetto College Campuses compared to other public four year institutions. While transfer numbers over the past several years have increased across the board, the 90% plus figure has remained consistent.

Graduation/Success Rate

Palmetto College Campuses

Associate Degree Rate: The three-year (federal 150% rule) associate degrees rate for the Palmetto College Campuses has hovered at 20% for the past four cohort years (2007 = 19.3%, 2008 = 21.1%, 2009 = 17.3%, and 2010 = 20.7%). While these rates are low, they do not cause concern for two reasons: one is structural, and one is cultural. The structural reason is linked to financial aid. Specifically, students receiving the State's Lottery Tuition Assistance see their awards end once they earn an associate degree. We find that students do not enroll in our institutions with an associate degree as their ultimate goal. For this cultural reason, students often wish to remain enrolled at the campuses beyond having earned enough credits for their associate degree. Palmetto College Campuses' financial aid officers work closely with students to assure they are maximizing all State and federal funds available to them.

Success Rate: Having come into development during the implementation of performance funding legislation in 1996, an effective measure of student success is found in the the campus *Success Rate* (federal 150% rule), which tracks first time, full time fall enrollees three years later and defines their success as either having transferred, remaining enrolled, or graduating. Consistent with previous years, the combined rate for the four Palmetto College Campuses for the latest cohort is 58.4% (2009). Rates for the previous four years are as follows: 61.7% (2005), 66.3% (2006), 61.4% (2007), and 59.1% (2008).

Baccalaureate Rate: The Palmetto College Campuses are authorized by the State to offer and award associate degrees but, as noted above, our students enroll primarily to engage in coursework leading to bachelor degrees. The availability of the seven Palmetto College online programs has increased this demand. This distinction for the Palmetto College Campuses was recognized in the implementation of performance funding legislation in 1996 in the form of a separate performance indicator created for the campuses. This indicator measured those enrolling first-time, full time six years after initial enrollment (federal 150% rate). The campuses could then compare themselves to other four year institutions in the State. For a complete comparison, Palmetto College requested that the CHE make this data available for the AA/AS college-transfer programs within the 16 technical colleges, who gained approval to award these degrees in 1989.

An analysis of the cohort year 2006 (the latest year for which data from all institutions is available) reveals the following:

- Rate for the four Palmetto College Campuses combined: 34.67%
- Rate for the 16 Technical Colleges combined: 17.99%
- Rate for the Research Institutions: 76.40%
 - Clemson 82.6%
 - USC Columbia 72.4%
- Rate for Comprehensive Teaching Institutions: 50.00%
 - College of Charleston 68.8%
 - The Citadel 65.8%
 - Winthrop 53.2%
 - Coastal Carolina 47.3%
 - USC Aiken 42.9%
 - Francis Marion 42.5%
 - Lander 40.5%
 - USC Upstate 37.5%
 - S.C State 34.3%
 - USC Beaufort 22.5%

Select service area comparisons of Palmetto College Campuses to technical colleges:

Lancaster	37.56%
York	13.60%
Salkehatchie	28.49%
Denmark	7.69%
Sumter	37.33%
Central Carolina	11.90%
Union	23.88%
Piedmont	10.91%

Conclusion: The Palmetto College Campuses, operating in a state in which baccalaureate degree attainment is a challenge, contribute significantly to such attainment, particularly in their respective service areas. The addition of the seven Palmetto College online programs should increase these rates.

Extended University (BLS/BOL and the Five Degree Programs of USC Aiken, Columbia, Beaufort and Upstate

Graduation Rate: An effort to capture the graduation rates for the BLS and BOL degrees (combined) has been successful and can be found in IAC's USC longitudinal study. Due to a recently discovered coding issue, this data is not available at this time. The expectation is that this issue will be addressed and the data will be available in the near future. In terms of actual graduates, these programs have experienced continual growth as follows: 29 (2009), 62 (2010), 62 (2011), and 87 (2012).

Graduation data for the five other programs has not been collected as these online programs are in their first year with Palmetto College. In addition, Banner attributes and data custody issues must be addressed.



UNIVERSITY OF
SOUTH CAROLINA

LANCASTER

Walter P. Collins, III, Dean

**BLUEPRINT FOR ACADEMIC
EXCELLENCE AT USC LANCASTER**

2014 - 2015

Draft – March 7, 2014

I. Executive Summary

Teaching excellence remains the highest priority at USC Lancaster. The *Regional Campuses Faculty Manual* and the institution's own annual review procedure favor teaching effectiveness allowing it to count for 60% of a tenure-track faculty member's total score, and 80% of a non-tenure-track faculty member's total annual evaluation score. Faculty normally teach a 12 hour course load each semester, with adjustments made as needed to allow the faculty member to engage in productive scholarship or other professional endeavors. All courses are evaluated and student evaluations are reviewed by faculty peers and administrative leaders to ensure that the quality of teaching remains high. Faculty are also encouraged to participate in professional development opportunities designed to improve teaching effectiveness, including programs sponsored by the USC Columbia Center for Teaching Excellence (CTE).

Research and productive scholarship are of importance for all University faculty. USC Lancaster sponsors a local Research & Productive Scholarship grants program, totaling approximately \$40,000 per year, for which faculty may compete. The Office of Advancement works with individual faculty to identify and secure outside grant sources. Four USC Lancaster faculty received grants from the USC Provost's Office to develop online courses in preparation for the advent of Palmetto College. Faculty members continue to be competitive in other grant opportunities offered both internally through the Provost's Office (RISE and ASPIRE) and externally. USC Lancaster also provides a travel budget for faculty who are presenting their research at scholarly conferences – locally, regionally, nationally, and internationally. Scholarship is weighted at 20% of a tenure-track faculty member's annual evaluation. (Instructors are not required to participate in scholarly research activities, but are encouraged to do so if interested.)

USCL's commitment to service has remained a priority. The campus continues to work closely with area high schools through such programs as Honors Day (Spring) and with the hosting of Junior Scholars Day (Fall) for students in schools throughout the Olde English Consortium. USCL also participated in Lancaster County Education Week, a celebration of learning sponsored by the Lancaster County School District. Student groups and organizations also assist with community service activities and participate in fundraisers for many community and campus causes throughout the year. All faculty (tenure track and non-tenure track) are evaluated on their service activities, which count 20% of their total annual evaluation, and USCL staff are likewise encouraged to engage in different (and relevant) areas of service.

Sustainability remains a key concern in light of stagnant (or dwindling) state appropriations. USC Lancaster has addressed this issue by having regularly scheduled meetings between the Budget Officer and chief campus administrators to discuss budgetary matters. The campus dean has also established a Budget Advisory Group to assist in monitoring budget issues. The campus continues to enjoy strong community support, especially from the City of Lancaster and from Lancaster County. The Educational Foundation of USC Lancaster works closely with the campus Office of Advancement to identify and cultivate sources of additional financial support to meet the growing needs of the campus and the community.

II. Meeting Academic Dashboard Targets

a. Enrollment

FALL 2013

Headcount – 1811 (-1.15%)

FTE – 1162 (-10.53%)

SUMMER II 2013

Headcount – 133 (-15.29%)

FTE – 43 (-12.63%)

SUMMER I 2013

Headcount – 197 (-7.51%)

FTE – 64 (-21.33%)

SPRING 2013

Headcount – 1321 (-2.58%)

FTE - 1040 (-4.17%)

b. Student Retention / Success Rate

IPEDS Graduation Rates & Success Rates for FALL 2012 (2009 Cohort) Of First-Time, Full-Time Degree-Seeking Undergraduates for the 2-year Institutions

Campus	Cohort	150% Graduation Rate	Overall Success Rate
USC Lancaster	341	57 (16.7%)	64.8%
USC Salk	239	44 (18.4%)	47.3%
USC Sumter	299	27 (9.0%)	65.2%
USC Union	100	25 (25%)	43.0%
REGIONAL AVERAGE:		15.6%	58.4%
TECH COLLEGE AVERAGE:		11.5%	46.7%

c. Faculty

USC Lancaster conducted three faculty searches for 2013-2014. The Physics/Astronomy Search was unsuccessful in locating a suitable candidate (to replace a faculty retirement).

Dr. Elizabeth A. Easley (Ph.D., University of Kentucky), was hired as an Assistant Professor of Exercise Science.

Dr. Stephanie Gonzalez Guittar (Ph.D., University of Central Florida), was hired as an Instructor of Sociology.

As of FALL 2013, USC Lancaster's fulltime faculty consisted of:

Instructors	27
Assistant Professors	15
Associate Professors	12
Professors	06
Professors Emeriti	03
TOTAL:	63

Adjunct Instructors: 37*

*Many of the adjunct instructors are fulltime staff who teach sections of UNIV 101, PEDU courses, or off-campus courses in the dual-credit program.

d. Service / Community Engagement

USC Lancaster participates in USC Connect and participates in online reporting of service and community activities along with the other regional campuses.

USC Lancaster emphasizes service involvement by its faculty, which counts 20% toward the Annual Peer Evaluation that all faculty, both tenure-track and non-tenure-track, report annually on their Faculty Information Form (FIF) documents.

III. Meeting Key Performance Measures and Goals

FY14-15

Goal 1: Working within Palmetto College, expand the number of degree programs in order to meet student expectations and community needs. Key Performance Parameters – Teaching Excellence / Research-Scholarship.

Goal 2: Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century. Key Performance Parameters – Teaching Excellence / Research-Scholarship.

Goal 3: Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty. Key Performance Parameters – Service to state, community, profession and sustainability.

Goal 4: Strengthen the financial condition, efficiency and operations of USCL. Key Performance Parameters – Sustainability and efficient and effective systems.

A) Teaching Excellence/Research-Scholarship Reputation & Productivity

USC Lancaster faculty received internal travel funding assistance in 2013 (totaling approximately \$30,000) to attend or present at 37 different scholarly conferences, including:

- Data Modeling & Analysis Workshop (Harvard, Mass.)
- Korean Popular Culture Association (San Francisco)
- American Literature Association Symposium (Savannah)
- Georgia Association of Historians
- Lilly Conference on College & University Teaching
- International Studies Association (San Francisco)
- Association of College & Research Libraries
- American Association for the History of Medicine
- South Carolina Psychology Association
- Sewanee Writers' Conference
- American Council on the Teaching of Foreign Languages
- South Central Modern Language Association
- Georgia Council of Media Organizations Conference
- American Chemical Society

Faculty Scholarship in 2013 included:

Peer-Reviewed Published Articles (9)

- Bundrick, Christopher. "Lessons from Coursera." *Teaching English in the Two-Year College*, 41/1, (September 2013), 41-43.
- Guittar, Nicholas A. 2013. "The Queer Apologetic: Explaining the use of bisexuality as a transitional identity" *Journal of Bisexuality* 13(2).
- Rayburn, Rachel, and Nicholas A. Guittar. 2013. "'This is Where you are Supposed to be': How homeless individuals cope with stigma" *Sociological Spectrum* 33(2).

- Grauerholz, Liz, Mandi Barringer, Tim Colyer, Nicholas A. Guittar, Jaime Hecht, Rachel Rayburn, and Elizabeth Swart. 2013. "Attraction in the Field: What We Need to Acknowledge and Implications for Research and Teaching." *Qualitative Inquiry* 19(3).
- Guittar, Nicholas A. 2013. "The Meaning of Coming Out: From self-affirmation to full disclosure." *Qualitative Sociology Review* 9(3).
- Guittar, Nicholas A. "Micropanics: A theoretical explanation for anti-gay hate crime perpetration" Submitted 6/23/13 to the *International Journal of Criminology and Sociological Theory*.
- Lawrence, Nicholas. "'The boa-constrictor appetite of swallowing states and provinces' – Anti-Imperialist Opposition to the US-Mexican War," in *South Central Review* special edition, "Anti-Imperialist Traditions in US Literature & Culture," Spring 2013.
- McCrory JL, Salacinski AJ, Hunt SE, and Greenspan SL. *Competitive Athletic Participation, Thigh Muscle Strength, and Bone Density in Elite Senior Athletes and Controls* Submitted to: *Journal of Strength and Conditioning Research* (Accepted 1/28/2013).
- Schafer MA, Thekkada SJ, Gallagher M, Hunt SE., Robertson RJ, Goss FL, *Validation of the Omni RPE Seven Day Effort Recall Questionnaire*. *Research Quarterly for Exercise and Sport* (Accepted August 22, 2013)

Published Abstracts (2)

- Holland, A.K., Newton, S.E., Bunting, J.M., Taylor, J., Coe, M., & Harrison, D.W. (2013). Sex differences in phonemic fluency and regulation of diastolic blood pressure before and after exposure to pre-digestive stress in healthy college-aged men and women. *Archives of Clinical Neuropsychology*, 28, 342.
- Newton, S.E., Bunting, J.M., Holland, A.K., Taylor, J., Muetze, H.S., Coe, M., & Harrison, D.W. (2013). The effects of right lateralized cognitive and neurophysiological stress on systolic blood pressure regulation in college aged men: A double blind, placebo controlled pilot study. *Archives of Clinical Neuropsychology*, 28, 341.

Published Reviews (6)

- Biggs, Adam. "Deluxe Jim Crow: Civil Rights & American Health Policy" by Kruse Thomas, *Journal of History of Medicine and Applied Sciences*, Sept. 2013.
- Bonner, Michael. "Becoming Confederates: New Paths to a New National Identity" by Gary W. Gallagher, *North Carolina Historical Review*, October 2013.
- Bonner, Michael. "Starving the South: How the North Won the Civil War" *The Journal of the Civil War Era* (UNC Press), Volume 3, Number 1, March 2013.
- Campbell, Stephen.
 - Reviewed and rated 27 articles comprising the book, *Annual Editions: American Government 13/14*, 43rd ed., edited by Bruce Stinebrickner, Boston: McGraw-Hill (Contemporary Learning Series), 2014.
 - "Media Ethics: Truthfulness, Fairness, and Standards of Decency", Chapter 14. In, *Mass Communication: Living in a Media World*, 4th ed. by Ralph E. Hanson: Sage/CQ Press, pp. 334-359, 2013.
- Penuel, Suzanne. *Shakespeare and Contemporary Fiction* (University of Delaware Press/Rowman & Littlefield, 2012) by Barbara Estrin, for *Women's Studies: An Interdisciplinary Journal* (vol. 43, issue 1). 1500 words.
- Richardson, Kim. "Empire at the Periphery: British Colonists, Anglo-Dutch Trade, and the Development of the British Atlantic," by Christian Koot, *The Middle Ground Journal: World History and Global Studies*, June 2013.

Other Publications

- Campbell, Stephen. Encyclopedia articles & submissions:
 - “Roosevelt, Theodore”; “Truman, Harry S.”; “Carter, Jimmy”; “Bush, George H.W.” Essay contributions in, *Encyclopedia of White-Collar and Corporate Crime*, 2nd ed., edited by Lawrence M. Salinger. Sage Publications, 2013.
 - “Daschle, Tom”; “Dole, Robert”; “Council of State Governments”; “Environmental Protection Agency (EPA)” in, *Encyclopedia of Politics in the American West*, edited by Steven L. Danver. CQ Press, 2013.
- Gardner, Fran. Exhibits & Dissemination of Scholarship:
 - Invitational Exhibit, “Connecting Concept & Medium: Fiber Art in South Carolina,” Pickens County Museum, Pickens, SC, Fall 2013 (cross listed in “Evaluation of Scholarship”) Attended opening reception.
 - Juried Exhibit, “PaperWork In, On, and Of Paper VI” at the Foundry Art Centre, Saint Charles, MO, February-March 2013
 - I had two pieces accepted into this exhibit.
 - Exhibitor, “ONE x 100,” Columbia Museum of Art, Columbia, SC, Summer 2013
 - Exhibitors were challenged to create a work that fit “within a 1x1x1 foot space and demonstrate enthusiasm for contemporary, minimalist or conceptual art practices (<https://www.columbiamuseum.org/exhibitions/onex100/>).” Attended opening reception.
 - Two Person Exhibit, “Serendipity,” with Carolyn Atkinson exhibited at two locations. Attended opening receptions.
 - Jean and James Fort Gallery, Black Creek Arts Center, Hartsville SC, April 2013
 - Burr Gallery, Cheraw Arts Commission, Cheraw, SC, November 2013
 - Work Published, Art photo feature in USC Times, March 2013
- Hammond, Lisa. Several published poems:
 - “The Goddess Loads the Dishwasher.” *wicked alice* (2/26/2013): np.
 - “The Goddess Eats an Apple.” *wicked alice* (2/26/2013): np.
 - “The Goddess Reads a Legend.” *wicked alice* (2/26/2013): np. <http://wickedalicezine.tumblr.com/post/44096741925/threepoems-by-lisa-hammond>
- Richardson, Kim. Three Encyclopedia Articles:
 - *Empire’s Aztec, Inca, and Mayan Conquests*, ABC-CLIO, Publication Pending, 2013.
 - “War, Customs of Among Inca,” *Conflict in the Early Americas: An Encyclopedia of the Spanish Empire’s Aztec, Inca, and Mayan Conquests*, ABC-CLIO, Publication Pending, 2013.
 - “Pizarro, Francisco,” *Conflict in the Early Americas: An Encyclopedia of the Spanish Empire’s Aztec, Inca, and Mayan Conquests*, ABC-CLIO, Publication Pending, 2013.

Scholarly Presentations (19)

- Alhaddad, Shemsi. “Optimizing the area bounded between two tangent curves over a closed interval,” presented to MAASE Meeting Undergraduate Poster Session.
- Biggs, Adam. “Dementia Americana: Black Doctors and the Problem of Racial Science,” presented to American Association for the History of Medicine.
- Bonner, Michael. “Making Sense of Shiloh,” presented to Colleton County Museum, “Let’s Talk About It Series,” funded by SC Humanities Council.

- Bundrick, Christopher. "‘Only One Cure’: Gothic Aspects of Ray Bradbury’s *The Martian Chronicles*." American Literature Association Symposium "Fear and Form: Aspects of the Gothic in American Culture." Savannah, GA: February 21-23, 2013. *SLJ* article accepted.
- Bundrick, Christopher. "'The Living and the Dead': Culture and Crisis in *Red Rock* and *Dracula*," South Central Modern Language Association. New Orleans, LA: October 3-5, 2013.
- Burke, Fernanda. "Customizing the synthesis of aspirin: An inquiry study into the esterification reaction requirements" with D. Patel *SERMACS 2013 Meeting*, Atlanta, GA (2013)
- Burke, Fernanda. "Making Your Own Aspirin: How to Add Inquiry to the Organic Chemistry Lab" F.M. Burke at *Oktoberfest—A Celebration of Teaching*, USC, Columbia, SC (2013)
- Campbell, Stephen. "The Significance of Foreign Policymakers’ Pre-Office Beliefs: Discerning Brzezinski’s Image Evolution vis-à-vis the USSR," International Studies Association, 2013.
- Annette Golonka, Bettie Obi-Johnson, Jonathan Freeman and Daniel Hinson, "Production of Volatile Organic Compounds by Two *Metschnikowia* Yeasts Isolated From *Silene caroliniana* Nectar", presented at the SC branch of the *American Society of Microbiology*, MUSC in Charleston, April 20, 2013.
- Guittar, Nicholas: "The Career of Coming Out," presented to Southern Sociological Society Conference
- Newton, S., Bunting, J., Steele, A., Taylor, J., Timmons, B., & Holland, A. (2013). Preliminary findings indicating the potential effects of caffeine intake on design task performance and regulation on sympathetic tone. Poster presented at the 2013 South Carolina Psychological Association conference, Columbia, SC.
- Wills, J., Newton, S., Steele, A., Pelot, J., Powers, J., Taylor, J., & Holland, A.K. (2013). Sex differences in phonemic fluency and regulation of diastolic blood pressure before and after exposure to pre-digestive stress in healthy college-aged men and women. Poster presented at the 2013 Women’s Health Research Forum, Columbia, SC.
- Steele, A., Newton, S., Wills, J., Pelot, J., Powers, J., Taylor, J., & Holland, A.K. (2013). The effects of right lateralized cognitive and neurophysiological stress on systolic blood pressure regulation in right-handed, college aged men: A double blind, placebo controlled study. Poster presented at the 2013 Women’s Health Research Forum, Columbia, SC.
- Blackwell, A., Obi Johnson, B., Golonka, A. "The Sweet Smell of Carolina Jessamine: Evaluating the Floral Scent Profile of *Gelsemium sempervirens*" presented at the *2013 Southeastern Regional American Chemical Society Meeting*, November 16, 2013, Atlanta, Georgia.
- Lawrence, Dana. "Shakespeare & Italy: Teaching Global Shakespeare Through Literary Tourism," presented at the South Atlantic Modern Language Association, November 2013.
- Lawrence, Nicholas. "The only light came from a monitor screen," presented to American Literature Association Symposium, February 2013.
- Lawrence, Nicholas. "The Con Artist in American Literature," presented to South Central Modern Language Association, October 2013.
- Richardson, Kim. "The American Civil War and the Economy of Northeastern Brazil," Georgia Association of Historians, February 2013.
- Taylor, Brittany. "The Language of Clay: Catawba Indian Pottery and Oral Tradition," exhibit on display at USCL Native American Studies Center

Grants

- Alhaddad, Shemsi. \$1000.00 STEPS to STEM Grant.
- Bohonak, Noni. \$4000.00 STEM Grants.
- Gardner, Fran. SCAC grant, to fund Master Class Residency at Atlantic Center for the Arts, \$1000.00.
- Magellan Scholar Award (\$2,400): "Evaluation of the Scent Profile of *Gelsemium sempervirens*", Austin Blackwell, Annette Golonka, Bettie Obi Johnson, January 2013
- Guittar, Nicholas: \$18,014.24 (USC Provost's Grant—Social Sciences Grant Program).
- Hammond, Lisa: \$5000.00; Palmetto College Distributed Learning Course Development Grant.
- Holland, A.K. (2013). A Functional Cerebral Systems Approach to Trait Hostility: Examining a Double Dissociation between Left and Right Frontal Lobe Activation in the Completion of Verbal and Design Fluency Tasks. Submitted to: The Office of the Vice President of Research. \$7,987.00
- Sellhorst, Sarah H. Healthy Carolina Tobacco Initiative Grant, \$2500.00.

B) Service to state, community, professional and University

USC Lancaster participates in USC Connect and participates in online reporting of service and community activities along with the other regional campuses.

USC Lancaster emphasizes service involvement by its faculty, which counts 20% toward the Annual Peer Evaluation that all faculty, both tenure-track and non-tenure-track, report annually on their FIF documents.

Goals FY 15-19:

Goal 1: Working with Palmetto College, expand the number of degree programs in order to meet student expectations and community needs. Key Performance Parameters – Teaching Excellence / Research-Scholarship.

Goal 2: Enhance and expand student recruitment and retention programs in order to increase headcount and FTE enrollment, and to attract and retain an academically talented and diverse student body. Key performance Parameters – Service and sustainability.

Goal 3: Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century. Key Performance Parameters – Teaching Excellence / Research-Scholarship.

Goal 4: Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty. Key Performance Parameters – Service to state, community, profession and sustainability.

Goal 5: Seek greater financial support from local and state governments, as well as private sources. Key Performance Parameters – Sustainability.

Section IV. Appendices

Appendix IV. A. Resources Needed

1. Parity Funding

The current approach to ‘parity’ funding by the legislature does not address the fact that Lancaster students remain under-funded. This failure undermines the ability of the campus to provide the quality of instruction our students deserve.

2. Palmetto College Funding

Additional Funding for Implementation of Palmetto College – To be accomplished through shared revenue from the State appropriation, as well as the establishment of a tuition-sharing formula whereby the campus receives a percentage of tuition from students officially enrolled in baccalaureate programs through Palmetto College. (A 25/75 split has been suggested by the Provost between the local campus and the degree-granting institution.)

3. Vehicles

The campus needs to replace 4 aging vehicles at an estimated cost of \$80,000.

4. Simulation Lab

To enhance the quality of the four-year nursing program, the campus needs a state-of-the-art simulation lab. Estimated cost: \$500,000 - \$600,000.

5. Physical Plant Improvements

Replace gymnasium floor in GHWC, \$350,000. Replace air handlers in GHWC, \$250,000. Roof repairs needed on 3 buildings - \$190,000.

Appendix IV. B. Benchmarking Information

Universities in United States Considered Peers

- 1) Arkansas State University – Newport; 2) Kent State University – Ashtabula;
- 3) Missouri State University - West Plains; 4) Ohio University – Lancaster;
- 5) Penn State University - Delaware County; 6) Penn State University -
Worthington-Scranton; 7) University of Akron – Wayne College; 8)
University of Pittsburg – Titusville; 9) University of New Mexico – Taos
Branch; 10) University of South Carolina – Salkehatchie.

Appendix IV. C. USCL's Top Strengths and Important Accomplishments

Strengths

1) Connection with USC; 2) Strong local support; 3) Excellent faculty with strong academic reputation; 4) Strong work ethic – dedicated staff; 5) Proximity to Charlotte.

Major Accomplishments of Last Five Years

1) \$5.7M capital campaign; 2) Establishment of Native American Studies Center; 3) Acquisition of Catawba Pottery Collection; 4) New classroom building.

Appendix IV. D. USCL's Weaknesses and Plans for Addressing the Weaknesses

Weaknesses

- 1) Capacity and condition of physical plant restricts growth; 2) Fiscal capacity – resources are stretched to limits; 3) Transformation of local economy; 4) Lack of system-wide common course numbering system; 5) Inconsistent communication and coordination across system; 6) Difficulty in attaining accurate and timely information due to Banner implementation; 7) Lack of an established protocol for referring 'over-capacity' students from Columbia to the Regional Campuses.



UNIVERSITY OF
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PALMETTO COLLEGE

BLUEPRINT FOR
QUALITY ENHANCEMENT
2014-2015

SALKEHATCHIE CAMPUS

Section I. Executive Summary

USC Salkehatchie is a dynamic regional campus serving the rural Low Country. The University is one of the keys for future growth and prosperity in a region characterized by widespread poverty and a declining population. Despite the challenges that accompany these economic conditions, USC Salkehatchie's student body continues to grow. Since 2005, student headcount has increased 39% and FTE has grown 54%. Growth is attributable to program expansions in athletics and academics and to aggressive recruiting, which has enabled the institution to attract a larger percentage of a small market. Educational attainment is the cornerstone of Salkehatchie's mission, but community outreach efforts demonstrate the institution's creativity in meeting local needs. Some of these efforts include the Salkehatchie Leadership Institute programs, which have resulted in counties and municipalities addressing zoning and development issues, artists finding an additional revenue stream and creative outlet through the Salkehatchie Arts Center, and ecotourism efforts being designed to encourage visitors to come to the region. The success of these grant-funded programs has been validated by external entities, such as the Southern Growth Policies Board, which awarded the Innovators Award to the Salkehatchie Leadership Institute. USC Salkehatchie has also provided academic solutions to community problems. For example, the development of the rural nursing partnership with USC Columbia and area hospitals has enabled the region to "grow our own" nurses by educating and providing field experience locally. Many of these BSN graduates have remained in the area to live and work.

Enrollment growth is both a short-term and long-term focus for USC Salkehatchie, and the move towards a larger student body is balanced with a desire to recruit and retain students committed to learning. USC Salkehatchie serves as an alternate access point to higher education for students whose situations, whether economic, personal, or academic, will not allow them to begin immediately at a four-year campus. Salkehatchie will continue to strive to fulfill students' long-term educational goals. The expansion of academic offerings is essential for the achievement of Salkehatchie's mission as an institution of higher education. Not only do many Salkehatchie students pursue baccalaureate or advanced degrees at other institutions after completing the first two-years of higher education at Salkehatchie, many others are now taking advantage of collaborative programs to complete the requirements for baccalaureate degrees without having to leave the Salkehatchie area. Salkehatchie will also continue to emphasize faculty excellence by offering competitive salaries for faculty, providing opportunities for greater intellectual challenge through the teaching of upper-level classes in Palmetto College, providing support for faculty engaged in scholarship and research (including mentoring in the preparation of research grant proposals), and encouraging faculty involvement in service (to engage them in the campus and local community). Salkehatchie continues to serve its service area through its community outreach arm, the Leadership Institute. The Institute continues to assist municipalities and community groups with economic development and other projects that strike directly at the quality of life experienced by the residents of the Salkehatchie region. The Salkehatchie Arts organization, established in 2008 under the oversight of Institute staff, is enjoying success through its presentation of an annual multi-county community play production, a successful retail arts shop, and a marketing website designed to appeal to both internal and external visitors to the region. Renovations to the historic Carolina Theater, accomplished in part through a USDA Rural Development grant, were completed in the third quarter of 2013. Additionally, USC Salkehatchie's nursing initiative with USC Columbia has been considered as a potential model for addressing the rural nursing shortage throughout the state.

Section II. Meeting Academic Dashboard Targets

Parameter 1: Enrollment

The Salkehatchie campus developed for itself a long-range goal to “Increase student enrollment through enhanced recruitment and retention” (Goal 1). Accomplishments in this parameter include:

- Student headcount has increased 39% since 2005, reaching 1,021 for fall 2013 (with a 679 FTE)
- Over 90 additional students were served through collaborative programs (B.A. in liberal studies, B.A. in organizational leadership, B.S. in nursing with USC Columbia, and B.A. in elementary education with USC Aiken) in 2013
- Ten Salkehatchie Scholars were selected for 2013 (Salkehatchie Scholars is a competitive scholarship program which provides a full tuition scholarship and book stipend to select LIFE scholars)

Note: Fall 2013 enrollment was lower than in the previous year, reflecting a system-wide trend possibly related to a reduction in the number of graduating high school seniors. In an effort to revert this trend at Salkehatchie, 8-week terms have been added for both the fall and spring semesters. The expansion of our high school concurrent program is being worked on to not only replace a school that decided to no longer participate but also to increase the awareness of these classes and the enrollments in these classes. Recruiting activities continue to be expanded, and new marketing materials have been created to be distributed to potential students.

Parameter 2: Retention/Success Rate

As shown in the tables below, Salkehatchie’s performance in retaining students and helping them graduate is within the range of variability in comparable institutions.

Retention Rate (percentage of freshmen who return for sophomore year):

<i>Institution</i>	<i>Retention</i>
USC Lancaster	57%
USC Salkehatchie	46%
USC Sumter	50%
USC Union	64%
SC Technical Colleges	52%

Note: USC Salkehatchie is working to increase retention rates by having faculty provide names of students with attendance or academic issues to the Associate Dean of Student Services who then brings in OSP, tutoring services, counseling services as well as personal phone calls to assist these students. All freshmen are strongly encouraged to take University 101 which provides study skills and support information. OSP, in addition to tutoring, provides regular workshops open to all students in various study skills and other academic skills. The campus also

uses a combination of faculty and staff advisors to provide academic advisement and another source of help.

Success Rate (percentage of students who, three years after being admitted, have either earned an associate's degree or transferred to a four-year campus):

<i>Institution</i>	<i>Success</i>
USC Lancaster	67%
USC Salkehatchie	48%
USC Sumter	58%
USC Union	59%
SC Technical Colleges	47%

Note: Success Rate is sometimes higher than Retention Rate because students who transfer at the end of the first year may be counted for Success but are not counted for Retention.

Parameter 3: Faculty

Full-time faculty members at USC Salkehatchie are recruited through national searches and generally have the highest degree in their fields. To earn tenure, they must meet standards in teaching, research, and service. The table below shows the scholarly productivity of full-time faculty members (n = 22) in academic year 2012-2013:

Peer-reviewed publications	17
Other publications	8
National conference presentations	6
Other presentations	8

The table below shows awards received during the academic year 2012-2013:

Magellan student-mentoring award	2
USC RISE award	6
USC ASPIRE award	1

Two of Salkehatchie's five long-term goals relate to faculty and academic programs:

Goal 2: Expand academic offerings and support services, including online and distance-education offerings, to enable students to pursue their long-term educational goals

Goal 3: Attract, increase, and retain a diverse faculty that excels in teaching, research, and scholarship

Parameter 4: Service/Community Engagement

Salkehatchie's Strategic Goal 4 is to "Continue to develop and sustain community and university partnerships." Salkehatchie continues to serve its service area through its community outreach arm, the Leadership Institute. The Institute continues to assist municipalities and community

groups with economic development and other projects that strike directly at the quality of life experienced by the residents of the Salkehatchie region. Salkehatchie students also are actively engaged in the community; for example, partnerships with local schools provide mentors for the children in the school; students volunteering with organizations such as local churches and civic groups provide tutoring, mentoring and other services for these organizations; and the Student Government Association collects goods and funds for many local organizations. Salkehatchie faculty and staff assisted Allendale Fairfax High School's Freshman Focus efforts through a semester-long seminar series aimed at increasing student retention through graduation. Through a grant funded by the Department of Energy, a variety of STEM related opportunities have been made available to elementary through high school aged students. These included chess clubs, robotics teams, and summer camps.

Section III. Meeting Key Performance Measures and Goals

Short-Term Goals for 2014-2015

Goal 1: Increase student enrollment

- Increase campus enrollment by 5% from fall 2013
- Increase the number of students enrolled in four year programs through Palmetto College and existing partnerships with other USC Campuses by 10%
- Maintain the current number of Salkehatchie Scholar students
- Work with the town of Allendale and private developers to provide students with off-campus housing adjacent to campus that will be available in the fall 2014 semester

Goal 2: Expand academic offerings and support services

- Increase the availability of degree programs by contributing to the development of a new Palmetto College bachelor's degree in interdisciplinary health services
- Activate an intervention team with members from Student Services, Opportunity Scholars, and faculty

Goal 3: Attract, increase, and retain a diverse faculty that excels in teaching, research, and scholarship

- Hire two new full-time faculty members (in computer science and speech) after affirmatively advertising the positions to attract diverse faculty candidates (by utilizing publications that target minority candidates and by seeking assistance from the university's affirmative action office)
- Continue to mentor faculty members individually to ensure that tenure-track members advance towards tenure and promotion and that tenured members remain up-to-date in their disciplines
- Allocate \$35,000 (average of \$1,500 per full-time faculty member) to faculty professional development and support of research and scholarship activities
- Provide matching funds for faculty members applying for ASPIRE and RISE grants as well as external grants

Goal 4: Continue to develop and sustain community and university partnerships

- Work with service counties to support economic development through the Salkehatchie Leadership Institute (specifically: entrepreneurial training and micro-loan program development with Hampton County, partnership with an “Eat Smart, Move More” initiative in Allendale County, and robotics and science summer camps for elementary and middle school students in Allendale and Barnwell Counties)
- Provide support services for the Salkehatchie Arts Center
- Provide intercollegiate athletics
- Continue to partner with the Walterboro/Colleton Chamber of Commerce to promote education and economic development and with the Lowcountry Workforce Investment Board to promote job training and education in the Salkehatchie service area
- Work with county hospitals and regional health care providers in continuing to deliver the USC Columbia BSN program on the Salkehatchie campus

Goal 5: Enhance educational quality by integrating learning within and beyond the classroom

- Continue to support faculty members who involve students in internships, independent research, and other modalities of experiential learning
- Increase the number of students involved in service learning
- Work with Savannah River Site and other industries in identifying summer internship opportunities for students
- Provide campus activities and programs that are designed to enrich the experience of the student

Meeting Key Performance Measures

Achievement of Goal 1 will contribute to Service to the state by providing South Carolinians with greater access to higher education. Also contributing to Service to the community will be the achievement of Goal 4 through the various activities of the Salkehatchie Leadership Institute. Achievement of Goal 2 will contribute to Teaching excellence by expanding academic offerings and support services. Also contributing to Teaching excellence will be the achievement of Goal 5, as experiential learning is a most effective pedagogical strategy. Achievement of Goal 3 will contribute to Research/scholarship reputation and productivity by increasing the number of faculty involved in productive scholarship.

Section IV. Appendices

A. Resources Needed

Resources not currently available are needed for these three initiatives:

- Increase computer science and engineering courses available on campus

Currently, USC Salkehatchie offers only two computer science courses (CSCE 101 and CSCE 102) and one introductory engineering course. Particularly because of the physical proximity to

the Department of Energy's Savannah River Site plant (40 minutes from the Allendale campus) and the Boeing plant in Charleston (45 miles from the Walterboro campus), it is important for USC Salkehatchie to offer more opportunities for workforce training in the region. An increase in computer science and engineering courses available on campus (even if only through videoconference) would be very helpful.

- Increase the number of four-year degrees available on campus

Currently, USC Salkehatchie awards only two-year degrees. Students can obtain four-year degrees on our campus through programs developed in cooperation with other institutions. These programs are associated with a baccalaureate degree awarded by USC Columbia's School of Nursing (B.S. in nursing), two degrees awarded by USC Columbia's Palmetto College (B.A. in liberal studies and B.A. in organizational leadership), and one degree awarded by USC Aiken (B.A. in elementary education). An increase in programs would allow USC Salkehatchie to better serve its student population.

- Increase the racial diversity of faculty

The USC Salkehatchie faculty is diverse in its composition regarding gender and national origin, but not quite so regarding ethnicity. The addition of one or more tenure-track faculty members from an ethnic minority group would add to the diversity of the faculty. The inclusion of African Americans in the faculty is particularly important at Salkehatchie because of the large representation of African Americans in the student body (40% of all students). These students can greatly benefit from a role model of their own ethnic group.

B. Benchmarking Information

Enrollment growth since 2005: 39% headcount

Enrollment growth since 2005: 54% FTE

Freshman retention: 46%

Graduation rate: 24%

CHE success rate: 48%

Average class size: 20

Percent credit hours taught by full-time faculty: 38%

Percent faculty with terminal degree: 39%

FTE students per full-time faculty member: 31

Peer-reviewed publications per faculty member per year: 0.8

USC grants per faculty member per year: 0.4

Hours of community service per year, faculty: 3,500

Hours of community service per year, students: 2,000

C. Top Strengths and Important Accomplishments

USC Salkehatchie continues to progress in expanding programs and services, a significant accomplishment given the demographics of the rural Lowcountry. The institution serves one of the poorest regions in the state of South Carolina, with counties that rank among the highest in unemployment nationally – counties that are also steadily losing population. Despite these

challenges and apparent limitations to growth opportunity for the campus, USC Salkehatchie's student headcount has increased by 39% over the past eight years, and FTE has grown by 54% in the same timeframe. Because of this success, the campus has been able to better fulfill its mission to educate residents of this rural region and provide them with access to a university-education close to home. These enrollment successes are due largely to campus efforts to increase local awareness of the campus and the economy (students tend to look for local options during tough economic times), as well as activities that focus on reshaping local expectations, so that children know from an early age that a college education is within their grasp and can work towards that goal. In this way, the campus' numerous outreach and educational efforts come together to help achieve the ultimate goal – more local residents who are well-educated, employed, and capable of contributing to the stability of their families and their community.

USC Salkehatchie's mission and vision both call for the campus to serve as a resource to the community, to help with its development and the provision of a better quality of life for area residents. Educational attainment is the cornerstone of that effort, but other outreach efforts demonstrate the institution's creativity in meeting community needs with limited resources. Some of those efforts include the diabetes education and control project through the Healthy Communities Collaborative, which has resulted in a significant decrease in diabetes-related visits to the local ER and improved health for local residents; the numerous businesses that have been assisted with start-up or expansion through the Salkehatchie Center for Business Development; counties and municipalities that have been able to address zoning and development issues because of grants the campus assisted them in obtaining; artists who have found an additional revenue stream and creative outlet because of the Salkehatchie Arts Center; the tourism efforts that have been launched thanks to a tourism study funded by a grant the college received; and the Salkehatchie Stew project, which seeks to use storytelling and drama as an economic engine, as has been done successfully in other communities across the nation.

D. Weaknesses and How They Are Being Addressed

One of the difficulties experienced by the campus has been attracting a larger number of academically-qualified students. Salkehatchie does enroll outstanding students, but, because of the open admissions policy, some students who apply are not adequately prepared for college-level work. Another challenge is balancing the financial resources to grow two campuses in a socially-depressed region of the state. Although Salkehatchie does not duplicate personnel resources (full-time faculty shuttling back and forth between campuses to teach), providing the infrastructure for two campuses is costly yet necessary, given that student enrollment is about the same on the two campuses. Because the region is socially depressed, private support is limited, and county governments are unable to provide the supplemental funding that campuses located in more affluent regions enjoy. However, Salkehatchie has been successful in acquiring grant funding to develop and sustain outreach and academic programs.

E. Statistical Data

Supplied by Institutional Research and Assessment

F. Statistical Research Data

Supplied by the Office of Research

**University of South Carolina Sumter
Blueprint for Academic Excellence 2014-2015**

**Dr. Michael Sonntag
Regional Campus Dean**

Blueprint for Academic Excellence 2014-2015
USC Sumter
Executive Summary

Academic (Regional Campus) Dashboard Targets

Enrollment: USC Sumter has experienced a decline in enrollment over recent years. Fall 2013 was the first time since the Fall 2008 term that enrollment has risen from the previous year. A number of reasons for this decline have been identified and are continually being addressed. Fall 2013 shows some indication that enrollment is stabilizing.

Student Retention/Success Rate: A portion of enrollment decline reflects a decline in the sophomore retention rate. Part of this decline is actually a mark of success as our students transfer to baccalaureate degree programs in their junior year.

Faculty: USC Sumter employs a highly qualified and dedicated faculty. Course offerings are appropriate to our associate's degree programs and are in direct support of the Palmetto College degree programs. Scholarship is encouraged, financially supported and appropriate for a regional campus.

Service: USC Sumter faculty continues to engage in service activities. This includes service for local, state and national organizations, presentations and creative performances to the community at large as well as educational institutions. USC Sumter emphasizes that such activity is both expected and a necessary component for the sustainability of our campus.

Key Performance Parameters

Teaching Excellence, Research and Scholarship: Teaching excellence remains at the core of USC Sumter's mission. The faculty is highly qualified, and dedicated to the educational process. USC Sumter continues to expect, encourage and actively support scholarship. The University of South Carolina Sumter will support and encourage the scholarly, research and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources.

Service: USC Sumter continues to expect, encourage and actively support service activities. While service activity is not as clearly codified as teaching excellence and scholarship, it is a critical aspect of our mission. Most recently, our faculty is aware of *USC Connect* and are becoming more involved with that innovation.

Sustainability: We are addressing sustainability in two ways: continuation of successful activity and the necessity of adapting to a changing environment.

USC Sumter is committed to continuing the best practices of higher education. This includes filling tenure-track positions with highly qualified, dedicated professionals, devoted to scholarship and service.

Section II: Meeting the University's Academic Dashboard Targets

Academic (Regional Campus) Dashboard Targets

Enrollment: USC Sumter has been experiencing a decline in enrollment over recent years and has only in the last academic year begun to stabilize that decline. A number of reasons for this decline have been identified and are continually being addressed.

- Organizational problems within the campus caused problems with responding to the needs of potential students; these problems have been identified and continue to be addressed. Several changes to our procedures have effectively dealt with these problems, which can be inferred to some degree by the slight rise in enrollment from the Fall 2012 semester to Fall 2013 semester, even in the context of the strategic reduction of our Dual Enrollment program.
- The recent recession hurt enrollment, especially considering the tuition cost discrepancy between USC Sumter and adjacent Central Carolina Technical College; the federal redefinition of financial aid was problematic and exacerbated the movement of students into baccalaureate programs.
- Some of the decline in enrollment has been intentional – the dual enrollment program with the local high schools has been purposefully and successfully trimmed to better use existing financial and personnel resources. We continue to reject the option of becoming an “open enrollment” institution, believing that such a decision would blur the distinction between USC Sumter and the technical college next door.
- The Admissions Office of USC Sumter has targeted our feeder high schools for earlier and more intense recruitment activity, but has also allowed for maintaining our visibility at additional target areas. In addition, this office continues to meet with local churches, local businesses and special organizations (home-schooled student groups).
- Our Admissions Office is working more closely with our Marketing office (which is getting critical support from USC Columbia). Our campus has significantly increased the marketing budget to improve awareness within our service area.

Student Retention/Success Rate: USC Sumter needs to retain more of its students beyond the first year. Our retention of the Fall 2012 cohort has shown considerable improvement over the previous years, however. See Appendix D, Table 2. USC Sumter's Success Rate ranks among the highest of the four two-year campuses and is considerably higher than that of CCTC. See Appendix F, “Success Rate” chart.

- To some degree this measure is actually a mark of success as our students transfer to baccalaureate degree programs; it is the other type of loss that must be addressed.
- The faculty has recently been more intimately involved in the advisement process as one strategy for addressing the retention issue. Faculty mentoring and greater engagement of the faculty through advisement adds a new dimension to our retention efforts.
- The Opportunity Scholars Program, along with faculty-driven support programs (especially in English and Math tutoring), represent another strategy for increasing retention rates.
- One method of both increasing enrollment and improving retention is to enhance the athletic program. Financial restrictions limit this option for the immediate timeframe,

but actions to support the existing programs as we lay the foundation for new programs are appropriate.

- We will continue to support the student development transcript program which both enhances our educational mission and encourages student engagement.
- We will continue to support intramural activity, club formation/ participation, and student related functions.

Faculty: USC Sumter continues to employ a highly qualified and dedicated faculty. Our course offerings are appropriate to our associate's degree programs and are in direct support of the Palmetto programs.

- We will continue to encourage and financially support scholarship and creative endeavors (both with "A" funds and by using funds from the Educational Foundation.
- We are in the process of filling a faculty vacancy with a tenure-track position and USC Sumter is committed to continue to fill future vacancies with tenure-track positions.
- With the guidance of the new Dean, as enrollment determines and finances allow, new faculty positions should be tenure-track slots rather than instructor slots.
- We have an older faculty; as faculty members retire those vacancies will be filled with tenure-track faculty, subject to enrollment patterns and financial limitations.

Service: USC Sumter faculty continues to engage in service activities.

- USC Connect is a new program which offers a useful tool for student and faculty service. Several faculty members are part of this program; we are and will continue to be encouraging participation in this program.
- USC Sumter will continue to encourage faculty to engage in service to the University, the local community, the State and the nation.
- USC Sumter will continue to emphasize that such activity is both expected and a necessary component for the sustainability of our campus.

Section III: Meeting Key Performance Measures and Goals

2014-2015 Key Performance Measures

Teaching Excellence, Research and Scholarship: Teaching excellence remains at the core of USC Sumter's mission. The faculty is highly qualified and dedicated to the educational process. The courses offered are appropriate to the associate's degree and many are in direct support of Palmetto degrees. Several faculty members have developed Palmetto Distributive Learning courses and proposals to develop more Distributive Learning on-line courses continue to be submitted for Provost grant funding.

USC Sumter continues to expect, encourage and actively support scholarship and research. Funds exist to support travel to conferences to support presentations. Sabbaticals are supported to allow a more concentrated period of time for active research. Funding for scholarship also exists through our Educational Foundation. The University of South Carolina Sumter will support and encourage the scholarly, research and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources.

Service: USC Sumter continues to expect, encourage and actively support service activities. While service activity is not as clearly codified as teaching excellence and scholarship, it is a critical aspect of our mission. Most recently, our faculty are aware of *USC Connect* and are becoming more involved with that innovation.

Sustainability: We are addressing sustainability in two ways: the continuation of successful activity and the necessity of adapting to a changing environment.

This includes offering rigorous coursework for associate and specific baccalaureate programs. It also includes USC Sumter continuing to assess its successes in meeting our mission and developing appropriate strategies to address identified weaknesses.

Faculty members are routinely assessed according to the guidelines specified in the *Regional Campuses' Faculty Manual* as part of annual review, promotion and tenure, and post-tenure review.

For USC Sumter to sustain its effective participation in the greater University it is important that we grow our student population, actively develop course offerings in support of Palmetto College, maximize our existing resources, and evaluate our current structure and financial standing to optimize our ability to best meet our mission.

2014 – 2015 Annual and Five Year Goals

2014-2015 Annual Goal I:

The University of South Carolina Sumter will analyze its administrative, academic and support-services structure to better meet student needs and optimize the use of financial and personnel resources.

USC Sumter has recently undergone a significant restructuring. Declining enrollment and State funding placed a significant strain on our Campus. The recent loss of faculty, staff and administrative personnel has both improved our fiscal standing and greatly strained our ability to function as effectively as desired. A temporary administrative structure was created at the beginning of the current fiscal year. The retirement of the previous Dean and the reclassification of the previous Associate Dean for Academic Affairs and the four Division Chairs resulted in a new administrative structure involving an Interim Dean, Interim Associate Academic Dean and three Academic administrators. Feedback from these individuals, the Executive Council (heads of various planning units for the campus), and the Long-Range Planning Committee (elected faculty, and appointed staff and administrators) have been involved in helping to define a new structural organization for the campus. The search for a new Campus Dean was completed this past year and the position was filled on February 1st, of 2014, enabling the opportunity to review and implement plans for any further needed structural changes in campus organization.

This goal directly and indirectly addresses all of the key performance parameters and most directly relates to *sustainability*.

2014-2015 Annual Goal II:

The University of South Carolina Sumter will continue improve faculty advising.

The USC Sumter faculty members now serve as the primary academic advisors for the student body. Prior to the 2012-2013 academic year, academic advising at USC Sumter was done by a professional staff and faculty was minimally involved. A declining budget played a part in the loss of this professional core and faculty was assigned new advisement duties. While the transition period has had its difficulties, the faculty has met the challenge of these new responsibilities, and we perceive that the enhanced engagement of the faculty in the process will actually assist us in improving student enrollment and retention through greater and more direct mentorship. However, since this is such a new approach, attention still needs to be directed at improving the knowledge base and advising skills of the faculty.

While training workshops are being periodically conducted, it has become clear that USC Sumter needs to develop additional training sessions and improve the processes for linking students with their advisors. We continue to assess the advising process by soliciting input from faculty and students.

This goal directly and indirectly addresses several of the key performance parameters and most directly relates to *service* as well as *sustainability*.

2014-2015 Annual Goal III:

The University of South Carolina Sumter will increase its active participation in Palmetto College.

We see the growth of USC Sumter as intimately linked to the development of Palmetto College. Palmetto College will offer new degree options for our students and new courses for our faculty to teach. We are actively engaged in a more aggressive advertisement (to students and faculty) about Palmetto College degree programs. USC Sumter is actively encouraging its faculty to develop Distributive Learning courses (both for two-way video and on-line delivery.)

In previous years, USC Sumter was more focused on developing infrastructure for status as a four-year campus than effectively utilizing the Palmetto Programs. There has been a fundamental shift in this mindset within the USC Sumter community. USC Sumter can and will improve its involvement with Palmetto College. We will continue to increase the number of USC Sumter students who earn a degree from Palmetto College and increase the number of synchronous and asynchronous Distributive Learning course offerings.

USC Sumter was the first Regional Campus to offer fully online asynchronous classes, beginning in the first summer session of 2010. Since the first fully online courses were offered, USC Sumter has continued to offer fully online and hybrid courses every semester that are effective choices for students, enabling greater retention of students. The faculty members who develop and teach these courses continue to ensure that the courses are as equally engaging and rigorous as the face-to-face sections of the courses.

A USC Sumter faculty member serves as the Center for Teaching Excellence (CTE) Associate Director of Distributed Learning and develops and delivers CTE presentations about best practices in distributed learning courses for faculty training across the USC system.

USC Columbia has adopted The Quality Matters™ Program (QM) as the guideline for designing and delivering online and blended courses. The Quality Matters™ Program (QM) is a nationally recognized research-centered approach to quality assurance and continuous improvement for online learning. The primary components are a set of standards for the design of online courses and the online components of blended courses, a peer review process for applying these standards, and related professional development for faculty. The same USC Sumter faculty member who is the CTE Associate Director of Distributed Learning also serves as one of the two USC QM Institutional Representatives and is a certified QM Master Reviewer.

Several years ago, the USC Office of the Provost began an annual process to award competitive grants for the development of fully online or blended courses. Since then, numerous USC Sumter faculty members have been awarded grants and have developed and offered their courses.

Recently USC Sumter faculty members have also received grants to develop online courses in the Back to Carolina initiative, and in several initiatives from Palmetto College since that first offering; and most recently, several USC Sumter faculty members have been awarded Palmetto College grants to revise their existing 16-week online courses to meet the 8-week structure that Palmetto College has begun offering its students.

The USC Sumter Faculty and Staff intend to continue this active participation in the evolution of Palmetto College and become among the leaders in effecting the Vision and Mission of Palmetto College. This goal directly and indirectly addresses several of the key performance parameters and most directly relates to *teaching excellence* as well as *sustainability*.

Five-Year Goals

Five-Year Goal I:

The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees and Palmetto Programs.

Highly qualified and talented faculty offering established academic experiences for our students is at the heart of what we do. We continue to offer appropriate coursework toward the AA/AS degrees and are enhancing both traditional and online course offerings in support of cooperative bachelor degrees and Palmetto Programs. *Teaching excellence* is both a summary of USC Sumter's continued mission and also an established key performance parameter.

Five-Year Goal II:

The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollment, and to attract and retain an academically talented and diverse student body.

Goal II relates directly to the key performance parameters of both *service* and *sustainability*. USC Sumter must stabilize and then grow its student population.

Five-Year Goal III:

The University of South Carolina Sumter will support and encourage the scholarly, research and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources.

USC Sumter supports the scholarly pursuits of the faculty, and continues to treat such pursuits as mission critical by enabling such activity wherever and whenever financially feasible. Most recently, USC Sumter faculty have been encouraged to submit grants in support of course development for the Palmetto College and Back to Carolina initiative. This Goal thus reflects the key parameters of *scholarship, service and sustainability*.

Five-Year Goal IV:

The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources.

Especially given the recent financial hardships, this goal continues to be a prominent one for USC Sumter. Recently USC Sumter has heightened its work with local city and the service area county governments to secure support for the campus, and seeks to build on past successes in fund-raising from private sources. The Goal relates to the key parameter of *sustainability*.

Five-Year Goal V:

The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan and actively seek public and private funding to achieve this goal.

Appendix A: Resource Needs and Benchmarking Information

USC Sumter needs the time to adjust to its evolving situation. The institution has significant need for facility improvements associated with the Science Building and science program. There are staffing needs in student services and student life, existing needs that are currently tied to the need to increase enrollment. There are faculty personnel needs in Psychology, Political Science, and Physics that we hope to fill for this upcoming academic year as well as needs in foreign languages that are ongoing.

We appreciate the generous Marketing support from USC Columbia and need to continue to receive this type of assistance.

As USC Sumter seeks to grow and evolve, all campus personnel must be keenly aware of space and other physical plant needs. Although current facilities could adequately service a sizable increase in student enrollment, some facilities nearing the end of their lifecycles are in need of renovation and/or replacement. The thoughtful targeting of deferred maintenance funds is a small but important component of this Goal related to the key parameter of *sustainability*.

To participate more fully in Palmetto College online programs, USC Sumter needs to further develop its wireless infrastructure and capacity. A basic wireless infrastructure does currently exist on the campus to serve students and personnel but it is inadequate for the likely increased usage the online programs will require.

USC Sumter does not offer disciplinary majors, offering only Associate Degrees in Arts and Sciences. Five peers used in our Integrated Post-Secondary Analysis peer analysis group include: the Kent State University Ashtabula Campus (Ashtabula, OH); Ohio University-Lancaster Campus (Lancaster, OH); University of Wisconsin Colleges (Madison, WI); Arkansas State University-Newport (Newport, AR); and Pennsylvania State University-Penn State Mont Alto (Mont Alto, PA). USC Sumter's Peer Aspirants include Indiana University East and Indiana University Kokomo.

Appendix B: Unit's Top Strengths and Important Accomplishments

The top strengths of USC Sumter are: 1) its name recognition as part of the USC System; 2) its reputation for teaching and learning excellence with small classes; 3) the availability of five joint Bachelor Degree Programs with USC Aiken, USC Upstate, USC's Palmetto Programs; 4) the possibilities for physical expansion; and 5) its affordability.

USC Aiken offers students at the USC Sumter campus the opportunity to earn an AACSB-accredited BSBA degree with the Management concentration from USC Aiken without having to physically go to the Aiken campus. After completing all of their lower level degree requirements at USC Sumter, students who meet the admission requirements for the School of Business Administration (SOBA) Professional Program may enter the Aiken Business Program at Sumter. These students are then able to complete all of their upper level degree requirements through a combination of face-to-face classes taught by qualified SOBA faculty at USC Sumter and online classes taught by SOBA faculty from either Aiken or Sumter. These students are advised onsite by USC Sumter SOBA faculty. The Aiken Business Program at Sumter has been in existence for over twenty years, and enabling the recruitment and retention of students from the USC Sumter service area.

USC Upstate offers students at the USC Sumter campus the opportunity to earn BA degree with majors in Elementary Education or Early Childhood Education. These programs lead to certification of the State Department of Education. Sumter classes feature both traditional classes and interactive video classes that originate on the Spartanburg campus. Student teaching is done in the Sumter area. Certification programs can also be arranged for students who already have bachelor's degrees. These programs are fully accredited by NCATE.

USC Columbia offers students at USC Sumter the opportunity to earn a BA in Liberal Studies degree. This degree allows students to design their own programs of study when other degree programs do not fit their needs. Many non-traditional students find this degree useful in advancing their careers. In most cases, all coursework required for this USC Columbia Baccalaureate degree can be completed on the USC Sumter campus through a combination of face-to-face classes, two –way video classes and online classes.

USC Columbia also offers students at USC Sumter a BA in Organizational Leadership. This degree is designed for students who want a focus on leadership while developing a solid professional foundation to pursue professional careers. Options allow students to develop their leadership skills in a variety of areas, including non-profit organizations, businesses, local government and public agencies. All coursework required for this USC Columbia Baccalaureate degree can be completed on the USC Sumter campus through a combination of face-to-face classes, two–way video classes and online classes.

Among our more important accomplishments over the past five years is that USC Sumter has become a leader in the implementation of Palmetto Programs.

USC Sumter was the first Regional Campus to offer fully online asynchronous classes, beginning in the first summer session of 2010. Since the first fully online courses were offered, USC Sumter has continued to increase its offering of fully online and hybrid courses that are effective choices for students, enabling greater retention of students.

The faculty who develop and teach these courses continue to ensure that the courses are as equally engaging and rigorous as the face-to-face sections of the courses. A USC Sumter faculty member serves as the Center for Teaching Excellence (CTE) Associate Director of Distributed Learning, and develops and delivers CTE presentations about best practices in distributed learning courses for faculty training across the USC system.

Several years ago, the USC Office of the Provost began an annual process to award competitive grants for the development of fully online or blended courses. Since then, numerous USC Sumter faculty members have been awarded grants and have developed and offered their courses. USC Sumter faculty members have also received grants to develop online courses in the Back to Carolina initiative, and in several initiatives from Palmetto College since that first offering; and most recently, several USC Sumter faculty members have been awarded Palmetto College grants to revise their existing 16-week online courses to meet the 8-week structure that Palmetto College has begun offering its students.

In addition: USC Sumter has fully equipped 100% of our classrooms with “smart” video, audio, internet technology; brought back intercollegiate athletics after over thirty years of its absence from our campus; reestablished and re-enhanced the viability of our Student Union through the re-opening, and continual improvement of a long dormant food court for students, staff and faculty; implemented a Tobacco Free campus policy in conjunction with the Health Carolina Initiative; and maintained mission critical functions, during the most severe set of budgetary crises in institutional memory.

Appendix C: Weaknesses and How They Are Being Addressed

USC Sumter’s top weaknesses are 1) proximity to Central Carolina Technical College (CCTC), 2) lack of flexibility to offer locally needed four year programs, 3) outdated buildings and other infrastructure needs, especially a severely outdated Science Building, and 4) lack of a strong brand identity that transmits a clear message of our mission to the community.

These weaknesses are addressed through the detailed Blueprint goals. All of these goals advance the vision of the campus as a place where baccalaureate programs needed in the service area are available. This is an ongoing process of both developing our internal infrastructure, especially student support services, and our support within the local community leadership of our five county

service area. Solid progress toward this vision is achievable in the next few years as Palmetto College and the Back to Carolina program build on the proven success of Palmetto Programs.

Appendix D: Unit Statistical Profile

1. Number of entering Freshman for Fall 2009, Fall 2010, Fall 2011, Fall 2012 classes and their average SAT and ACT scores (Data Source: USC Office of Institutional Assessment and Compliance {IAC}.)

Semester	FTF HDCT	ACT Mean Average	SAT Mean Average
Fall 2010	260	19	961
Fall2011	229	19	952
Fall 2012	216	19	956
Fall 2013	227	19	943

2. Freshman retention rate for classes entering Fall 2010, Fall 2011 and Fall 2012 (Data Source: IAC.)

Semester	Freshman Retention Rates
Fall 2010 FTF Cohort	50.20%
Fall 2011 FTF Cohort	47.70%
Fall 2012 FTF Cohort	60.60%

3. Two and three year graduation rates for classes entering Fall 2008, Fall 2009 and Fall 2010 (Data Source: IAC.); and Success Rates* For classes entering in Fall 2006, Fall 2007, Fall 2008 and Fall 2009 (Data Source CHE.)

Freshman Cohort	2-Year Graduation Rates	3-Year Graduation Rates
2008 Cohort	3.60%	5.80%
2009 Cohort	5.70%	9.00%
2010 Cohort	9.90%	14.00%

Freshman Cohort	**Success Rates
2006 Cohort	69.20%
2007 Cohort	64.80%
2008 Cohort	58.70%
2009 Cohort	65.20%

*"Success Rate" is defined as the "GRS Rate Plus." The Graduation Rate Survey (GRS) defines the cohort of students to be included each year as the first-time, full-time, degree seeking students entering an institution each fall. The GRS rate is calculated on the percentage of a cohort graduating within 150% of normal program time. The Success Rate, in addition to the graduates, includes those students who as of 150% of program time have transferred to another institution or those students who have continued to be enrolled the term following 150% of program time.

**In-State Transfers Only

4. Total credit hours generated by USC Sumter for Fall 2012, Spring 2013 and Summer 2013 (Data Source: IAC.)

Semester	Total Credit Hours Generated
Fall 2012	10,504
Spring 2013	9,375
Summer 2013	1,092
Total	20,971

5. Percent of undergraduate credit hours taught by faculty with highest terminal degree (Data Source: IAC.)

Semester	Percent of Undergraduate Credit Hour Taught by Faculty with Highest Terminal Degree
Fall 2013	38.02%
Fall 2012	48.96%
Fall 2011	44.73%

6. Percent of credit hours taught by full-time faculty (Data Source: IAC.)

Semester	Percent of Credit Hours Taught by Full-Time Faculty
Fall 2013	70.34%
Fall 2012	69.83%
Fall 2011	75.95%

7. Number of faculty by title as of Fall 2011, Fall 2012, Fall 2013 (Data Source: IAC.)

Semester	Faculty Rank	Totals
Fall 2011	Professor	10
	Associate Professor	13
	Assistant Professor	4
	Instructor	20
	Adjunct	31
	Total Fall 2011 Faculty	78
Fall 2012	Professor	12
	Associate Professor	10
	Assistant Professor	3
	Instructor	10
	Adjunct	26
	Total Fall 2012 Faculty	61

Fall 2013	Professor	11
	Associate Professor	8
	Assistant Professor	3
	Instructor	11
	Adjunct	28
	Total Fall 2013 Faculty	61

8. Current number and change in number of tenure-track and tenured faculty from under-represented minority groups from FY 2012 (Data Source: IAC.)

- Fall 2013 tenure-track and tenured faculty from underrepresented minority groups: 7
- Change from Fall 2012: -1

Appendix E: Statistical Research Data

1. Total extramural funding processed through Sponsored Award Management (SAM) and Federal extramural funding processed by SAM in FY 2012. Total extramural sponsored research funding per faculty member (Data Source: SAM/USCERA.)

Total USC Sumter Extramural Awards FY 2012	\$282,511.00
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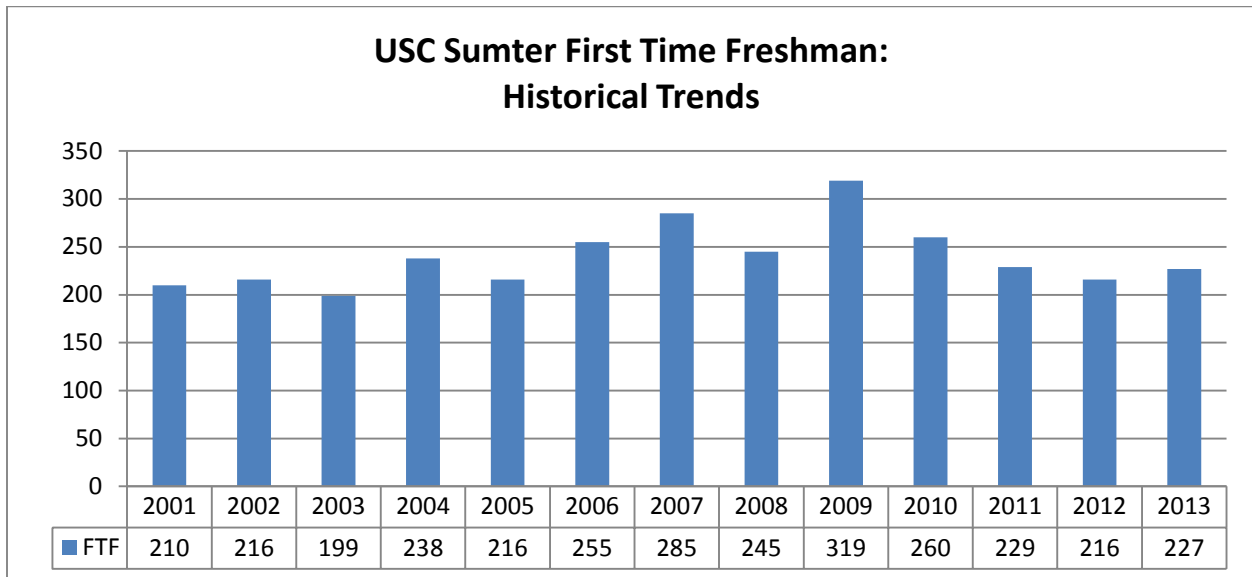
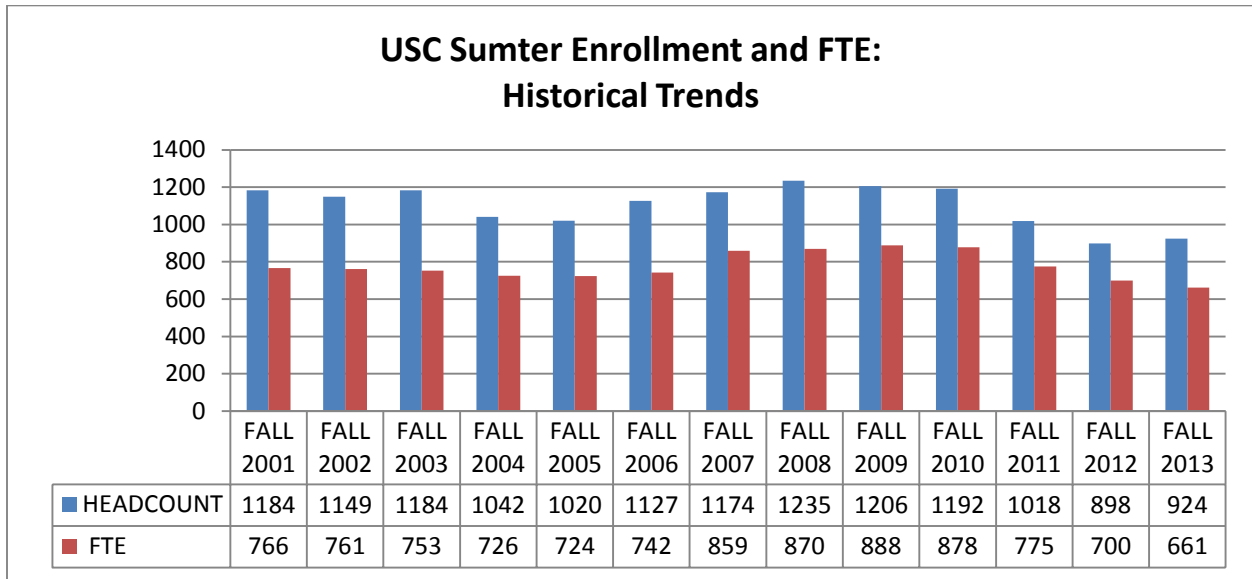
Total Extramural Awards Per Tenure/Tenure Track Faculty	
Associate Professor Michele Reese - Sumter County Cultural Commission	\$1,000

2. Total sponsored research awards per tenure/tenure track faculty for FY 2013 (Data Source: SAM/USCERA.)

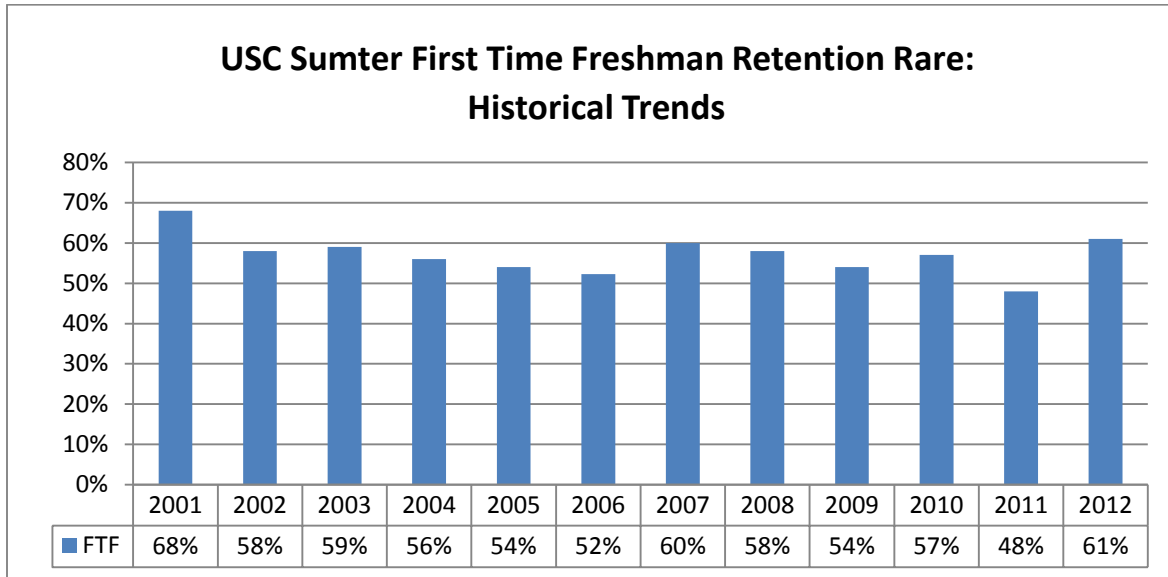
Professor by Rank	Total Sponsored Research Awards
Professor Jean-Luc Grosso	\$7,558.00
Professor Pearl Fernandez	\$2,500.00
Associate Professor Stephen Anderson	\$8,000.00
Associate Professor Mary Ellen Bellanca	\$2,850.00
Associate Professor Park Bucker	\$8,000.00
Associate Professor Kajal Ghoshroy	\$8,000.00
Associate Professor Hayes Hampton	\$17,801.00
Associate Professor Michele Reese	\$9,000.00
Assistant Professor Ray McManus	\$15,618.00

Appendix F: Dashboard Metrics

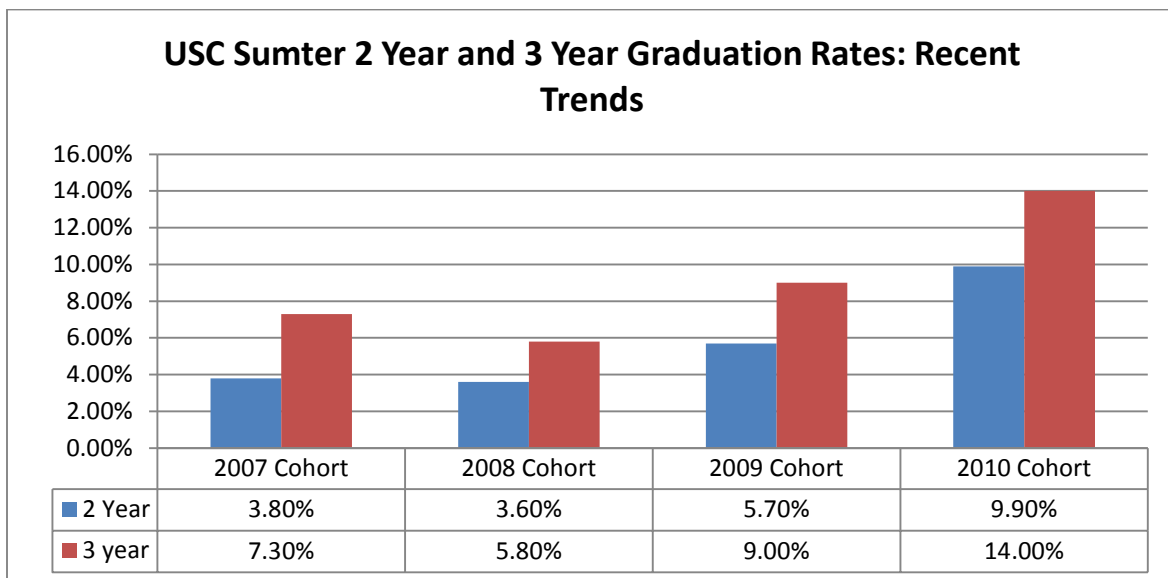
Enrollment



Retention

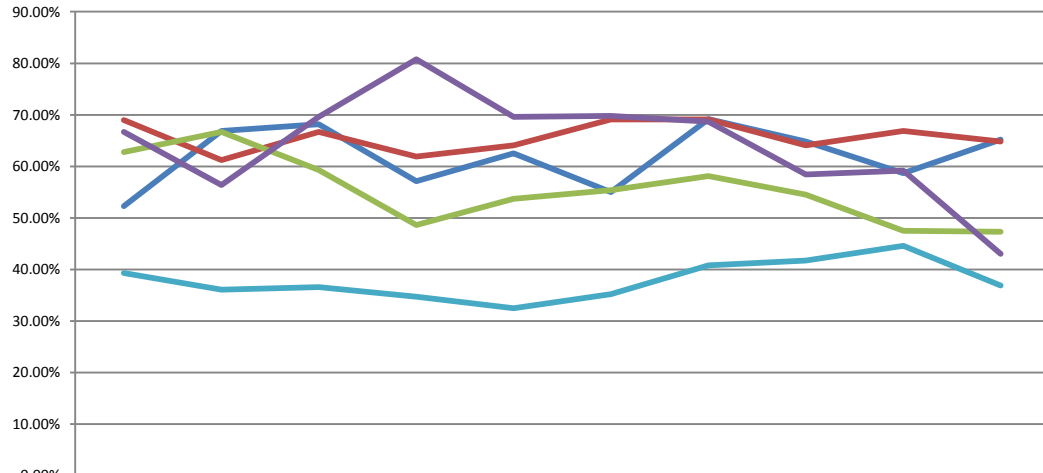


Graduation Rates



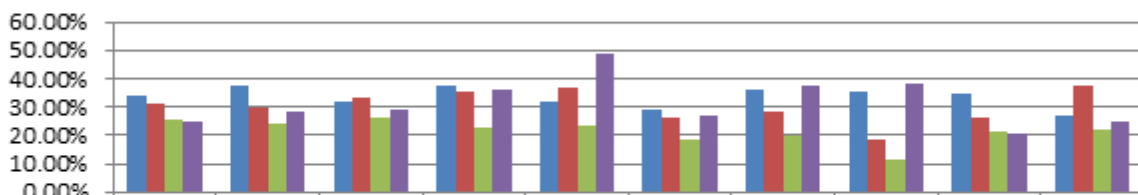
Success Rates

**USC Sumter Regional Campuses Success Rates:
Historical Trends**



	Fall 2003 - 00 Cohort	Fall 2004 - 01 Cohort	Fall 2005 - 02 Cohort	Fall 2006 - 03 Cohort	Fall 2007 - 04 Cohort	Fall 2008 - 05 Cohort	Fall 2009 - 06 Cohort	Fall 2010 - 07 Cohort	Fall 2011 - 08 Cohort	Fall 2012 - 09 Cohort
Sumter Success Rates	52.30%	66.90%	68.20%	57.10%	63%	55.00%	69.20%	64.80%	58.70%	65.20%
Lancaster Success Rates	69%	61.20%	66.70%	61.90%	64.10%	69.10%	69.10%	64.10%	66.90%	64.80%
Salk Success Rates	62.80%	66.70%	59.30%	48.60%	53.70%	55.40%	58.10%	54.50%	47.50%	47.30%
Union Success Rates	66.70%	56.40%	69.60%	80.80%	69.60%	69.80%	68.70%	58.40%	59.20%	43.00%
CCTC Success Rates	39.30%	36.10%	36.60%	34.70%	32.50%	35.20%	40.80%	41.70%	44.60%	36.90%

**First-Time Full-Time Associate Degree Seeking Students Earning
a Baccalaureate Degree in 150% Time:
Historical trends for Regional Campuses***



	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
Sumter	33.70%	37.60%	31.60%	37.50%	32.12%	29.14%	35.86%	35.40%	34.62%	27.08%
Lancaster	31.20%	29.90%	33.30%	35.20%	36.90%	26.24%	28.04%	18.78%	26.07%	37.18%
Salk	25.40%	23.80%	26.10%	22.50%	23.36%	18.80%	20.00%	11.11%	21.44%	22.08%
Union	25.00%	28.60%	29.00%	36.40%	48.48%	27.27%	37.50%	38.46%	20.25%	25.04%

*Not Supplemented with Out-of-State Graduates



2014-2015 BLUEPRINT

March 7, 2014

Section I. Executive Summary

USC Union faculty and staff are actively engaged in campus strategic planning through task forces devoted to our campus long-term goals. Participatory meetings in August and September 2013 generated the following long-term goals.

1. *Increase enrollment and retention*
2. *Increase faculty and academic programs*
3. *Provide students with intellectual tools for leadership and lifelong learning*
4. *Strengthen infrastructure and campus resources*
5. *Strengthen ties to the communities we serve*

Student enrollment increased from 472 in Fall 2012 to 484 in Fall 2013 and from 490 in Spring 2013 to 561 in Spring 2014. Neither of these increases represents record enrollment, so efforts are being made to increase enrollment for 2014-15 by adding dual enrollment offerings at several new high schools, by participating in the Pacer Pathway program with USC Aiken, and by enhancing marketing and recruiting efforts. Support for and encouragement of staff professional development is ongoing. A comprehensive marketing campaign for Laurens will be developed by the Marketing Director.

Retention rates from 2011 to 2012 were 50.6%, slightly above the 49.6% average of the 4 regional campuses. USC Union had a 43% success rate in 2012, and a 23.88% four-year degree attainment rating. The latter is twice that of the two local technical colleges.

Three new faculty members have been hired for 2013-14. They include a sociologist and mathematician that were replacement positions, and a political scientist. The sociologist will be moving near relatives in May for child care since her husband travels each week. A search for her replacement has begun. We also hope to hire a new faculty member to replace adjuncts who are retiring from teaching for us.

USC Union faculty, staff, and administrators are actively engaged in community service in Union, Laurens and others. Faculty are involved in fine arts productions, civic agencies, museums and historical societies, charitable projects, and educational partnerships. See Section III for details.

Section II. Meeting Academic Dashboard Targets

Enrollment

USC Union Enrollment History 2008 – 2013			
Fall Enrollment		Spring Enrollment	
2008	367	2008	397
2009	507	2009	400
2010	525	2010	468

2011	492	2011	598
2012	472	2012	564
2013	484	2013	490
		2014	561

- 1) Strategies used to achieve higher enrollment in 2013-14 included more frequent contact with prospective students during Summer 2013; excellent rapport with public school counsellors, particularly in Laurens County; and talented faculty who provide individual attention to student needs.
- 2) Fall 2014 enrollment increased by 12 students. Spring 2014 enrollment increased by 71 students. In the past Laurens High School used Piedmont Tech for offerings in the fall and us in the spring; hence, our spring enrollments have been higher than fall.
- 3) Enrollment Targets for 2014-15 are 550 for Fall 2014 and 560 for Spring 2015. Additional dual enrollment students, enhanced marketing and recruitment efforts, and the Pacer Pathway program should produce these record enrollments. Evening and weekend programming in a shortened format on a cohort-based model with appropriate advertising can enhance enrollment. Excellent communication and partnership with public school staff and community organizations can also generate additional students.

Retention/Success Rate

Entering Freshman Class	Retention Rate
Fall 2009	58.0%
Fall 2010	64.0%
Fall 2011	50.6%
Fall 2012	50.6%

The Success Rate in Fall 2012 was 43%.

- 1) Strategies used to retain students included increased social events, concentrated efforts to support the Student Government Association, excellence in teaching, and individualized attention to student needs.
- 2) Data is not available for 2013-14, but Student Government leaders have been more involved in campus events. Bantam baseball and new student activities have also encouraged retention. Faculty and staff have attended advising workshops and conferences and shared their new knowledge with colleagues in campus meetings.
- 3) A student Academic Success Center is being planned for fall 2014 to support the learning needs of students so they can succeed. In a recent study, campus appearance was cited as being important in recruiting and retaining 2-3% of students. The new Union campus bookstore, new location in Laurens, landscape beautification, and other campus projects will contribute to the positive environment for student learning.

Faculty

USC Union currently has 13 full time faculty and 30 adjunct faculty.

- 1) A strategic planning task force is studying the academic needs of the institution and making recommendations for new faculty.
- 2) A tenure-track political scientist was added in 2013-14 as well as two replacement positions, one in Math and one in Sociology.
- 3) We will be hiring a replacement for the current Sociology position for 2014-15 and would like to add at least one additional faculty member who can support general education and the BOL and BLS programs.

Service/Community Engagement

The faculty and staff of USC Union are highly engaged in their communities. In fact, campus constituents chose “Strengthening Community Ties” as a long-term goal. See Section III for examples from those who responded to our query for specific information.

Section III. Meeting Key Performance Measures and Goals

Teaching Excellence/Research-Scholarship Reputation and Productivity

Maire-Afeli: Online course development grant from Palmetto College

Bubriski-McKenzie: Bubriski-McKenzie, Anne and Jasinski, Jana J. 2013. “Mental Health Effects of Intimate Partner Terrorism and Situational Couple Violence among Black Women and Latinas.” *Violence against Women*, 19:1429-1448.

Semaan, Ingrid, Jasinski, Jana J. and Bubriski-McKenzie, Anne. 2013. “Subjection, Subjectivity and Agency: The Power, Meaning and Practice of Mothering Among Women Experiencing Intimate Partner Abuse.” *Violence against Women* 19:69-88.

“Lesbian and Gay Interracial Couples: Visibility and Invisibility in Heterosexist and Racially Homogenous Spaces,” poster presented at the National Women’s Studies Association Annual Conference, Cincinnati, Ohio, November 2013.

“Interracial Lesbian and Gay Couples: Managing Public Settings,” paper presented with Liz Grauerholz at Southern Sociological Society Annual Conference, Charlotte, North Carolina, April 2014.

Charles: *The Narrative History of Union County, SC*, 4th edition, thoroughly revised, published by the Union County Historical Association, 574 pp.

Shaw: Book / Article(s): This Season of Our Despair: The Shift in Literary Myths about New Orleans Arising out of the Aftermath of Hurricane Katrina. Awarded a sabbatical, Fall 2013, work in progress. Two conference presentations arising out of this work to date:

1 - "Lack Has No Boundaries: Hurricane Katrina's Reification of New Orleans' Social Identity and Cultural Heritage." 2014 USC Women's & Gender Studies Conference, Food and Foodways. Session 6.C. 2/21/14.

2- "Say It Ain't So: Lamenting the Aftermath in Post-Katrina Prose." Invited Speaker. ACES Annual Conference, Kudzu and Moonshine: Reading, Writing, and Interpreting the Dysfunctional South. 4/12/14.

Conference Panel Chair - "Bodies, Food, Performance." 2014 USC Women's & Gender Studies Conference, Food and Foodways. Session I. 2/20/14.

Crocker: Appalachian Studies Association Conference March 28-30 - "I had a hunger to listen': The Motif of Canning in Appalachian Literature"

Ivey: Selected as campus Distinguished Professor in 2013. Director of Upcountry Literary Festival.

Lowell: First-author publication (co-authored by Robin K. Morris) of article entitled "Word Length Effects on Novel Words: Evidence from Eye Movements" in the peer-reviewed journal "Attention, Perception, & Psychophysics" (DOI: 10.3758/s13414-013-0556-4).

Paper accepted as a poster presentation at the 26th annual meeting of the Association for Psychological Science (APS), in San Francisco, CA, being held from May 22-25, 2014.

Distributed Learning funds in Fall of 2013 to develop an online version of PSYC 227 (Psychological Statistics)

Currently engaged in an Independent Study with an undergraduate student, Chelsi Rist

Lowe: Paper accepted for the South Carolina Historical Association annual meeting (March 2014)

Taylor-Colbert: "Department Chair Leadership Development at Jacksonville State University," AASCU conference, February 2014.

Service to state, community, profession, and university

Faculty:

Maire-Afeli: national chemistry event in October 2013, fun with science camp summer 2013, earth day April 2013 and coming up 2014

McKenzie: Uniquely Union Volunteer, Drug and Alcohol Abuse Prevention Advisory Board of Union County

Charles: Spoke to the Youth Leadership Union group, Spoke to the Leadership Union group, Told ghost tales at Rose Hill Plantation State Park, Will do a reading from my Narrative History at the USC-Union Literary Festival in March, Will speak to South Carolina Works in April

Shaw: Board and Founding Member: ACES - Association of Carolina Emerging Scholars Conference, 2013-2014, 2012-2013, 2011-12, 2010-11 (2014 conference hosted at USC Union, 4/12/14)

Lowell: Union County Commission on Alcohol and Drug Abuse Prevention's advisory board

Lowe: Union County Development Board

Fatemi: Blood Drive on Sep 25, and Feb 26, Celebrating Diversity on November 13, 2013, World AIDS day on November 18, 2013, Adopt-A-Family project , December 2013, Donations to Piedmont Care in November 2013: several boxes of non- perishable food items and personal hygiene products donated by biology students for Piedmont Care Pantry.

Staff:

Stevenson: participated in the Student Success Strategic Planning Task Force Committee, building study committee at my church charged with studying our facilities and recommending changes as needed, serve on a board for the South Carolina Interagency Deaf/Blind Project

Burgess: Girl Scouts, March of Dimes, Peer Mentoring for UNIV 101

Hooper: College Goal volunteer, Miss USC Union Pageant volunteer, VITA volunteer, Sardis UMC Financial Secretary

Crocker: College Goal Volunteer, USCU Players Sponsor, Music Club Sponsor, Literary Club Sponsor, Upcountry Literary Festival Planning Committee

Moore: Licensed Foster Parent providing short to long term care to at risk infants and children

Holcombe: Governor's Family Foundation event on campus held August 2013

Scholarship Workshops at Broome, Spartanburg, Dorman, Union and Chester County High Schools (These are 1 hour evening workshops) the month of September.

University 101 Classes participated in "The Walk to Find a Cure for Alzheimer's". This consisted of raising money and walking at Wofford College on 9/28/2013.

Financial Aid Workshops at Blacksburg and Gaffney High School (These are 1 hour evening workshops) the month of December.

Financial Aid Workshops continued at Spartanburg, Dorman, Broome, Union, Byrnes, Clinton and Chester County High Schools the months of January – March.

January 31, 2014 I participated and spoke at 4 sessions at a tri-county symposium on the downtown campus of SCC. This event was headed by Tony Farr, Union County School District.

I judged the Miss Spartanburg Methodist College Pageant on 01/25/2014 and the Miss Dorman High School Pageant on 02/1/2014. I will judge the Miss Great Falls Pageant on 03/22/2014.

Site coordinator for College Goal South Carolina on 02/22/2014, which was held at USC Union.

University 101 class will sponsoring the Miss USC Union Pageant on 03/08/2014, where proceeds benefit the Alzheimer's Association.

March 13, 2014 I will speak at an event sponsored by the Alzheimer's Association in Union to be held at the Union City Hall.

April 11, 2014 I am scheduled to speak at Lewisville High School (a.m.) and Great Fall High School (p.m.) on budgeting and financial aid for college students. This is part of a grant these two schools received.

February 28, 2014 thru July 2014 the USCU FAO will sponsor FAFSA Fridays as a community service.

Wendel: Back to School Bash/ Governor's Family Foundation in August with Governor Haley.

Financial Aid Workshop for Bill Moore's University 101 class in September.

March of Dimes' March for Babies in October.

Financial Aid Workshops at Union County Adult Education (hour workshop) in November.

Financial Aid Workshop for Bill Moore's University 101 class in January.

College Goal Saturday (2/22/14) which was held at USC Union.

Met with Union County Veterans Affairs to coordinate efforts to help our Veterans succeed.

Financial Aid Workshop with Union County Adult Education.

February 28, 2014 thru July 2014 the USCU FOA will sponsor FAFSA Fridays as a community service.

Sustainability of our mission—fiscally and through effective decision-making actions

Through fiscal responsibility, USC Union has managed to operate efficiently and effectively while fulfilling its mission to the citizens of South Carolina. The institution has been able to meet the needs of its campus community, utilize resources wisely, and accumulate a healthy fund balance. The fund balance is used primarily for facility projects and upgrades; one-time non-recurring equipment, supplies and infrastructure needs; and other strategic planning goals. The current fund balance is \$1,517,859.

Fiscal health is maintained by continuous scrutiny of incoming revenue compared to expenditures as well as campus planning that takes resources into account before decisions are made. For instance, expenditures for building renovation in Laurens came from the Palmetto College carry forward funds.

Increased enrollment at the Laurens location is crucial in order to pay the lease for the new facility; thus, additional recruiting efforts will be focused there. Marketing and development initiatives and staff professional development opportunities are ongoing in support of enhanced recruiting and retention of students to insure the future of USC Union.

The Dean's Council meets weekly to discuss matters of significance and make decisions about direction for the institution, keeping the strategic goals in mind. Each member provides a report. Minutes of these meetings are provided to all faculty and staff so that they can be fully informed about activities, projects, needs, etc. This spring departments have begun to conduct meetings at least once a month so they can share knowledge and make informed decisions at that level.

2014-2015 Academic Year Goals

Goal 1. USC Union will partner with USC Aiken to offer the Pacer Pathway program in Aiken.

- Progress:
Meetings of key leaders led to commitment to draft a proposal based on the Sand Shark program between USC Salkehatchie and USC Beaufort. The proposal has been presented for review by USC administration and the Board of Trustees.
- Plans for upcoming year:
A Pacer Program coordinator will be hired by USC Aiken. Appropriate staff of both institutions are preparing for implementation, particularly student services and academic leadership. The program will increase freshman enrollment.

Goal 2. USC Union will establish a Student Academic Success Center.

- Progress:
A strategic planning task force is discussing the methodology and staffing needs of the Center as well as potential locations. Campus leadership has consulted with other USC institutions for ideas and shared those with the task force.
- Plans for upcoming year:
The task force will make recommendations to be reviewed by the Dean's Council and decisions made. Implementation should occur no later than January 2015. This center will provide much needed tutoring and assistance for students and will increase both success rates and retention of students in the Associate's degree programs as well as the BOL and BLS bachelor's degree programs.

Goal 3. USC Union will hold Fiftieth Anniversary celebrations.

- Progress:
This event will strengthen community ties, improve the quality of life in Union, and we hope lead to increased enrollment through the activities and publications generated. Two 50th Anniversary planning meetings with community leadership, members of the Union/Laurens Higher Education Commission, and the campus Partnership Board. occurred in fall 2013. Committees devoted to executing a variety of activities have been established. A new member, Mrs. Packie Whitener, has joined the Partnership Board. One of the goals of the celebration is a campus beautification project based on the Master Plan. Work began on this project with the creation of landscape designs by Emily Jones, landscape architect with USC. A potential landscape company has been contacted for pricing for implementation.
- Plans for upcoming year:

The history committee of the 50th Anniversary Celebration will lead the effort to produce a small, high quality publication to distribute to alumni, donors, board members, and prospective students. Community organizations in partnership with campus members will plan events through the committees. Events will begin in 2015 and run through the academic year 2015-16.

Five Year Goals

Goal 1. USC Union will strengthen partnerships with area high schools.

We are exploring an Early College program to offer the Associate's degree at Union High School. If this program is successful, we will seek opportunities to offer it at other high schools. This will increase retention rates significantly, our long-term goal 1, and Provost's Goal 3.

Goal 2. USC Union will seek partnerships with agencies and institutions.

We are in the process of developing a partnership with the Piedmont Physic Gardens of the Switzer family for our science students. We hope to strengthen the existing partnership we have with Spartanburg Community College in the Union County Advanced Technology Center. We are exploring opportunities to partner with USC Upstate to prepare students in education, business, and nursing. We are exploring a partnership with USC Lancaster for study away and study abroad programs for our students. We plan to strengthen our ties to the academic and continuing education programs of USC and would like to hire more faculty who can support the online Palmetto College offerings. This supports our long-term goal 5 and Provost's Goal 4.

Goal 3. USC Union will expand offerings in contiguous counties.

Our new Laurens location is close to both Interstate Highways 385 and 26. With flexible scheduling, cohort models, and evening and weekend programming, adults from several counties within a reasonable driving distance can fulfill their dreams of completing a college degree. The Greenville Metropolitan region may provide significant enrollment if sophisticated marketing strategies can be employed. This supports both of our long-term goals 1 and 3 and Provost's Goals 3 and 4.

Goal 4. USC Union will increase academic programs.

A number of possible new programs are being discussed by a strategic planning task force, the Dean's Council, and Palmetto College leadership. In particular, our rural communities could use programs in criminal justice, education, nursing, and business. This supports long-term goal 2 and Provost Goal 1.

Goal 5. USC Union will address physical plant needs.

We have a number of deferred maintenance needs that must be addressed to protect our historic structures. We need upgraded science labs, library, and physical fitness space as well as faculty offices and additional classrooms. We must address campus appearance through enhanced landscaping. State funding sources, community partnerships, and donor funding can address these needs. This supports our long-term goal 4 and Provost Goals 3 and 4.

Section IV. Appendices

Appendix A. Resources Needed

We need a Student Academic Success Center that will address learning needs with tutoring as a major component. A part-time director and equipment and supplies will be needed for the Center. A strategic planning task force is addressing the structure, scope and staffing of the Center.

2014-15 Goal 2 Student Academic Success Center			
Type of Resource	Existing	Additional	Strategy
Center director and work study students		Palmetto College fund support	Seek \$25,000 or a match of \$12,500 from PC
Equipment and Supplies	X		

2014-15 Goal 3 USC Union publication			
Type of Resource	Existing	Additional	Strategy
USC Marketing Department Assistance	X		
Publication		Palmetto College funding	Seek \$10,000 for research, design, and publication

Five Year Goals 1 & 3 Expand offerings			
Type of Resource	Existing	Additional	Strategy
Recruiters	X	Palmetto College funding	Seek \$17,500 as matching funds for hiring 2 recruiters
Marketing Campaign		Palmetto College funding	Seek \$15,000 for marketing

USC Union needs more full time faculty. Adjunct faculty outnumber full-time faculty almost 3 to 1. A strategic planning task force will be making recommendations soon for a new position. Someone appropriately qualified to meet AACSB requirements to teach sophomore business courses is highly desirable. A computer scientist with a specialty in instructional technology might be able to direct the Academic Success Center being planned by another task force.

Five Year Goal 4 Increase academic programs			
Type of Resource	Existing	Additional	Strategy
Faculty members		Palmetto College funding	Seek a match of \$20,000+ for hiring of each new faculty member for both 2 year and PC 4 year programs in Laurens
Office and classroom space		Build or purchase building	Solicit Commission and County and donor support

The campus has a number of deferred maintenance issues, some of which are critical needs. One is roof repair/replacement of the Main Building. Another project is repair of the fascia board on the Central Building, painting of trim, and window replacement. A campus beautification campaign is underway to try to enhance the grounds of the campus.

Five Year Goal 5			
Type of Resource	Existing	Additional	Strategy
USC Landscape Plan	X	Donor funding	Seek \$100,000 for implementation of landscape plan
Maintenance funding		State, USC, and Commission funding	Justify roof and building repairs

Benchmarking Information

Top 5 peer institutions (2013-14 data)

Peer Institution	Enrollment	Town/City	Population
Penn State – Beaver	735	Center Township, PA	8182
Penn State – Lehigh Valley	720	Center Valley, PA	900
Penn State – DuBois	897	DuBois, PA	7794
Kent State – Geauga	900	Burton, OH	1450
Ohio University – Eastern	708	Saint Clairsville, OH	5057

Appendix B. Top Strengths and Important Accomplishments

A major strength of USC Union is the commitment of faculty and staff to providing individualized attention to student needs. All employees at USC Union are working here in order to be of service to others.

One of the most important educational services that USC Union provides is to support the high school students in the region by offering concurrent enrollment courses. Our relationship with area high schools has been nurtured carefully by a variety of individuals in several offices. We continue to meet with high school leaders on a regular basis to make sure that we are meeting their needs.

Another important strength is our technology infrastructure. We have the technology and experts who can upgrade our website, enhance classroom capability, and prepare for future growth.

The most important accomplishment in 2014-15 may be the creation of the Pacer Pathway with USC Aiken. This program should help both institutions grow in new directions.

Appendix C. Weaknesses and How They Are Being Addressed

The default rate is a major weakness. Although given “walk away potential” warnings, the campus appeals process has enabled students to continue to receive funds and walk away repeatedly. New procedures for the appeals process will be in place for Fall 2014.

The satisfactory academic progress rate is another weakness. A strategic planning task force is working on the establishment of an Academic Success Center to assist students. The current appeals process has allowed students with below a 2.0 gpa to return to campus, in some cases for several semesters. A new appeals process will attempt to address the matter.

The declining population base and high school completion rate of Union County are detriments to the growth of our programs. The lack of proximity to an interstate also impedes student attendance at USC Union. Thus, we are going to pay closer attention to growing the Laurens program and adding other locations. We are also working on a new partnership with the Union County High School for an early college program.

Appendix D. Unit Statistical Profile

<i>University of South Carolina - Union</i>						
<i>Strategic Planning Stats</i>						
***Applications	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Undergraduate	462	488	445	401	570	
***Admissions	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Undergraduate	403	398	330	344	442	

<u>Student Headcount</u>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Undergraduate	507	530	492	473	484	
<u>Test Scores (avg)</u>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
# New Fresh / ACT	119/16	88/15	99/15	102/16	116/17	
# New Fresh / SAT	119/889	88/879	99/890	102/878	116/794	
<u>Degrees Awarded</u>	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10
Associate	8	30	8	3	36	7
	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12
	8	34	9	18	42	7
	Fall 12	Spr 13	Sum 13			
	15	50	8			
<u>FTE Students</u>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Undergraduate	332	359	334	344	334	
<u>Student Credit Hrs</u>	Fall 08	Spr 09	Sum 09	Fall 09	Spr 10	Sum 10
Undergraduate	3,732	3,855	554	4,983	4,707	575
	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12
	5,392	5,960	559	5,014	5,684	314
	Fall 12	Spr 13	Sum 13			
	5,162	4,987	327			
<u>*Tenure Track Fac</u>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	
Professor	0	0	0	0	0	
Associate Professor	0	0	2	2	1	
Assistant Professor	3	4	2	4	4	
<u>*Instructors</u>	5	6	5	5	5	
<u>*Lecturers</u>	0	0	0	0	0	

*Adjunct Faculty	19	24	25	23	27	
*Faculty from Union and/or other Campuses teaching Union courses						
<u>DISCLAIMER</u> S						
***Excludes readmits						

EXTENDED UNIVERSITY

Extended University partners with USC Columbia academic departments by providing undergraduate courses for students who need flexibility in their schedules. This office also provides support for Columbia campus students over age 25 who need additional coursework to begin or complete their University experience. Extended University originates the Evening and Weekend Programs and the military program at Fort Jackson.

The Extended University unit originated some 40 years ago to provide a faculty to teach in and oversee the associate degrees of USC's military base program at Fort Jackson, located approximately 10 miles from the Columbia campus. Over time, this faculty unit's responsibilities, while still encompassing the Fort Jackson Program, have expanded to include teaching in the Columbia Evening and Weekend Programs and Palmetto College, all of which focus on serving students with nontraditional needs. The unit's 14 faculty members teach in the fields of English, philosophy, political science, history, psychology, speech, languages, management, computer science, sociology, biology, and women's and gender studies.

Section I. Executive Summary

- 1) Extended University contributes to meeting the Academic Dashboard targets by providing students greater flexibility and options to complete their coursework, thus impacting the time to degree, affecting **retention** and **graduation rates**.
- 2) Extended University contributes to the Key Performance Parameters by providing **high quality faculty** to teach in the Evening, Weekend, Fort Jackson Programs as well as **Palmetto College**, and by contributing **service** to the state and community, as well as the profession and the university system.

Section II. Meeting Academic Dashboard Targets (Evening, Fort Jackson, Adult Services)

- 1) **Enrollment:** Extended University will contribute to the university's overall enrollment growth in three areas: providing greater coverage and utilization of classroom space through the **Evening and Weekend Programs**, increasing new students admitted to the AA/AS online degree program through the **USC Fort Jackson**, increasing opportunities for adult learners to achieve their educational goals at USC through the **Adult Student Services** office, and continuing to grow and expand **Palmetto College's BLS and BOL** programs, as well as implementing new degree programs through Palmetto College.
- 2) **Quality faculty:** the **Extended University faculty** unit consists of 11 full-time faculty members; two part-time faculty members; and two full-time administrative/faculty members. Of these, 9 hold the Ph.D., 1 an M.D., and the others master's degrees.
- 3) **Retention rate and graduation rates:** Flexibility and affordability are two key components in retaining and graduating students today. While affordability cannot be controlled by any academic unit, offering more options for students to be able to graduate on time is. The Evening and Weekend Programs, along with Fort Jackson, assist

the academic units in being able to provide more of these options to their students, thus positively impacting retention and graduation rates.

Evening and Weekend Programs Enrollment

FY 2012-2013

Term	Courses	Headcount
Summer II 2012	14	216
Fall 2012	319	7,560
Spring 2013	313	7,178
Summer I 2013	23	266
TOTAL	669	15,220

Fort Jackson Programs Enrollment

FY 2012-13

Term	Courses	Headcount
Fall 2012	34	611
Spring 2013	37	674
Summer 2013	12	121
TOTAL	83	1,406

PALMETTO COLLEGE—EXTENDED UNIVERSITY

2012-13 transition to Palmetto College

During 2013, Extended University experienced significant challenges and changes. During the spring of 2013 the “Back to Carolina” degree completion program—the precursor of the current BLS online degree completion program through Palmetto College—lost both of the key staff members who had been working with that program due to health issues. And at the beginning of the fall semester Dr. Sally Boyd, the long-time chief administrator for the unit, retired. During this time a new admissions process was implemented involving Academic Partnerships, an outside vendor, which also coincided with the university’s transition to Banner. The convergence of these various challenges meant that virtually each day a new problem was discovered that had to be dealt with, even as the office was short-staffed and new people were being trained.

Nevertheless, while enrollment numbers may not have been as high as we would have liked, the transition was successful: courses were developed, scheduled, and staffed; students were admitted, advised, and registered. Eight-week courses were developed and scheduled, and the number of admissions entry points was increased from three to five.

Extended University is now fully staffed, and key areas of responsibility are trained, or in the process of being trained. While issues continue to be identified and worked through with BLS

and BOL admissions, as more courses are developed and brought online we are confident in the sustainable growth of these two programs, along with future programs to help meet the needs of South Carolina's citizens.

Areas of Responsibility for BLS and BOL within Palmetto College

Bachelor of Arts in Liberal Studies; Bachelor of Arts in Organizational Leadership

Reporting to the Vice Chancellor of Palmetto College, the Extended University office provides academic leadership for the BLS and BOL degrees—both for students on the Regional Campuses as well as online-- and ensures that they operate in accord with university academic policies and accrediting agencies.

BLS/BOL Academic Dean's functions:

The Extended University office:

- Oversees central dean's office academic functions for BLS/BOL students, including: Program of Study Approval, Academic honors/ deficiency communications; Graduation applications; Student official record-keeping and reports; Academic integrity issues.
- Chairs a Faculty Advisory Committee that meets regularly to discuss and address issues concerning degree requirements, courses, etc.
- Convenes the Academic Deans meetings, which meets regularly with the Vice Chancellor to discuss academic and student-related issues.
- Oversees the development, implementation, and reporting of degree assessment for the AA/AS degrees at the regional campuses and Fort Jackson, and for the BLS/BOL degrees.
- Oversees advising for online BLS/BOL students and serves as central resource for BLS/BOL advisors on regional campuses.
- Produces the Palmetto Regional BLS/BOL academic schedule and ensures classes are staffed.
- Convenes the Palmetto Coordinator/Advisor meetings, which meets to discuss issues regarding students, needed coursework, internships, etc.
- Manages the website for BLS/BOL, which serves as a central resource for Palmetto Coordinators, Advisors, and Students on the Regional Campuses, as well as online.

- Serves as academic affairs liaison between regional campuses and Columbia academic units/ personnel. Manages instructor approval process for all courses taught on regional campuses. Coordinates Carolina Core course approval with regional campuses faculty. Serves as Academic Program Liaison for regional campuses.

Five Year Goals

2011-2016 Five Year Goals *(from 2011-12 Blueprint)*

1. By 2015-16, the two interdisciplinary Palmetto Programs degrees (Bachelor of Arts in Liberal Studies and Bachelor of Arts in Organizational Leadership), currently offered only through Palmetto Programs, will have been established on the Columbia campus, promoted to (but not restricted to) Midlands adult students with daytime family and work responsibilities. *(This goal supports Goal 3 of the Provost's Blueprint to meet South Carolina's goal of increasing the number of citizens who hold high-quality baccalaureate degrees.)*

- Courses necessary for degree completion are readily available through the Columbia daytime offerings; we will also assure their availability through the Evening and Weekend Programs and through coordination with the Office of Distributed Learning.
- By 2015-16, 50 students will be enrolled.
- While the target population will be adult students, age will not limit admission.

Progress Report—2014: With both the BLS and BOL degrees available online through Palmetto College, this goal has been achieved.

2. By 2015-16, the Fort Jackson Program AA and AS degrees will be available completely online (in addition to the continuation of the traditional program). *(This goal supports Provost's goals 2 and 3.)*

This will be achieved through:

- Collaboration with the Office of Distributed Learning for approval of web-based delivery of courses necessary for degree completion.
- Promotion of the degree through Extended University web site and through the military GoArmyEd portal.

Progress Report—2014: At present, 45 of the 60 hours needed to earn the AA or AS degree at Fort Jackson are offered online. Additional courses are in the process of being developed for online delivery by Extended University faculty.

Extended University Academic Year Goals 2014-15

1. Continue to work toward the development and implementation of all courses necessary to the Fort Jackson AA and AS degrees currently *not* available through the web and establish plans in collaboration with the Office of Distributed Learning to make these courses available online.
2. Working in collaboration with the Columbia academic departments, identify opportunities for expanding degree, course or program offerings into the Evening, on Weekends, or through a combination (hybrid) of Evening or Weekend with online course offerings.
3. Continue to promote faculty research, scholarship, and creative achievement by supporting faculty travel to academic conferences and encouraging faculty to submit proposals for internal faculty development grants.
4. Working with the faculty and staff of Palmetto College, identify bottlenecks, high “DFW” courses, or other pitfalls to graduation for students in BLS/BOL degree programs, and create strategic plans and initiatives to address them.
5. Become more aggressive in adult student recruitment. Increase efforts to enhance visibility of USC as a welcoming option for adult students in the Midlands. Begin to supplement current efforts (including education fairs) by identifying other recruitment venues including website development and direct community outreach.

Extended University-Palmetto College Strengths and Weaknesses

Evening

Flexible reach and ability to respond to student enrollment trends more quickly and easily than traditional academic units.

Adult Student Services

Strengths

Financial Resources (It appears Palmetto College has financial resources to fund initiatives)

Human Resources (Palmetto College has people to help with marketing, web pages, etc.)

Weaknesses

Lack of Institutional Knowledge, with the loss of Adult Student Services Director

We need to do a better job at getting the word out and letting folks know about who we are and what we do

Opportunities

Reaching out to local companies, businesses, civic groups, churches, etc. to discuss our programs

Reaching out to the media: The State, USC Times, Free Times, Daily Gamecock, TV stations, etc. to discuss our programs

Consider forming social organizations for Adult Learners, similar to the ones at the University of Utah and UNC Charlotte

Threats

Midlands Tech: This may be a cheaper option for non-degree seeking students

Not sure if this is a threat, it's more like an impediment: Lack of Parking!

BLS/BOL

Strengths:

- Slow and consistently growing program with adequate resources (faculty, advisers, IT, etc.) to meet the current demand.
- Cooperative system with each Regional Campus contributing needed resources (faculty, advisers, IT) and encouraging student participation from the existing pool of Regional Campuses' students.
- Most of the faculty teaching in these degree programs have terminal degrees in their fields. Only a few adjuncts are needed.

Weaknesses:

- Management of the degree program (scheduling, advising, recruiting, etc.) is somewhat decentralized across the Regional Campuses and relies heavily on encouraging cooperation and other labor intensive coordinating efforts that a more centralized managing authority could more easily streamline.
- The lack of autonomy for Palmetto College to fully approve the faculty and courses they teach, control the admissions process, meet the unique needs of our students and potential students, etc. necessitates slow and labor intensive work to persuade and coordinate with various units within the Columbia system and creates morale problems.

Opportunities:

- Students at the Regional Campuses who pursue the BOL/BLS are drawn disproportionately from USC Lancaster. This suggests the growth potential at the other campuses might not fully be realized.

- New accelerated pace courses are being developed that will facilitate a variety of course offerings with 5/6 starts per calendar year. Room for growth with more conversions to this format.

Threats:

- Internal competition among the various campuses that duplicates or misappropriates resources (faculty and others).
- Rapid growth that exceeds our capacity to meet the student demand because of inadequate faculty/ other resources.
- Competition from other colleges and universities that undermines the growth of the degree programs causing stagnation or declining enrollments.

Fort Jackson

- **Strengths** – Excellent customer service provided to not only FJ students but to Columbia campus students who are in the National Guard or the Reserves who request Army tuition assistance through the GoArmyEd portal.
- **Weaknesses** – No clear marketing plan to attract new students to the AA/AS degrees. Have low number of students in these programs.
- **Opportunities** – Make the AA/AS completely online and pair it with the BLS and BOL degrees so that soldiers can earn their associate and bachelor's degrees together.
- **Threats** – Competition from online schools who cater specifically to the military and can attract them with lower tuition and more degree options.

Faculty

Dr. Julia Elliott (English; Women's and Gender Studies):

- Collection of short stories, *The Wilds* is forthcoming October 2014.
- Novel, *The New and Improved Romie Futch* will appear sometime between August and November of 2015.
- Short story "Regeneration at Mukti," awarded a Pushcart Prize, appeared in the 2013 edition (Pushcart Prize XXXVI Best of the Small Presses).
- Short story "LIMBs" was shortlisted in Best American Short Stories 2013.

Dr. Melody Lehn (Speech Communication; Women's and Gender Studies):

- **Guest Lecturer**, “The Persuasive Power of Nicknames: A Case Study of First Ladies, Gender, and Communication.” Guest Lecture in Dr. Jolie Fontenot’s Persuasion Class, University of South Carolina-Union. October 3, 2013.
- **Participant**, The C-SPAN Archives: An Interdisciplinary Resource for Discovery, Learning, and Engagement, National Communication Association Convention Pre-Conference, C-SPAN Archives, Washington D.C. November 20, 2014.
- **Invited Participant**, Smithsonian Seminar on First Ladies Exhibit, Smithsonian National Museum of American History, Washington D.C. November 21, 2014.
- **Presenter**, “Raising Children as Work: Ann Romney, Hilary Rosen, and the War on Women.” Paper presented on a panel entitled “Considerations of the Campaign: Communicative Aspects of the 2012 Presidential Race” at the National Communication Association Annual Convention, Washington D.C. November 23, 2013.
- **Panel Moderator**, “Changing Campus Cultures: Service Learning, Community Building,” 2014 USC Women’s & Gender Studies Conference: Food and Foodways, Columbia, SC. February 21, 2014.
- **Session Leader** (with Kevin Brock, Megan Foley, and Jennifer Tyburczy), Professional Development Workshop for Graduate Students, 7th Annual Carolina Rhetoric Conference: Risks & Rewards, Columbia, SC. March 1, 2014.

Dr. Chris Nesmith (English):

- “Young Americans Abroad: Jacob Abbott’s Rollo on the Grand Tour and Nineteenth-Century Travel Series Books.” *Our Chums in the Family of Nations: Internationalism in Children’s Series*. Ed. Marietta Frank and Karen Sands-O’Connor. Palgrave-MacMillan. (forthcoming 2014).
- “‘This comes of settling a country!’: Masculinity on the Borderlands in James Fenimore Cooper’s *The Pioneers*.” *ANQ* (Accepted; forthcoming 2014).
- Rev. of *Imaginary Citizens: Child Readers and the Limits of American Independence, 1640-1868*, by Courtney Weikle-Mills, *Children’s Literature Association Quarterly* (2013).

Dr. Matt Rashotte (Psychology):

- Rashotte, M. A., Wedell, D. H. (2012). “Context effects on tempo and pleasantness judgments for Beatles songs.” *Attention, Perception and Psychophysics*, 74, 575-599.
- Rashotte, M. A. (2012). “The effects of familiarity and context on memory for popular music.” Presented talk at North Carolina Cognition conference, Chapel Hill.
- Rashotte, M. A. (2012). “Effects of contextual song tempos on tempo and pleasantness judgments.” Presented poster at Midwestern Psychological Association conference, Chicago.

Blueprint for the Office of Continuing Education and Conferences

Summary of Goals/Accomplishments

1. Enhance the Continuing Education Program through services that promote lifelong learning
 - Provided Continuing Education Unit (CEU) documentation to support continuing education efforts of the State of SC's Labor, Licensing and Regulation and the Board of Cosmetology during its renewal term. Processed over 19,793 participant records.
 - Assisted seventeen (17) campus departments, three (3) state agencies and one (1) other organization with meeting planning and registration services for conferences and events. Provided assistance for two (2) pre-university programs in the summer of 2013 in partnership with the College of Engineering and Computing, and College of Mass Communications and Information Studies.
 - Supported the USC School of Medicine in hosting the prestigious World Congress on Ultrasound in Medical Education attracting over 400 scholars from around the world.
2. Expand CE Programs and Create More Dedicated CE Space
 - Offered Duke TIP Academic Adventures to academically talented students in grades 5 and 6 and expanded into a new demographic.
 - Offered Test Prep for GRE, GMAT and LSAT in 100% online format.
 - Printed and mailed course catalog to 20,000 community members
 - Plans to convert a second non-credit seminar room are underway in 1600 Hampton Street 4th floor with expected completion of April 2014.
3. Engage the Community and Improve the Quality of Life for South Carolinians
 - Coordinated 14 personal interest courses showcasing talents of USC faculty, staff and alumni with participation of 186 community members.
 - Enhanced USC's Professional Education by offering four non-credit certificate programs in Six Sigma, Project Management, Grant Writing and Paralegal Studies to 405 community members. Enrollment increase of 33% over last year.
 - Offered two SAT Blitz courses in Columbia with a total of 20 participants and offered seven summer SAT/ACT Institutes at USC Columbia, Aiken, Sumter and Beaufort and Lancaster campuses with a total of 66 participants. Informed principals and guidance counselors throughout the state of these opportunities.
 - Offered twelve (12) free graduate level strategy workshops explaining the GMAT, GRE and LSAT exam formats. Prepared 377 participants to take undergraduate and graduate school entrance exams. Continued to serve (EPI) by providing GRE test prep courses to this population.
 - In collaboration with SC Honors College, hosted two Duke TIP Scholar Weekends exposing 63 high achieving students (grades 8 -11) to accelerated courses over two days. To date 528 students have been exposed to USC through this program.
 - 2013 marked the eleventh summer of the Carolina Master Scholars Adventures Series (academic camps for academically talented rising 6th – 12th graders) with 225 youth enrolled in 313 enrollment slots. Currently, 135 past participants are attending USC.

Statement of Impact of Accomplishments

Academic Dashboard Target - Total Undergraduate Enrollment

Pre-University Programs expose students from grades 5 – 12 to the university and impact their decision to attend USC. While we can only show a correlation between attending one of our Pre-University programs and matriculating into the University, we know it does make a difference when deciding which university a student will choose. Studies by the Association of Collegiate Conference and Event Directors-International demonstrate that having high caliber youth on campus for an academic experience results in higher matriculation. The benefits of these programs include the knowledge that students are going to be better prepared for college decisions and courses and gain insight into student life. A supportive environment that enables a student to socially engage with other students seeking career direction supports readiness. Academic and experience-based learning focused on one or more career paths, or college majors that are of interest, leads to better quality and more informed decisions.

Academic Dashboard Target - Average SAT Score

Continuing Education and Conferences continues to prepare high school students to take the SAT and ACT and increase their scores through University Test Prep SAT Blitz programs offered on the Columbia campus and Summer SAT/ACT Institutes offered throughout the state at USC Columbia, Aiken, Sumter and Beaufort campuses.

Key Performance Parameter - Research/Scholarship reputation and productivity

Continuing Education and Conferences promotes faculty research, scholarship and creative achievement by providing conference and meeting planning assistance and CEU documentation. Conferences with an academic focus affirm the University's mission of sharing research and responding to statewide, regional, and national demands for educational resources and professional expertise. CEC supports the University's mission by providing essential services that enable faculty to showcase their research, and reduce the logistical burdens that can easily distract from research and scholarship. CEC assists University faculty, principal investigators, sponsored awards managers, and academic units with the achievement of objectives related to outreach projects, training grants, professional development, national and international conferences and symposiums, continuing education, and other initiatives. Providing support services such as meeting planning allows colleges like the USC School of Medicine to host large international conferences like the Second World Congress on Ultrasound in Medical Education this past September, which showcases the university and brings prestige and recognition to its faculty.

Key Performance Parameter - Service to state, community, profession and university

The charge of Continuing Education and Conferences is to enrich the quality of life for the populace through noncredit academic enrichment programs and conferences. In addition, the office provides the opportunity for participants to take advantage of numerous noncredit offerings through the coordination of professional and personal development, continuing education (CEUs and Noncredit Certificate programs), academic youth programs, and customized conference and meeting planning services. During the last fiscal year, the office of Continuing Education and Conferences served 41,895 students, community citizens, federal and state agencies and national higher education constituents.

Goals for 2014

- Investigate the viability of offering Free SAT/ACT Strategy Workshops for the public

Supports Academic Dashboard – Average SAT Score

- Increase enrollment in Pre-University Programs that bring academically-talented students onto our campus. Continue to add career-exploration courses that emphasize university majors.

Supports Academic Dashboard – Total Undergraduate Enrollment

- Enhance marketing campaign to better promote our services to the University and state agencies. Market to USC Deans and Department Chairs and hold Open Houses emphasizing conference/meeting planning services and CEU documentation to showcase faculty research and scholarship.

Supports Key Performance Parameter - Research/Scholarship reputation and productivity

- Investigate partnership with Alumni Association to facilitate the growth and financial viability of Carolina Classroom personal interest courses.

Supports Key Performance Parameter - Service to state, community, profession and university

- Continue to increase awareness and visibility of programs and services on campus, in our community, in SC and in the US

Supports Key Performance Parameter - Service to state, community, profession and university