Division of System Affairs and Extended University
Chris Plyler, Vice Provost and Dean

Blueprint for Academic Excellence

2011-2012

Introduction

The Division of System Affairs and Extended University is comprised of three distinct units: the regional campuses and their administration, and credit and non-credit continuing education.

The Office of the Vice Provost advances and facilitates communications and relations among the greater University, the four USC Regional Campuses at Lancaster, Salkehatchie, Sumter and Union and the credit and noncredit units of Continuing Education.

Within this division, the Regional Campuses Central Financial Aid Office serves to ensure appropriate compliance with federal, state, and University regulations for the four regional campuses. The office allocates funds to the individual campuses and monitors their utilization through an online computer record keeping system responsible for the application of all federal, state grants, and state scholarship funds as well as the fiscal accountability of all funds.

Also reporting to the Vice Provost is the central computer support office which assists with developing and installing technology and system network infrastructure throughout the division and across the regional campuses.

Extended University partners with USC Columbia academic departments by scheduling undergraduate courses for students who need flexibility in scheduling. This office also provides support for 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 Division's non-credit continuing education unit, Continuing Education and Conferences, continues to meet the needs of constituents by providing courses and programs for personal and professional enrichment. Professional contract conferences are scheduled each year along with many summer youth programs, including the Carolina Master Scholars program. This office also serves as the University's repository for professional CEUs (Continuing Education Units)

Apart from the regional campuses of the University, there are 31 full time employees in the division: 18 classified staff and 13 unclassified faculty and staff.

SAEU Central Division Offices

The Division of System Affairs provides lifelong learning and service opportunities for undergraduate credit and non-credit coursework and experiences. In concert with the mission of the University of South Carolina, the goals of the division are:

- To offer academic, budgetary, human resources, financial aid and student support services for the four regional campuses of the University

- To provide quality instruction for undergraduate credit and non-credit courses and sponsored activities

- To facilitate and manage institutes, seminars, and short courses for professional development, usually with the co-sponsorship of a USC Columbia department, school or college

OFFICE OF THE VICE PROVOST

The Office of the Vice Provost serves as the central office through which academic, fiscal, facilities, human resources and student support services are approved and facilitated.

The Executive Assistant to the Vice Provost coordinates administrative support for the central office and division. This position is also responsible for managing and coordinating most support activities for Palmetto Programs.

The Director of Academic and Student Support Services serves as regional campus coordinator for responses to initiatives emanating from the SC Commission on Higher Education.   Other responsibilities include, but are not limited to; gathering and reporting descriptive data concerning the movement and performance of students within the USC System; providing direct services to USC System students migrating to the Columbia campus including personal correspondence and appropriate intervention with Columbia academic and student services units.

The Director of Business and Human Resources serves as the reviewing/approving authority for the Vice Provost for all personnel actions within the division and the regional campuses. This position is also responsible for coordinating, reviewing, monitoring, and evaluating all budget submissions and procurement activities for all division and regional campus units.

REGIONAL CAMPUSES CENTRAL FINANCIAL AID OFFICE

The Regional Campuses Central Financial Aid Office provides support for the financial aid offices on the Regional Campuses and thereby minimizing the need for employing four separate and full-service offices across the system. There are four full time staff members in this unit.

Functions
In order for the Regional Campuses Central Financial Aid Office to fulfill its mission, the following functions are preformed:

- Securing the application of all Federal (Title IV), State Grant and State Scholarships and allocating these funds to individual campuses

- Establishing policies and procedures to insure appropriate compliance with federal, state, and University regulations

- Designing policies wherein individual campus structure and needs are addressed by encouraging input from the financial aid directors

- Accounting for the Regional Campuses system and applicable fiscal reporting

- Maintaining an ongoing training program for the Regional Campuses financial aid directors and their respective staffs

- Programming development within computerized record keeping providing more efficient and effective service to the Regional Campuses students

2009-2010 Regional Campuses Financial Aid Awards				
	Lancaster	**Salkehatchie**	**Sumter**	**Union**
SC State Needs Based Grant	$189,649	$170,787	$150,096	$63,385
	133	96	102	49
Lottery Tuition Assistance	$396,131	$247,545	$488,192	$265,644
	464	480	601	431
LIFE Scholarship	$1,791,069	$564,999	$1,365,360	$405,000
	389	127	303	92
Total Awards	$2,376,849.00	$983,331.00	$2,003,648.00	$734,029.00
Total Students	986	703	1006	572

EXTENDED UNIVERSITY

For those students who cannot enroll in traditional day classes, the University of South Carolina is committed to offering classes to suit the schedules of working adults and other students who need flexibility. The unit offers an evening program, a weekend program and the military program at Fort Jackson.

The Evening Program offers a wide array of undergraduate courses beginning at 5:30 p.m In addition to full semester classes, accelerated eight week sessions are offered that allow for faster progression toward degree goals.

The USC Fort Jackson Program offers coursework leading to AA/AS/BA/BS degrees, academic advisement, registration, textbook sales, and other assistance. USC civilian students are authorized to enroll in Fort Jackson courses on a space available basis. Five 8-week terms per year allow for maximum flexibility in earning college credits.

For students whose weekdays are filled, but have the need to take college classes, the Weekend Program may offer a viable solution. Selections of undergraduate courses are offered on Saturdays, from 9:00 a.m. - 2:00 p.m. every other Saturday over the 16-week semester. Other select classes meet every Saturday for two and one half hours.

Evening, Weekend and Fort Jackson Programs

Number of Credit Hours Generated 2009/2010	
Fort Jackson	3,028
Evening Program	40,183
Weekend Program	438
TOTAL CREDIT HOURS	**43,649**

- A duplicated headcount enrollment of 14,550 enrolled in AY 2009-10

Extended University employees 4 full time, classified staff and 11 faculty – 1 Professor, 5 tenure track and 5 instructors. Updated, abbreviated vitae are available for each of our faculty.

CONTINUING EDUCATION AND CONFERENCES

Continuing Education and Conferences supports the University's mission of *Outreach and Engagement* through a variety of services and outreach programs. A self-supporting unit, the department provides a comprehensive array of services and solutions to USC academic departments and the community in a cost efficient manner.

Continuing Education and Conferences provides:
- Administrative support services
- Internally developed and managed continuing education programs
- Event and program planning, logistics, and support

Continuing Education and Conferences serves as the gateway to the University for a diverse population. In 2008, in-house programs served over 250 middle and high school youth, 200 students seeking advanced degrees, and 100 adults seeking to improve their professional skills. In addition, the department provided program support for 22 conferences and events reaching more than 6,000 participants and 126 programs reaching over 25,000 participants. These experiences often represent the participant's first exposure to the University.

Continuing & Professional Education

Continuing Education and Conferences provides non-credit program support services and learning opportunities through Continuing & Professional Education. The office supports non-credit outreach activities for campus and community partners and manages in-house continuing education programs. The administrative support provided by Continuing & Professional Education helps facilitate accurate reporting of the University's outreach efforts. In-house training and continuing education programs serve to strengthen the quality of the midland's workforce in addition to offering pre-admissions education to potential university students.

Continuing Education Units (CEUs)
CE&C is the designated Continuing Education Unit (CEU) clearinghouse for the University. The department plays a vital role in the accreditation process by working with Institutional Assessment and Compliance to compile records on all campus noncredit continuing education activity. Continuing & Professional Education also works with select training and education partners across the state to validate their continuing education efforts and provide CEUs for participants. AE&C is also available to assist program sponsors with logistics, technical support, and bridges relationships with other campus departments.

Professional Education
The Professional Education program seeks to meet the continuing education needs of South Carolina's professional workforce through a variety of classroom and online training solutions.

Professional Education provides South Carolina employers and professional organizations with needs assessment services, custom curricula, and group training. The program also works with Workforce Investment Boards across the state to provide online and classroom training programs to displaced workers.

Continuing & Professional Education is actively engaged in expanding programs to better meet the needs of the Midlands and South Carolina workforce. An assessment of current employment trends and needs was conducted in the spring of 2009. The assessment identified a strong need for comprehensive training programs aimed at providing specific skill sets to South Carolina's professional workforce. An expanded catalog of certificate programs and individual courses is being developed for launch in the spring of 2010.

University Test Prep
University Test Prep provides exam preparation services for graduate and undergraduate level entrance exams, including the GRE, GMAT, LSAT, SAT, and ACT. Programs include free strategy workshops, summer institutes, and test prep courses, and custom programs for campus and community groups. The exam preparation services are offered both on campus and across the state.

Graduate level prep courses and strategy workshops are offered on campus throughout the academic year. Over 200 participants took advantage of graduate level prep courses in 2008. In addition to standard courses, University Test Prep also partners with English Programs for Internationals to offer GRE assistance for incoming international graduate school candidates.

SAT/ACT Summer Institutes are offered during the summer and fall in Columbia. In addition, the program has offered an SAT/ACT Institute at USC Beaufort's *Gateway to Hilton Head* campus for the past two summers and has expanded to include an Institute on the USC Sumter campus.

Conference and Event Services
CE&C assists USC faculty and departments, non-profit organizations and state agencies with the achievement of outreach objectives related to grants, professional development, national and international conferences and symposia, continuing education and other outreach initiatives. Having a designated office with personnel to handle logistics guarantees that USC faculty and staff can dedicate their time and effort to the achievement of department objectives and delegate the tedious tasks of arranging travel, negotiating hotel contracts and on-site services to CE&C's meeting planning experts. Professional logistics management assures selection of appropriate venues, ease of travel for participants and strength in negotiating contracts at the best price. This office offer total conference management including customized on-line registration services, on-site personnel and administrative support. Colleges and departments thereby eliminate a duplication of these services by utilizing CE&C's Conference and Event Services. The unit is certified as a "One Stop Shop" by the Association of Conference and Event Directors – International (ACCED-I).

Pre-University Programs
CE&C offers student enrollment and management services for K-12 programs, including marketing/recruitment, processing applications and risk management, day-to-day coordination of required services (health/medical care, residential housing, meeting space, transportation, dining, student development and social activities) and all non-instructional staff.

Carolina Master Scholars Adventure Series
The University of South Carolina provides an affordable, well-rounded program for academically talented middle and high school students through the Carolina Master Scholars Adventure Series program. Innovative one week sessions are offered in small classes to prospective students taught by some of USC's most renowned faculty. The matriculation of such youth at USC benefits the University in attracting talented students to their first exposure to the University of South Carolina.

Duke TIP Scholar Weekends
In partnership with USC Undergraduate Admissions and the SC Honors College, CE&C coordinates two Duke TIP Scholar Weekends throughout the academic year. These programs bring academically gifted students in grades 8 – 12 to the USC campus to participate in abbreviated, intriguing courses in academic topics not available in local schools.   USC is the only institution in the state sanctioned by Duke University to offer these prestigious programs.

SAEU Financial Resources

As both an academic and service unit, the division of System Affairs and Extended University is very conscientious of its operating budget. The division's administration, including the central Financial Aid Office and Technology Services, are budgeted to a central operating account funded through the direct charges transferred from the Regional Campuses and yearly carry-forward from Extended University. **The division is not supported by state appropriated allocations.**

Extended University operates in conjunction with the colleges and schools across the Columbia campus and has several budgets per academic term for both the Evening/Weekend programs and for Fort Jackson. All tuition for Evening, Weekend and Fort Jackson courses is distributed to the central accounts for this unit of the division. For Evening courses, Extended University pays all instructional costs before transferring the net to the academic department that owns the course. The 2008-09 total transfers to the Columbia academic units are illustrated below. The exception is courses that are taught by faculty employed by Extended University on a full-time basis – all tuition is retained for these courses. For courses taught at Fort Jackson, Extended University pays the instruction and keeps all tuition regardless of who teaches the course.

2009-2010 TOTAL TRANSFERS FROM EVENING SCHOOL TO COLLEGES					
CAS	HRSM	CMCIS	SOWK	MUSC	ASPH
$7,373,163	$1,530,329	$139,641	$61,224	$50,246	$1,362

TOTAL TRANSFERS	$9,155,965	

Academic Enrichment and Conferences (AE&C), the noncredit unit of System Affairs and Extended University is a self supporting unit with expenses covered by participant fees.

Palmetto Programs, housed in the Division of System Affairs and Extended University, is an umbrella through which Regional Campuses students have broader access to baccalaureate-level opportunities.

A half century ago, the University of South Carolina began to distinguish itself as a leader in outreach by creating "extension centers" in response to need from outlying communities across the state for access to University-level courses and degrees. Since 1959, thousands of students have been successful in earning the first two years of their baccalaureate degree at regional campuses and, through much sacrifice, many have completed the upper-division requirements by moving to Columbia or another four-year campus in the state. A large number, however, have of necessity ended their academic pursuits at the associate level.

Palmetto Programs was created to enable place-bound students to complete selected baccalaureate degrees without leaving the Regional Campuses. The use of distance education provides baccalaureate-level courses to students whose family or employment obligations prevent them from relocating to complete a degree. Tuition for students through Palmetto Programs is also substantially less than most major four-year institutions in South Carolina.

Faculties from Lancaster, Salkehatchie, Sumter, and Union, as well as Extended University in Columbia, use two-way interactive video to teach students at multiple sites simultaneously.

This delivery mechanism gives students access to many more course options than are available live on their campuses.

The initial degree offered through Palmetto Programs is the Bachelor of Arts in Liberal Studies, first available in fall 2007. It is awarded through Columbia but is available to students at the four Regional Campuses. The BLS is a four-year multidisciplinary degree with a flexible, more general program of study. Students choose courses from one of three major options: Social/Behavioral Sciences, Arts/Humanities, or Science/Mathematics. Other requirements include a course in South Carolina studies, an internship that links coursework with community settings, and a capstone course producing a major paper.

Effective fall 2009, Regional Campus students can also take advantage of a second degree program through Palmetto Programs, the Bachelor of Arts in Organizational Leadership. This degree provides a strong, broad foundation for students who want to work in leadership roles in a variety of community settings. The BOL has several unique courses in its curriculum, such as a course on what it means to be a citizen in our state and a senior capstone course designed to tie study of various disciplines together.

 Palmetto Programs courses are taught during fall and spring semesters. Summer course options were added in 2009.

Palmetto Programs Intended Outcome: To Become Palmetto College By Fall 2011

Why?: The President has called for a new way to administratively organize the University's four regional campuses into one collective entity in response to recommendations from the recently completed Huron Study. As a result, the University will recognize the regional campuses' 5000 students and 128 full-time faculty as one upper-division college that will enhance access through its campuses to the comprehensive Columbia campus or any of the USC comprehensive teaching campuses for citizens living and working in regional campus communities.

What is Palmetto College?
- The mission of the Palmetto College is to provide access to baccalaureate degrees through all of its campuses and Extended University for students whose access to baccalaureate degrees has been limited or who have been denied initial admission to USC Columbia.
- Students will begin their general education core on any of the four regional campuses and, after earning a minimum of 45 credit hours with a satisfactory grade point average, have a choice of applying to degree programs within Palmetto College, where a bachelor degree may be earned entirely on the regional campus or changing schools to another bachelor degree program on the Columbia campus.

- Palmetto College will encompass most of the central administrative functions of the four regional campuses and, as such, they will meld into one upper-division college and become recognized as one academic unit focused on outreach and extension.
- Although the majority of administrative functions of the college will be physically located on the USC Columbia campus, the academic and instructional resources of the College will come from all campuses of the University.
- Individual campuses within Palmetto College will develop degree programs that meet their individual student and regional needs. Such a degree might be a 2+2 degree for transfer from a SC technical college to Palmetto College. New degree programs would be subject to the process of approval currently used by the Columbia schools and colleges including the approval of the Curricula and Courses Committee, the Columbia Faculty Senate, the Provost, President, Board of Trustees and the CHE.

Who will be the faculty of Palmetto College? Primarily all faculty within the regional campuses who are qualified and interested although faculty across the System would be eligible to apply for association with Palmetto College through the office of the Vice Provost for System Affairs.

Palmetto College will Introduce greater student access and efficiency by:

- Identifying the regional campuses and Extended University through one college
- Allowing admission to the University of students who have been denied by USC Columbia (*after a minimum of 45 credit hours are earned with a 2.5 GPA) (**assumes that consideration will be given to USC Salkehatchie and Lancaster to construct student housing)
- Administering Enrollment Management, Business, Financial Aid, Human Resources, Information Technology functions centrally
- Reducing travel requirements for regional campus deans (whose titles could be changed to Director)
- Reducing the political pressure on the University to create additional four-year institutions by continuing to deliver needed upper division courses and degree programs to the campuses

REGIONAL CAMPUSES

USC - Lancaster   **USC – Salkehatchie**   **USC – Sumter**   **USC Union**

Accredited with USC Columbia by the Southern Association of Colleges and Schools, the regional campuses in Allendale, Lancaster, Sumter and Union principally provide the first two to three years of undergraduate education as well as select associate degree programs primarily for the counties which comprise their service areas. The regional campuses also provide for the completion of baccalaureate degrees through Palmetto Programs and by offering select upper-division courses in conjunction with the Aiken, Columbia and Upstate campuses. In addition to providing these programs, the regional campuses bring the resources of the entire University to citizens throughout the state. Each regional campus has developed a mission statement relevant to the community served and approved by the USC Board of Trustees and the South Carolina Commission on Higher Education.

Regional Campus Service Areas (Note: There are overlapping counties)

Lancaster	**Salkehatchie**	**Sumter**	**Union**
Chester	Allendale	Clarendon	Chester
Chesterfield	Bamberg	Lee	Cherokee
Fairfield	Barnwell	Kershaw	Fairfield

| FALL 2010 ENROLLMENT STATS	Lancaster	Salkehatchie	Sumter	Union	TOTAL	% of Total
Total Enrollment	1588	1150	1192	530	4460	100.00%
Minority Enrollment						
Minority	73	57	93	21	244	5.47%
African American	324	506	288	184	1302	29.19%
Male/Female Enrollment						
Male	626	343	515	193	1677	37.60%
Female	962	807	677	337	2783	62.40%
Full-Time/Part-Time Enrollment						
Full-Time	838	633	655	229	2355	52.80%
Part-Time	750	517	537	301	2105	47.20%
Geographic Origin						
In-State	1553	1106	1167	528	4354	97.62%
Out-of-State	29	27	18	0	74	1.66%
International	6	17	7	2	32	0.72%
	Kershaw	Colleton	Sumter	Laurens		

Tuition

The Regional Campuses are committed to making higher education accessible to citizens across the state in the counties and communities comprising their service areas. The Regional Campuses are located in many economically depressed areas of the state making it critical to provide affordable tuition for the students in these impoverished regions.

The Regional Campuses charge the same credit hour tuition, but several of the fees vary by campus. Although in comparison to the USC Columbia campus and the other senior institutions, the tuition is quite low; it has risen dramatically over the last several years, due in large part to state budget reductions and the need to provide updated technology for students, faculty and staff.

Summary of Required Tuition and Fees 2006-2010

Year	Tuition and Fees
2005/2006	$4,324
2006/2007	$4,652
2007/2008	$4,868
2008/2009	$5,264
2009/2010	$5,528
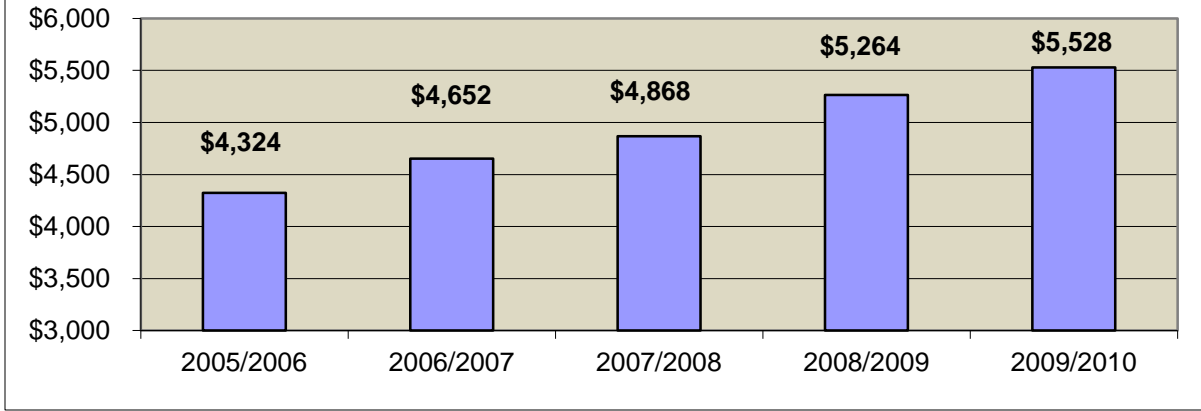
Funding Resources

5 YEAR STATE APPROPRIATION

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
LANCASTER	3,204,105	2,770,893	2,219,544	1,931,996	1,542,935
SALKEHATCHIE	2,317,943	2,375,512	1,809,042	1,649,214	1,314,759
SUMTER	4,177,165	4,408,690	3,358,011	3,061,316	2,443,785
UNION	1,008,919	1,070,688	818,301	746,001	596,398

<mark>Funding prior to 2009/2010 budget reductions.</mark>

2009/2010 BUDGET CUTS TO DATE	
CUT	**REMAINING STATE FUNDING**
LANCASTER	(187,548)	$1,931,996
SALKEHATCHIE	(159,838)	$1,649,204
SUMTER	(296,695)	$3,061,316
UNION	(72,300)	$746,001

REGIONAL CAMPUS FACULTY 2010-2011				
	TENURED	**TENURE-TRACK**	**INSTRUCTOR**	**TOTAL**
LANCASTER	10	17	20	47
SALKEHATCHIE	5	11	4	20
SUMTER	26	7	18	51
UNION	0	4	6	10

AVERAGE FACULTY SALARY 2010-2011			
PROFESSOR	**ASSOC PROF**	**ASST PROF**	**INSTRUCTOR**
62,176	53,889	46,384	38,232

Student – to – Faculty Ratio Fall 2010

LANCASTER	SALKEHATCHIE	SUMTER	UNION
19 to 1	24 to 1	14 to 1	19 to 1

Top 5 majors – 2009-2010

MAJOR	LANCASTER	SALKEHATCHIE	SUMTER	UNION		TOTAL
NURSING	14	18	9			41
BLS	11	4	6	7		28
BIOLOGY	6	2	11	2		21
POLI SCIENCE	3	2	10	2		17
CRIM JUSTICE	7	3	7			17

Degrees Awarded 2009-2010

CAMPUS	ASSOCIATE	BACHELOR
LANCASTER	178	11
SALKEHATCHIE	97	16
SUMTER	62	51
UNION	49	6
TOTAL	386	84

Total Full Time Employees

	CLASSIFIED	UNCLASSIFIED	TOTAL
LANCASTER	50	49	99
SALKEHATCHIE	29	25	54
SUMTER	52	55	107
UNION	16	9	25

5 YEAR STATE APPROPRIATION					
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
LANCASTER	3,204,105	2,770,893	2,219,544	1,931,996	1,542,935
SALKEHATCHIE	2,317,943	2,375,512	1,809,042	1,649,214	1,314,759
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UNION	1,008,919	1,070,688	818,301	746,001	596,398

REGIONAL CAMPUS FACULTY 2010-2011					

The Regional Campuses of the University of South Carolina

USC LANCASTER   Dean – John Catalano

History

Established in 1959, USC Lancaster admits all students who show promise of academic success. Most of USC Lancaster's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.

The Lancaster campus grants associate degrees in the arts, sciences, business, criminal justice, and technical nursing. USC Lancaster also makes available USC Columbia baccalaureate degree programs in nursing, liberal studies, and organizational leadership.

We are proud of our history; we are also excited about the future. USC Lancaster opened the $10.7 million James A. Bradley Arts and Sciences Building in 2000 with an unprecedented $8 million contributed through a community fund raising campaign. In 2003, the campus completed another major building project with the expansion and renovation of Medford Library. In 2005, we opened the Carole Ray Dowling Health Services Center, offering diabetes education, physical therapy, cardiac rehabilitation, cancer rehabilitation, and pediatric obesity services to the Lancaster community. In 2010 funding was secured and the project was approved that will result in a new 32,000 square foot classroom building that will open on campus in 2013.

Top 3 - 2010 Strategic Goals – "Blueprint for Academic Excellence"

- Expand the number of degree programs in order to meet student expectations and community needs.
- Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.
- Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.

Accomplishments 2009-2010:

Bachelor of Science in Nursing:
The University of South Carolina College of Nursing proudly honored its first group of Bachelor of Science in Nursing graduates to complete their coursework at USC Lancaster. Through a collaborative partnership between USC, USCL and Piedmont Medical Center, ten students entered the distance- based program in fall 2008. All of the students graduated in May adding ten Bachelors-prepared nurses to the area's workforce.

Study Abroad Trip to China:
In May 2010, 9 USC Lancaster students, faculty and staff participated in a 9 day Study Abroad trip to China. The group toured Beijing, Xi'an, and Shanghai and students received three academic credits.

AFS McCallum prize:
Brent Burgin, Director of the Archives, was awarded the 2010 Brenda McCallum Prize, by the Archives & Libraries Section of the American Folklore Society, for the University of South Carolina Lancaster Native American Studies Archive, which includes the digital gallery of Catawba Nation images and the Georgia Harris online exhibit. The prize is given for exceptional work dealing with folklife archives or with the collection, organization, and management of ethnographic materials.

Ceramic Pipe Collection
Duke Energy recently presented USC Lancaster with a $25,000 check to purchase a unique group of ceramic pipes made by Catawba and other Native American traditional artists. A number of the pieces will be purchased from Philip Wingard of Clover, who will be also be donating the remaining pieces from his pipe collection. USCL's pottery archive currently includes the Philip Wingard Catawba Indian pottery collection, which includes over seventy pieces of Catawba Indian pottery, some from the nineteenth century and earlier. The acquisition of Mr. Wingard's ceramic pipes will continue to enrich the USCL pottery holdings, which already constitute the largest single collection of Catawba Indian pottery in existence. Duke Energy District Manager Rick Jiran stated, "Duke Energy is pleased to be able to provide funding to help expand the pottery collection at USCL and to help the campus reach its goal of being the premier site of Native American studies in the state."

Gateway Sign
The construction of the new gateway sign is paid for in part by a generous gift from the City of Lancaster and others benefactors of the University. The new gateway sign represents the first tangible step in USCL's beautification project, which celebrates the campus's 50th Anniversary.

Degree Programs

- Associate in Arts
- Associate in Science
- Associate in Science in Business
- Associate in Nursing – **in cooperation with York Technical College**
- Associate in Criminal Justice
- Bachelor of Arts in Liberal Studies   (Palmetto Programs)
- Bachelor of Arts in Organizational Leadership   (Palmetto Programs)
- Bachelor of Science in Nursing   (College of Nursing)

Athletics

- **Baseball**
- **Men's Golf**
- **Women's Soccer**
- **Men's Tennis**
- **Women's Tennis**
- **Softball**

Local Information
Lancaster County Commission for Higher Education:

Mr. Thomas Barnes	(Resides in Lancaster)
Ms. Lisa Bridges	(Resides in Heath Springs)
Mr. Bruce A. Brumfield	(Resides in Lancaster)
Mr. Charles Bundy	(Resides in Lancaster)
Mr. Larry Durham	(Resides in Lancaster)
Mr. Stanley D. Johnson	(Resides in Lancaster)
Ms. Rosa Sansbury	(Resides in Van Wyck)
Dr. Gene Moore	(Resides in Lancaster)
Dr. John Catalano	(Resides in Lancaster)

Educational Foundation:

Mr. William Boan	(Resides in Columbia)
Mr. Robert H. Collins, Jr.	(Resides in Lancaster)
Mr. Francis Faile, Jr.	(Resides in Lancaster)
Ms. Janice Dabney	(Resides in Lancaster)

Mr. Tony Gilreath   (Resides in Lancaster)
Ms. Vivian Gray   (Resides in Lancaster)
Mr. Larry Higgins   (Resides in Lancaster)
Ms. Polly Jackson   (Resides in Lancaster)
Ms. Mark Johnson   (Resides in Lancaster)
Mr. Edward Khoury   (Resides in Lancaster)
Ms. Charlene McGriff   (Resides in Lancaster)
Mr. Phillip Mungo   (Resides in Lancaster)
Mr. Phillip Parker   (Resides in Lancaster)
Mr. Dan Peach   (Resides in Lancaster)
Mr. D. Lindsay Pettus   (Resides in Lancaster)
Mr. H. E. "Gene" Purser   (Resides in Lancaster)
Judge Don R. Rushing   (Resides in Lancaster)
Mr. Tim Thornton   (Resides in Lancaster)

Legislative Delegation:
Senate:
District   14- Harvey S. Peeler, Jr.
                  15- Robert W. Hayes, Jr.
                  16- (vacant)
                  17- Creighton B. Coleman
                  22- Joel Lourie
                  27- Vincent A. Sheheen
                  29- Gerald D. Malloy

House of Representatives:

District   29-Dennis C. Moss
                  41- H. Boyd Brown
                  43- F. Gregory Delleney, Jr.
                  44- James M. "Jimmy" Neal
                  45- Deborah A. Long
                  46- J. Gary Simrill
                  47- Tommy Pope
                  48- Ralph Norman
                  49- John Richard C. King
                  52- Laurie Slade Funderburk
                  53- Ted Martin Vick
                  54- Elizabeth R. Munnerlyn
                  56- Denny Woodall Neilson
                  65- James H. "Jay" Lucas
                  79- Mia Butler Garrick

USC SALKEHATCHIE   Dean – Ann C. Carmichael

History

The Salkehatchie campus was established in 1965 as a regional center of the University of South Carolina and as the result of local civic commitment and momentum. In late 1964, a group of residents from Allendale, Bamberg, and Hampton counties organized a movement to create a regional campus. The General Assembly of South Carolina responded the next year by creating the Western Carolina Higher Education Commission, which is composed of two Governor-appointed representatives from each of the participating counties. Barnwell County later joined the compact and Colleton County followed in 1984. The campus was given the name Salkehatchie because the Salkehatchie River runs through all five counties that support the campus.

The academic program was initiated in the fall of 1965 with 8 part-time faculty and 76 students. Today, the institution enrolls close to 1100 students, and faculty and support staff have significantly increased to support record enrollments. As the campus has grown, so has its educational, cultural, and economic impact on the communities across its service area. USC Salkehatchie expects to continue to play a pivotal role in the development of the region, as the institution enters its 46th year of service to the citizens of the rural Low Country.

Top 3 - 2010 Strategic Goals – Blueprint for Academic Excellence

- Increase enrollment with an emphasis on recruiting academically-gifted students in an effort to improve program completion.

- Expand academic offerings and support services, including technology, to enable students to pursue their educational goals.

- Continue to develop and sustain community and university partnerships which enrich the experience of the student and contribute to economic development.

Accomplishments 2009-2010

- Increased enrollment by 41% in HC and 46% in FTE over a five-year period. Fall 2010 enrollment was the highest enrollment in the forty-five year history of the campus with 1150 HC (11% increase over previous fall) and 766 FTE (11.8% increase over previous fall).

- Generated over $1 million in grant funding and private support.

- Recognized for faculty excellence:
    - Professor Emeritus Dr. Arthur Mitchell was the recipient of the Aedanus Burke Distinguished Irish Carolinian Award presented by Mayor Joe Riley in Charleston, SC.
    - Dr. Sarah Miller was awarded the first John J. Duffy Excellence in Teaching Award by the Faculty Senate of the USC Regional Campuses.

- Professor Sharon Folk was selected as a finalist for the 2009 Governor's Professor of the Year award. With Professor Sarah Miller's selection as a finalist for the 2010 award, USC Salkehatchie faculty have been selected as a finalist for this award for six of the past eight years.

- Expanded baccalaureate degree opportunities by offering a new degree in Bachelor of Arts in Organizational Leadership.

- Developed a marketing plan and the GoSalk.com website through the Salkehatchie Leadership Institute to promote eco-tourism in the five counties served.

Degree Programs

- Associate in Arts
- Associate in Science
- Bachelor of Arts in Elementary Education – in cooperation with USC Aiken
- Bachelor of Science in Nursing – in cooperation with USC Columbia College of Nursing
- Bachelor of Arts in Liberal Studies - offered through Palmetto Programs
- Bachelor of Arts in Organizational Leadership - offered through Palmetto Programs

Athletics

Walterboro Campus
- Men's Basketball

Allendale Campus
- Men's Baseball
- Men's and Women's Soccer
- Women's Softball

Local Information

Western Carolina Higher Education Commission:
Dr. David L. Barnes - Hampton County
Mr. J. Reid Boylston, III, Chair – Barnwell County
Ms. Lee F. Early - Bamberg County
Mr. James E. Frank, Jr. - Colleton County
Mr. W. Radcliffe Free - Bamberg County
Mr. G. Larisey Gooding, Jr. - Allendale County

Mr. William E. Myrick, Jr. - Allendale County
Mr. F. Holbrook Platts - Hampton County
Mr. Terrill N. Tuten - Barnwell County
Mr. Kelvin D. Wright - Colleton County

Partnership Board:
Ms. Lee Harley-Fitts - Allendale County
Ms. Cindy Hurst - Bamberg County
Ms. Deborah Kane - Colleton County
Ms. Rose Ann Mixson - Hampton County
Mr. Alexander Murdaugh - Hampton County
Ms. Kathleen Myrick - Allendale County
Mr. John Sanders - Barnwell County
Mr. Eugene Varn - Colleton County
Mr. Jasper Varn - Bamberg County

Legislative Delegation

Senate:
District #37 – Lawrence K. "Larry" Grooms   (Resides in Dorchester County)
#39 – John W. Matthews, Jr.   (Resides in Orangeburg County)
#40 – C. Bradley Hutto   (Resides in Orangeburg County)
#45 – Clementa C. Pinckney   (Resides in Jasper County)

House of Representative:
District #90 – Bakari T. Sellers   (Resides in Bamberg County)
#91 – Lonnie Hosey   (Resides in Barnwell County)
#116 – Robert L. Brown   (Resides in Colleton County)
#120 – William K. Bowers   (Resides in Hampton County)
#121 – Kenneth F. Hodges   (Resides in Colleton County)
#122 – Curtis Brantley   (Resides in Jasper County)

USC SUMTER   Dean – C. Leslie Carpenter

History

The doors of what would become the University of South Carolina Sumter opened for the first time on August 24, 1966 with a class of 96 students. Originally Clemson University at Sumter, the campus did not officially become a sibling of the USC family of campuses until July 23, 1973.

Following negotiations between the (then) Sumter County Commission for Higher Education and officials of both Clemson and USC, campus operations were formally shifted from Clemson University to the University of South Carolina. The transfer of authority was recognized by the South Carolina Commission on Higher Education. After evaluating an institutional self-study and visiting the campus in 1975, the Southern Association of Colleges and Schools approved the changeover.

In 1996, to extend representation to other counties in the campus' five-country service area, the Sumter County Commission for Higher Education was renamed the Mid-Carolina Commission for Higher Education. The restructured commission now officially includes members from Sumter, Clarendon and Lee counties.

USC Sumter launched a new evening program in the fall of 1978. The program offers two eight-week sessions each semester and one eight-week summer session, enabling evening students to carry a full-time course load. An identical program at nearby Shaw Air Force Base serves active-duty military personnel and their families, base civilian employees and the public. Shaw classes emphasize upper-level courses not regularly taught at the Sumter campus.

Top 3 - 2010 Strategic Goals – "Blueprint for Academic Excellence"

- Strengthen the 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

- 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

- Support and encourage the scholarly and creative pursuits of the faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly endeavors

Accomplishments 2009-2010

- Anderson Library Goes Green: USC Sumter was awarded federal economic stimulus funds by the State Budget and Control Board's Energy Office to make energy efficiency improvements. The $89,212 was used to install energy efficient heating and air conditioning equipment in the Anderson Library, the single largest energy consumer on the Sumter campus. These upgrades will help USC Sumter save more than $14,000 annual in energy costs. The state's public colleges and universities received a total of $12.2 million, other state agencies received $7.4 million, and the state's 85 school districts shared $20.3 million in funds for energy efficiency.

- Red Dirt Jesus: Dr. Ray McManus, Assistant Professor of English, won the 2010 Marick Press Poetry Prize for his collection poetry, *Red Dirt Jesus*, which Marick Press will publish in 2011. The judge for this year's competition was Alicia Ostriker, the author of 11 books of poetry, and a major American poet and critic who has been twice nominated for a National Book Award. In addition to Red Dirt Jesus, McManus has written two other poetry collections, *Driving Through the Country Before You Are Born* and *Left Behind*. His individual poems has been published in numerous journals and anthologies, including the *South Carolina Anthology*, *Los Angeles Review*, *Ashville Poetry Review*, and *Borderlands: Texas Poetry Review*.

- Governor's Professor of the Year Statewide Finalist: Dr. Pearl R. Fernandes, Associate Professor of Biology, was named as one of the ten statewide finalists for this award. She was recommended to the Camus Dean by her peers as the faculty member who represents the highest standard of teaching excellence on the Sumter campus.

- The Best of the Best: For the eighth consecutive year, readers of The Item newspaper have named USC Sumter as the "Best Institution of Higher Education." USC Sumter has received this award each year since the competition began, and the Campus Dean credits the hard work and dedication of each USC Sumter faculty and staff member.

Degree Programs

- Associate of Arts
- Associate of Science
- Bachelor of Science in Business Administration – **USC Aiken**
- Bachelor of Arts in Early Childhood /Elementary Education – **USC Upstate**
- Bachelor of Science in Nursing – **USC Upstate**
- Bachelor of Arts in Liberal Arts   (Palmetto Programs)
- Bachelor of Arts in Organizational Leadership   (Palmetto Programs)

Athletics

Men's Baseball   **Women's Softball**
Men's Soccer   **Women's Soccer**
Men's Basketball   Women's Basketball

Local Information

Mid-Carolina Commission on Higher Education

Mr. James C. Black (Resides in Manning)
Mr. John M. Brabham, Jr. (Resides in Sumter)
Mr. Austin E. Floyd (Resides in Sumter)
Mr. R. J. "Chic" Mathis (Resides in Sumter)
Mr. William H. Price (Resides in Sumter)
Ms. Patricia W. Smith (Resides in Sumter)
Mr. Robert B. Smith (Resides in Sumter)
Mr. Joseph S. Sublette (Resides in Sumter)
Mr. William W. Wheeler III (Resides in Bishopville)

Partnership Board:

Mr. Robert Boykin, Jr. (Resides in Sumter)
Mr. Arthur F. Bradham
Dr. C. Leslie Carpenter
Mr. Jeffrey Davis, Jr.
Dr. Kay Oldhouser Davis
Mr. Charles Denny
Mr. Barry K. Falin
Ms. Beverly Gagne
Mr. Robert C. "Bob" Harris
Mr. N. Doug Horne
Mr. Thomas C. Kuhn
Mrs. Ellen Leventis
Mr. Dan Lyles
Mr. Andre McBride
Mr. Carl McIntosh

Mr. John Duvall "Jack" Osteen
Dr. Harris Pastides
Mr. Sandy Reser
Honorable Ramon Schwartz, Jr.
Mr. Joseph Sublette
Mr. C. Talmadge Tobias
Mr. Dennis J. Turner
Mr. Earl Wilson
Mr. Ronald Wilson

Legislative Delegation:

Senate:

22- Joel Lourie
27- Vincent A. Sheheen
29- Gerald Malloy
32- J. Yancey McGill
35- Phil P. Leventis
36- John C. Land III

House of Representatives:

50- Grady A. Brown
51- J. David Weeks
52- Laurie Slade Funderburk
79 – Mia Butler Garrick
60 – Phillip Lowe
64- Vacant (special election pending)
65- James H. "Jay" Lucas
67 – G. Murrell Smith, Jr.
70 – Joseph H. Neal
101 – Ronnie A. Sabb
103 – Carl L. Anderson

USC UNION   **Interim Dean – Stephen Lowe**

History

The University of South Carolina at Union was one of the first Regional Campuses established by USC. For over thirty years USCU has provided low-cost, fully-accredited courses which satisfy the degree requirements at USC and at other colleges and universities. USCU provides students with personal attention, small classes, financial aid opportunities, and co-curricular activities.

USCU confers associates degrees in science and in arts. USCU also offers the courses which allow a student to complete USC Columbia's Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership. In addition to traditional courses, USCU offers a variety of courses through USC Distance Education. These courses are offered, online, through DVD, and other means. Distance education also allows students to complete selected graduate programs.

USCU is centrally located between Greenville, Columbia, and Charlotte (NC), within easy commuting distance for most students in the upstate of South Carolina.

The campus, located on East Main Street in Union (S.C. Highway 49), consists of four buildings. The Main Building was beautifully restored in 1991 and houses classrooms, administrative offices, science laboratories, the student lounge, and an auditorium. The Central Building was renovated in 1988 and houses classrooms, central administrative offices, and the library. The Truluck Activity Center provides space for recreational and social activities. The Founders House, formerly the Child Development Center, is the location of most Continuing Education programs.

Top 3 2010 Strategic Goals – "Blueprint for Academic Excellence"

> **Goal 1** – Create a model centered on resource self-reliance based on increasing revenues through the expansion of existing programs and development of new programs while decreasing non-instructional costs
>
> **Goal 2** – Create communities of learners
>
> **Goal 3** – Transform the image of USC Union

Accomplishments 2009-2010

- Record Enrollment: Fall 2010 enrollment was 530, a 4.54% increase; FTE was 332, an 8.21% increase

- USC Union installed smart classroom technology in two major teaching classrooms at the Union campus, an additional Palmetto teaching classroom at the Laurens campus, and numerous additional technology upgrades

- Faculty re-building: New hires include a lab manager/instructor and a professor of Communication

- USCU has concurrent programs with all three public high schools in Union and Laurens Counties, and with Laurens Academy

- Energy efficient lighting has been installed throughout campus; new Energy Star appliances have been requisitioned

Degree Programs

- Associate in Arts
- Associate in Science
- Bachelor of Arts in Technology Support and Training Management – in cooperation with the USC Columbia College of Hospitality, Retail and Sport Management
- Bachelor of Arts in Liberal Studies (Palmetto Programs)
- Bachelor of Arts in Organizational Leadership (Palmetto Programs)

Local Information

Union/Laurens Commission on Higher Education:

Col. Richard Denton, Chair   (Resides in Union)
Ms. Brenda Childers   (Resides in Union)
Ms. Patricia Craine   (Resides in Laurens)
Mr. Steve Hudson   (Resides in Union)
Mr. Lewis Jeter   (Resides in Union)
Mrs. Deborah Littlejohn   (Resides in Jonesville)
Mr. Mark Orcutt   (Resides in Laurens)
Mr. Tim Svedlund   (Resides in Union)
Mr. Terry Wade   (Resides in Union)
Dr. Stephen Lowe, *ex officio* (Resides in Simpsonville)

Partnership Board:

Mrs. Helen Diamaduros	(Resides in Union)
Mrs. Julia S. Long	(Resides in Union)
Mr. J. Carlisle Oxner, Jr.	(Resides in Columbia)
Mr. Clarke W. Perrin	(Resides in Union)
Mrs. Toccoa Switzer	(Resides in Union)

Legislative Delegation:

Senate
>   13- Shane R. Martin
>   14- Harvey S. Peeler, Jr.
>   17- Creighton B. Coleman

House of Representatives
>   42- Michael A. Anthony

2011-2012 Blueprint for Academic Excellence at USC
System Affairs Central Financial Aid Office

Vision Statement

The System Affairs Central Financial Aid Office serves as the central office responsible for ensuring appropriate compliance with federal, state, and University regulations for the four Regional Campuses of the University of South Carolina and utilizes modern technology to ensure efficient delivery of financial resources to students.

Mission Statement

The System Affairs Central Financial Aid Office provides administrative capabilities to the Financial Aid Offices located on the University of South Carolina Regional Campuses.

Goals

Enhance the quality of service provided by utilizing available technology while adhering to regulations.

Five-Year Goals

1. **Administer federal and state financial aid programs by:**

   a. securing the application of all Federal aid (Title IV), State Grants and Scholarships

   b. allocating these funds to individual campuses

   c. establishing policies and procedures to ensure appropriate compliance with federal, state, and University regulations

d. completing all accounting for the entire Regional Campuses system and applicable fiscal reporting.

2. **Ensure incorporation of Federal Program Integrity Regulations with Regional Campus Financial Aid Offices.**
3. Plan, direct and provide leadership in the automation on delivery of federal and state financial aid programs and usage of Student Access Internet Gateway (SAIG).
4. Investigate, plan and implement enhancements of daily, weekly and monthly reconciliation processes of Federal and State funds.

2011-2012 Academic Year Goals
1. Maintain up-to-date policies and procedures in compliance with Federal and State regulations to ensure effective and efficient delivery of financial aid resources to students. *Plan:* Ongoing updates to procedures as federal/state regulations change.
2. Provide continued leadership and investigation in the enhancement of mainframe automation of federal grant and loan Common Origination and Disbursement (COD) file processing and transmission. *Plan:*
   a. Work collaboratively with UTS and financial aid system team in ensure regulatory compliance with COD activity.
   b. Monitor and provide action on COD daily transmission of data
   c. Ensure Regional Campuses Financial Aid Office award and disburse funds accurately with decrease in institutional liabilities and appropriate delivery of funds to students.

3. **Serve on One Carolina – Banner Financial Aid Implementation Team to ensure all aspects of the system utilized in accordance with established policy and functional by implementation deadline. *Plan*:**
   a. **Biweekly meetings with Banner Consultant**
   b. **Weekly completion of workbook activities and system configuration**
   c. **Testing data input to ensure compliance with regulations and programming appropriate for system delivery**

Strengths and Accomplishments

The Central Financial Aid Office successfully facilitated the Regional Campuses' conversion of student loans for the 2010-11 academic year from Federal Family Educational Loans to Federal Direct Lending Program. The task involved updating policy, monitoring mainframe adjustments, training Regional Campus Financial Aid Staff, developing literature to disseminate to students regarding the transition and incorporating monthly reconciliation practices for loan volume in excess of $14.5 million.

Our department successfully implemented the utilization of the Regional Campuses financial aid websites to increase visibility and accessibility to prospective and continuing students. This cost effective measure provided the four Regional Campus Financial Aid Offices with methods to make the website user friendly, utilize available VIP functionality for financial aid application, award notification, acceptance and disbursement; as well as decreased postage and copying budget line items.

Weaknesses

The following is an area of weakness: inability to conduct ongoing preventive measures. This weakness will be improved by utilizing enhancements of new system and adjustment of staff responsibilities.

Effects of Budget Reductions on Fulfilling Mission

Implementation of Direct Loans and Banner has generated continuous increase in area responsibility. Under different budgetary conditions another staff person is appropriate as well as increase in salary for current staff based on additional area responsibilities. Upgrade of computer equipment and accessories maybe necessary to utilize new system.

I. Vision, Mission and Goals

A. Executive Summary

Vision of Continuing Education and Conferences

Continuing Education and Conferences provides value-added expertise and quality service to improve the University's programs and services in partnership with academic and administrative units of the University, as well as the greater community.

Mission of Continuing Education and Conferences

Continuing Education and Conferences supports the University of South Carolina's mission of outreach and engagement by providing noncredit opportunities, conference and event services, and youth academic programs.

Goals:

1. Promote the University to prospective academically accelerated students and their parents by introducing them to programs that accentuate Carolina's undergraduate programs and faculty.

2. Offer the USC community a comprehensive and professional one-stop center for approving, processing, and issuing Continuing Education Units (CEUs) and noncredit certificates, to assure uniform institutional standards for CEU processing, approval, record-keeping, and reporting in compliance with best practices for SACS accreditation and the needs of the Office of Institutional Assessment and Compliance (excepting areas where CEUs are required for professional (re)licensure, such as medicine, nursing, law, and pharmacy).

3. Operate a comprehensive and professional one-stop shop for conference and event planning for the university to ensure quality in planning services to showcase research, academic achievement and professional development.

4. Provide high quality noncredit continuing education programs.

B. **Goals, Initiatives and Action Plans**

Goal 1: Promote the University to prospective academically accelerated students and their parents by introducing them to programs that accentuate Carolina's undergraduate programs and faculty.

Initiative 1 (a): Develop and promote awareness of Carolina Master Scholars and the Adventure Series, and maximize its undergraduate recruitment and retention potential.

Action Plans: Develop the Carolina Master Scholars Adventure Series (CMS) into a nationally preeminent program. Search for funding of scholarships for the CMS program to underwrite costs to make it a more affordable program for economically challenged, academically talented students.

The Carolina Collegiate Federal Credit Union and USC's Office of Enrollment Management sponsored a total of $2,000 for need-based scholarships for the CMS Summer 2010 program. Eight (8) students applied and five (5) were qualified and were awarded a total of $900 in scholarships to attend the program.

Solidify the CMS alumni program to keep CMS graduates actively associated with the University until they matriculate at the University.

Progress to date: Those that participate in three or more Adventure series courses are identified as CMS Alumni and are honored at a special graduation ceremony with top university academic officers. Additional CMS Alumni benefits include receiving birthday cards in partnership with the Alumni Association, special seating at New Student Convocation, admission tracking, certification of the extracurricular activity, discounts on future programs, and opportunities to be ambassadors at CMS activities. CEC also provides an exam breaker to those that enroll at USC during their first year at Carolina. In 2010, the second CMS alumnus served as a counselor for the program.

Maintain financial solvency of the CMS program by renegotiating a three-year agreement with academic and service units for their continued support for the CMS program.

Progress to date: Funding support by the Office of the Provost ($45,500) and Enrollment Management ($7,500) ended in FY09 and there are currently no plans for renewal of this support. CEC maintains partnerships with University Housing, Dining Services and Student Life who offered their goods at a much reduced rate. CEC solicits donations of food and program supplies from local vendors. CEC continued to partner with the College of Engineering and Computing to cover tradeshows to advertise the program. CEC uses mostly free advertising to promote the program and has reduced printing and postage costs by advertising with a postcard instead of a full size brochure.

Conduct quantitative assessment of the CMS program every two years.

Progress to date: Overall participation was up 104 more participants from 2009. In 2010, 203 individuals enrolled in 223 slots in the 2010 Adventure courses: 44% of the participants were classified as minority (categories other than white, non-Hispanic) and 48% were female. 26% of the students, now college age, who had previously attended an Adventure Series course, enrolled at USC-Columbia in the fall semester of 2010.

Initiative 1(b): Promote awareness of non-CEC pre-university academic youth programs, and maximize their undergraduate recruitment and retention potential.

Action Plans: Promote and track pre-university academic programs held on the Columbia campus. Act as the clearinghouse for all pre-university summer academic programs. Compile, produce and distribute the Pre-University programs (PUP) brochure.

Progress to date: In consultation with the Office of the Provost, the PUPs brochure was not produced for the summer of 2010 due to cuts in funding and limited resources.

Work with State Department of Education and Duke TIP program to identify junior scholars, SC Duke TIP participants and guidance counselors and teachers of this high achiever segment.

Progress to date: The State Department of Education continues to promote CEC programs to Junior Scholars, guidance counselors and teachers of Talented and Gifted programs on behalf of USC.

Develop and manage the web site for pre-university academic programs providing links to all programs hosted at the University. Assist University Creative Services with gathering material for publicizing outreach programs on http://www.sc.edu/outreach.

Progress to date: Due to cuts in funding and limited resources, the Pre-university website lists only programs being run through the Office of Continuing Education and Conferences. However, any phone inquiries are directed to other offices and/or departments that run K-12 summer programs and any department that provides information will be listed on the website.

Initiative 1(c): Assist in admission tracking efforts for pre-university academic youth programs participants.

Action Plans: Provide data to Undergraduate Admissions to track the potential recruitment, matriculation and retention of pre-university students to the University of South Carolina system. Maintain database of all participants in pre-university programs coordinated through our office. Provide database information to the Office of Undergraduate Admissions for enrollment tracking on an annual basis. Enroll CMS Alumni in a special Alumni program that carries the same benefits and privileges associated with the Carolina Legacy Program.

Progress to date: Data continues to be collected and reported to Undergraduate Admissions to assist in tracking potential students to the University of South Carolina system.

Initiative 1(d): Provide logistical support for summer academic programs operated by other University departments.

Action Plans: Advise and assist academic departments in the operation of academic youth programs.

Progress to date: CEC provided assistance for three (3) pre-university programs in the summer of 2010 in partnership with the College of Engineering and Computing, Undergraduate Admissions, and the School of Music.

Provide contract logistical support and counselors to pre-university summer academic programs.

Progress to date: CEC will continue to provide this service to other pre-university program coordinators as long as the Carolina Master Scholars Adventure Series continues, in order to share staff and resources among programs.

Advise pre-university program directors in risk management policies and procedures for students under age 18 that attend pre-university programs.

Work with the office of risk management and general counsel to update pre-university program forms.

Coordinate risk management training for pre-university program directors.

Progress to date: CEC continues to receive referrals from the Office of Risk Management. In 2010, we provided risk management training to the Department of Theatre for their summer program.

Initiative 1(e): Provide academic year programs for academically talented youth in partnership with Duke University Talent Identification Program (TIP).

Action Plans: Host Duke TIP Scholar programs on the Columbia campus.

In conjunction with the SC Honors College, coordinate logistics for Duke TIP Scholar weekends.

Progress to date: In collaboration with the SC Honors College, CEC has hosted nine (9) Duke TIP Scholar Weekend programs at USC since 2007 exposing a total of 382 students in grades 8 – 12 to the university.

Action Plans: Begin offering a Duke TIP Academic Adventure that is a one day drive-in academic program geared to 5-6th grade students.

Initiative 1(f): Enhance the performance of South Carolina high school students on standardized entrance examinations and increase the likelihood of acceptance into the University undergraduate programs by providing entrance exam preparation resources.

Action Plans: Offer a variety of standardized exam preparation opportunities for the SAT and ACT. Offer programs in formats and delivery methods that meet the needs of South Carolina high school students.

Indicators:
  i. Market and deliver a variety of programs to the Greater Columbia markets.
 ii. Develop and market custom undergraduate entrance exam preparation programs to South Carolina high schools and organizations.
iii. Partner with system universities, regional campuses, and South Carolina partners to deliver undergraduate entrance exam preparation programs in multiple locations across the state.

CEC expanded SAT/ACT Institutes beyond the USC Columbia campus into several new regions of the state including USC Sumter and USC Beaufort. Four-day workshops were held at four locations throughout the state with a total of 95 participants in FY10. Twenty (20) minority students from Scott Branch High School located in Summerville, SC participated in the USC Sumter course where they also received a personalized campus tour. CEC also offered two SAT Blitz courses in Columbia with at total of 17 participants.

Goal 2: Offer the University of South Carolina community a comprehensive and professional one-stop center for approving, processing, issuing and recording continuing education activity, continuing education units (CEUs), and noncredit certificates.

Initiative 2(a): Issue Continuing Education Units on behalf of the University of South Carolina.

Action Plans: Award traditional CEUs for any University of South Carolina program.

Indicators:
i. Ensure University of South Carolina CEU policies, procedures, and certifications are in compliance with SACS standards.
ii. Maintain a database recording all participants, programs, and CEUs awarded through the Columbia campus.
iii. Maintain a database of noncredit activities at the Columbia and regional campuses
iv. Produce and issue official University of South Carolina CEU certificates.
v. Facilitate archiving and transcript procedures for CEUs at the University of South Carolina.

Continuing Education and Conferences maintains a database of reported CEU participants for the Columbia campus, and collects and stores summary participant data for the regional campuses. Official University of South Carolina CEU documentation is issued to all participants of record within the Columbia campus database. Records are archived in cooperation with the Office of the Registrar. Archived records are made available to Continuing Education and Conferences for documentation purposes.

Progress to Date: In collaboration with the Office of the Registrar, CEC provided CEU documentation for 2009 files for the first time in an electronic format to streamline data storage.

Initiative 2(b): Collect, calculate and report institutional CEUs for all noncredit academic initiatives on the Columbia and regional campuses.

Action Plans: Collect, calculate and report noncredit initiatives.

Indicators:
i. Revise current CEU and noncredit policies to reflect a centralized collection department.
ii. Provide an efficient means for University entities to submit records of noncredit activities that do not bear CEUs, but may still be reported as continuing education activity for SACS reporting through the office of Institutional Assessment and Compliance.
iii. Issue Continuing Education Units in partnership with state agencies, nonprofit organizations and corporations.

iv.   Create and maintain a database recording all continuing education activity for the Division of System Affairs and Extended University and regional campuses.

Progress to date: In collaboration, CEC and the Academic Outreach Task Force updated the policies related to Continuing Education Activity and Continuing Education Units to align the University's policy with SACS standards. The policy changes streamline campus continuing education activity reporting and encourage greater campus participation. In fall of 2010, all schools and colleges as well as regional campuses began to report CEU and Continuing Education Activity through CEC.

CEC continues to support the continuing education efforts of State of South Carolina licensing bodies and noncredit entities, including boards under the management of the South Carolina Department of Labor, Licensing, and Regulation.

Initiative 2(c): Offering Noncredit Certificate Programs (NCCP) to area business, industry, non-profits, and government personnel.

> **Action Plans**: Provide an official noncredit certificate program (NCCP), which enables noncredit clients to bundle multiple CEU courses into a logical, related educational program for which participants may receive professional certification.
>
> *Indicators:*

i.   Offer the University community a seamless process for offering Noncredit Certificate Programs (NCCP).
ii.   Encourage and advise current or potential CEU partners to explore or implement a certificate program for their discipline/arena by bundling current or future courses.
iii.   Issue Noncredit Certificates in partnership with state agencies, nonprofit organizations, and corporations.
iv.   Maintain a database to record and track progress of participants working toward completion of certificate.
v.   Produce intermittent status reports to update clients and students on progress toward completion of certificate.
vi.   Produce and issue official University of South Carolina NCCP certificate.
vii.   Facilitate archiving and transcript procedures for NCCP participants on the Columbia campus.

Progress to date: Four noncredit certificate programs have been created. The certificate programs are offered in partnership with University departments, noncredit organizations, and local businesses. The certificate programs document a culmination of study in a specific area of interest over an extended period of time. Records are maintained on participant progress through the certificate program, and documentation is provided upon successful completion. Noncredit Certificate Program records are maintained and archived with the CEU program records.

Initiative 2(d): Advance understanding of University Policy and Procedures as related to the issuance of CEUs and Institutional CEUs, as outlined in ACAF 1.72 and ACAF 1.72.

Action Plans: Engage University schools and departments currently providing continuing education opportunities and provide education on University policy, services provided, and need for compliance. Work with existing and potential partners to identify cost saving and efficiency improvements to department procedures.

Indicators:
  i. Increase the number of campus sponsors reporting continuing education activity through Continuing Education & Conferences.
 ii. Increase the number of overall participants receiving CEUs through the University of South Carolina.
 iii. Reduce cost of providing CEUs to participants in campus sponsored events and programs.

Progress to date: Significant progress has been made to further strengthen the knowledge and understanding of the continuing education policy. All schools and colleges as well as regional campuses have identified a continuing education representative to serve as a contact for CEC. CEC acted as the clearinghouse and provided a summary of reported continuing education activity and CEUs to the Office of Institutional Assessment and Compliance.

Goal 3: Operate a comprehensive and professional one-stop shop for conference and event planning for the university to ensure quality in planning services to showcase research, academic achievement and professional development.

Initiative 3(a): Promote awareness of CEC services.

Action Plans: Assist University faculty, sponsored awards managers, and academic units along with state agencies, non-profit organizations and businesses with logistics of continuing education opportunities, training grants, professional development, special events and national and international conferences and symposia.

Indicators:
  i. Develop a fresh campaign to market CEC services.
 ii. Conduct "Get to Know Us" luncheons for campus, state agencies, non-profit organizations and businesses to survey potential clients and discuss CEC services.
 iii. Develop positive working relationship with Sponsored Award Management (SAM) team to provide proposals and support for grant-funded conferences, symposiums and events.
 iv. Collaborate with University Housing department and University Registrar to act as sponsoring department for off-campus organizations wishing to stay in campus housing or utilize classroom space.
  v. Coordinate logistics for the Office of the Provost functions at a deeply discounted rate to showcase services to university administrators.
 vi. Meet with each college/school and address their faculty at a unit-wide meeting on services available through CEC.

Progress to Date: In FY10, CEC assisted ten (10) campus departments, five (5) state agencies and four (4) other organizations with logistical and registration services for conferences and events. Get To Know Us Luncheons were held four times throughout the year with 19 participants overall. These serve to educate the university community about CEC programs and services. CEC

advertised USC as a destination through *Unique Venues*. University Housing and the Office of the Registrar provided referrals to CEC to sponsor off-campus organizations wishing to stay in campus housing or utilize classroom space. CEC maintains an ongoing relationship with the Provost Office to assist with Provost Meetings and New Faculty Orientation.

Initiative 3(b): Increase growth for the conference and event services unit.

Action Plans*:* Establish the Conferences and Events area as self-supporting.

Indicators:
i. Aggressively seek to bring additional business to the university by marketing it as a first-choice venue for external groups that hold programs, including residential programs for youth and/or adults. Such programs generate revenue for service units as well as the City of Columbia which benefits from tourism dollars. External clients ensure that facilities are utilized more frequently, helping to recapture overhead expenses that can accrue on empty meeting rooms, conference space, and classrooms.
ii. Concentrate our recruiting efforts on clients that host annual meetings, conferences and conventions.

Progress to Date: This year, CEC developed a partnership with the Columbia CVB and other local colleges and universities to market the Columbia region as a destination for large religious and youth conferences and events. In collaboration with the Capstone Conference Center in the department of University Housing, we are actively seeking new business and responding to Call for Proposals as far out as 2016.

Initiative 3(c): Refine internal and external resources.

Action Plans*:* Meet customer needs and maximize revenue by identifying and streamlining internal and external resources to maximize efficiency in meeting planning.

Indicators:
i. Retain national accreditation as a one-stop conference program.
ii. Centralize all university-related meeting and conference planning services under our unit in an effort to increase efficiency, lessen duplication of service and obtain competitive rates for clients.
iii. Continue to work with IT staff to refine on-line registration systems and alternative payment methods.
iv. Collaborate with the Office of Special Events on an electronic resource guide that identifies meeting space, contact persons, rates and availability.
v. Develop a comprehensive electronic database for client resumes and evaluations.

Progress to date: CEC applied and was awarded re-certification as a One Stop Shop for meeting planning services through ACCED-I. The Conference and Events Manager served as regional director for the Association of Collegiate Conference and Event Directors International (ACCED-I).

Initiative 3(d): Launch proposal-driven conference(s).

> *Indicators:*
> vi. Identify target audience and topics of interest within higher education.
> vii. Develop a Call for Proposals, budget and marketing strategy.
> viii. Collaborate with applicable academic and service units to serve in an advisory role.
> ix. Showcase USC to a national audience.
> x. Generate revenue to support Conference and Event unit.

> Progress to Date: Planning is in progress for the Computers on Campus National Conference which is scheduled October 19 – 22, 2011.

Goal 4: Provide high quality noncredit continuing education programs.

Initiative 4(a): Offer a diverse array of professional education opportunities to the community through multiple instructional formats, including traditional classroom instruction, online courses, and live/web-based instruction.

> **Action Plans:** Create meaningful and beneficial professional development courses that meet the needs of the Greater Columbia and South Carolina workforce. Blend high quality, professional instruction of relevant subjects with industry leading practices. Use technology to enhance delivery and improve communication with potential and current students.

> *Indicators:*
> i. Establish a comprehensive menu of noncredit professional development courses on professional areas of study, as dictated by market demand.
> ii. Deliver professional career focused certificate programs to provide professional individuals with immediately marketable skills in high demand, growth professions.
> iii. Secure workforce development funding approval for career-focused training programs.
> iv. Establish a scholarship fund for displaced workers and professionals seeking to change careers.
> v. Develop and deliver free or low-cost career preparation courses to assist program participants and members of the community.
> vi. Market customized and standard programs to local, regional, and state government and corporate entities.

> Progress to date: In partnership with JMH Consulting, CEC launched new open enrollment professional education courses and certificate programs in April of 2010. Since the launch, CEC ran twenty-two (22) courses in topics ranging from soft skills to sustainability to web design and grant writing with a total of 147 participants.

> CEC now offers four (4) certificate programs in Paralegal, Web Design, Six Sigma and Grant Writing. Twenty-six (26) students have enrolled in the Paralegal certificate program. Six (6) have enrolled in the Web Design certificate program. Seven (7) have enrolled in the Grant Writing certificate program. Future plans include a certificate in Project Management and an online Paralegal and Web Design certificate program.

Paralegal, Web Design and Six Sigma courses have all been approved to have funds disbursed to qualifying students through the Workforce Investment Act (WIA). Thirteen (13) WIA funded students have enrolled in the above programs. CEC has made frequent visits to Midlands Area WIA offices to promote programs and answer questions.

CEC has established a scholarship fund for the South Carolina community for individuals who have been adversely impacted by the current economic environment. Five (5) students have applied to received scholarships in the amount of $500 each towards program costs. Of these, four (4) qualified and were awarded scholarships and two (2) have enrolled in a course. In addition to scholarship opportunities, we have also secured two financial aid options for students through Sallie Mae and the Carolina Collegiate Federal Credit Union.

To improve brand awareness for USC's Professional Education programs, CEC created a visual brand identity and detailed marking plans for the Paralegal, Web Design and Six Sigma certificate programs, as well as open enrollment courses. Targeted marketing channels included print, paid search marketing, search optimization, email, paid social media and the development of mini-sites. By the end of 2010, the mailing list grew from zero to over 1,000 members. Facebook paid advertising resulted in 53,035,006 impressions and 10,884 clicks/website visits.

Initiative 4(b): Enhance the likelihood of student acceptance into graduate programs by providing entrance exam preparation resources for current undergraduate students and potential graduate program applicants.

Action Plans: Offer current undergraduate and prospective graduate students a high quality, affordable test preparation program for graduate level entrance exams in a variety of scheduling and delivery options. The program will deliver high quality GMAT, GRE, and LSAT exam preparation services.

Indicators:

iv. Market and deliver standard programs to the campus and Greater Columbia markets. Expand course offerings to other USC Satellite campuses.
v. Collaborate with University departments, schools, and programs to offer custom test preparation courses that meet the unique needs of their population.
vi. Identify alternative delivery modalities, including synchronous and asynchronous online options, as appropriate.
vii. Provide free workshops to undergraduate students and potential graduate students.

Progress to date: University Test Prep continues to serve USC's undergraduate student population by preparing them to take high stakes graduate entrance exams. With an increase in enrollments by 10% over last year, University Test Prep prepared 181 participants to take graduate exams (77 participated in 9 GRE prep courses, 49 participated in 5 GMAT prep courses, 55 participated in 5 LSAT prep courses). CEC continues to serve English Programs for Internationals (EPI) at the university by providing GRE test prep courses to this population several times throughout the year.

In FY10, CEC offered eight (8) Free Strategy Workshops to the community with 115 total attendance. In addition to these free information sessions, CEC collaborated with the Office of Pre-professional Advising, the Darla Moore School of Business and The Law School to increase awareness of the test preparation and exam admission process and provide free workshops to students.

USC was awarded the 2010 UPCEA South Continuing Education Faculty Award by the University Professional and Continuing Education Association's South Region in recognition of Karen Mason. Since 2005, Mason has taught preparation courses for University Test Prep in the areas of GMAT, GRE, LSAT, SAT, ACT.

Initiative 4(c): Provide educationally stimulating lifelong learning opportunities to adults in the Greater Columbia and South Carolina market.

Action Plans: Identify engaging and intellectually stimulating personal interest subject areas through market research and engaging campus and community partners. These personal interest programs will target Alumni, University faculty and staff, and adults in the Greater Columbia area.

Indicators:
   i. Market and deliver a variety of personal interest courses in a variety of formats.
  ii. Develop and offer select programs in a format that targets aging adults and retirees.
 iii. Partner with campus and community organizations to provide access to rare and limited resources.
 iv. Identify campus and community subject matter experts to serve as instructors and ambassadors for the program.

Progress to date: In April 2010, CEC reintroduced short courses for the community under the name Carolina Classroom, with the goal of strengthening the CEC brand. These educationally focused courses are taught by USC faculty, staff and alumni and community experts. 159 people participated in these 11 new programs in a variety of topics from the Rudy Mancke Natural History series to digital photography to blogging and smart gardening.

Future plans include expanding course selections to include a travel with scholars program and partnering with other partners on campus to introduce new topics.

II. Funding

Continuing Education and Conferences (CEC) is a self-supporting unit within the Division of System Affairs and Extended University. Programs, personnel and services are sustained entirely through revenue generated by registration, enrollment, and service fees. CEC operates with "E" accounts and does not receive funding through state appropriated funds. CEC's budget system reflects the University's need for CEC to be a unit that charges fees for the services, goods and personnel provided. When programs generate revenue in excess of their costs, the funds are redistributed to the other noncredit programs and

functional subunits of CEC to underwrite administrative costs, facilities and startup costs for new programs. CEC will constantly conduct a cost/benefit analysis of individual programs to ensure the fiscal health of the unit and continue to explore innovative programs/services in order to generate new revenue streams.

EXTENDED UNIVERSITY
Updated Spring 2010
Updated Spring 2011

I.   **Vision, Mission and Goals**

A. Executive Summary

Vision statement: **The unit will lead the University in extending undergraduate baccalaureate offerings to students with nontraditional time/place/delivery needs in the Midlands and the service areas of the regional campuses.**

The vision statement has been rearticulated to make the student's need for access rather than the student's age the central focus. We know that many students of traditional age—as well as older students-- need our services because job, family, or other commitments make it difficult or impossible for them to pursue their academic goals through traditional daytime course offerings on the Columbia campus.

Both the Adult Student Advancement Program and Evening Program course offerings on the Columbia campus remain strong, showing significant increases over the previous year. The most noticeable progress was in Palmetto Programs, whose two degrees are enrolling many more students than anticipated.

Mission statement: **The unit provides undergraduate course offerings for students who need flexibility in scheduling; manages nontraditional degrees (AA and AS for military students, BAIS, BLS, BOL); and provides assistance, advisement, and advocacy for older students.**

The unit is solid in achieving the *Mission* articulated last year. Undergraduate evening course offerings on the Columbia campus were expanded; nontraditional degrees continued to serve students, with noteworthy growth in the BAIS, BLS, and BOL.

Goal 1. Enhance Columbia-based academic offerings provided by unit

Goal 2. Enhance opportunities for Columbia and regional campuses students through providing nontraditional degree offerings

Goal 3. Increase Columbia undergraduate population age 25 and older

Goal 4. Enhance student services provided by unit

B. Goals, Initiatives, and Action Plans

Goal 1. Enhance Columbia-based academic offerings provided by unit (continued but reprioritized)

This goal supports the mission of providing courses for students who need flexibility in scheduling.

Initiative 1 (a) While the goal to increase both number and range of undergraduate Evening and Weekend courses stands as part of our long-range plan, in the current budget reduction climate our short-term initiative is to continue holding steady the current level of offerings.

> *Action Plan:* When potential enrollments are apparent, encourage departments to increase the number of sections offered, as well as to broaden the departments' offerings
>
> *Indicator:* Evening/Weekend sections per year decreased with the advent of VCM but in the three years following showed marked growth (from 305 to 427). The goal to maintain this level in 08-09 was significantly surpassed as 539 sections were run. The intention is to at least maintain this level. For 2009-2010, 556 sections were run, again significantly surpassing the goal of maintaining the past year's level.
>
> *Action Plan:* To work with the Psychology Department to make it possible for the degree to be earned solely in the evening (new).
>
> *Indicators* Over a two-year range, all necessary courses for the baccalaureate degree in Psychology will be available through the Evening Program. With the addition of PSYC 228 (a required course) to the Evening schedule, it is now possible for a student to earn the degree by taking only Evening courses.

Initiative 1 (b) While the decline in enrollment in the Fort Jackson Program over the past several years is reflective of a war-related national trend in military base programs, Fall 2009's enrollment (447) shows a significant increase over the previous year's (331), indicating a potential turnaround. We will work to stabilize this program through modest enrollment increases coupled with continued efforts toward more efficient use of resources. (new) Fall 2010 enrollment was 579, again a significant increase over the previous year.

> *Action Plan:* To continue offering online courses with an effort toward attracting more military personnel not located at Fort Jackson
>
> *Indicator:* The percentage of military enrollments will increase from 18% to 22%, with non-Fort Jackson personnel accounting for the majority of the increase. The

military enrollment Fall 2010 was 21%, not quite reaching the goal but exceeding the previous year. If we are successful in achieving a military rate regardless of residency, we anticipate a boost in both enrollment and the percentage of enrollment that is military.

Action Plan: To continue judicious course scheduling that will not constrict meeting students' needs but will result in greater efficiency

Indicator: Carefully selected but reduced course offerings will produce higher enrollment per section, thus providing increased revenue at lower instructional cost. Average class size for Fall 2008 was 11; for Fall 2009 16; and for Fall 2010, 18, demonstrating a trend of increasing efficiency and productivity.

The first WTU (Warrior Transition Unit) course, with 9 enrollments, was offered fall 2010. One was offered early in 2011, and two have just begun. We plan to offer a total of 10-12 courses in this program (which is in addition to the regular Fort Jackson offerings) in 2011.

Initiative 1 (c): Strengthen the Extended University full-time faculty

Action Plan:
- Continue a history instructor position (begun Fall 2008) for AY 2010-11 and beyond Done
- Add an assistant professor of speech for AY 2010-11 Done
- Employ an assistant professor of English/women's and gender studies for AY 2010-11 as a retirement replacement Done
- Increase our faculty unit's aggregate number of presentations and publications Done
- Increase the percentage of tenured or tenure-track faculty producing at least one article or presentation per year Done
- Encourage faculty members' engagement through committees and in governance to strengthen their link and commitment to institutional culture

Indicators: The number of faculty presentations and publications declined in 2009, in part because of reduced travel support for those not working toward tenure or promotion; that is, preference in resource allocation went to assistant and associate professors over instructors and full professors. The need to continue this approach seems evident; however, assistant and associate professors will be supported to the fullest extent possible. The number of tenured or tenure-track faculty producing at least one article or presentation per year did not reach the goal of 100%. This resulted from lack of travel funds for full professors as well as two faculty members anticipating retirement at the end of the year. Impressive, however, is the fact that five faculty members together produced one book, four national/international presentations, one intramural grant, and three non-refereed

publications. Next year the proportion of assistant professors among the ranks of tenured and tenure-track will increase, resulting in greater productivity.

Initiative 1(d) Foster teaching enhanced by technology

Action Plan: The unit will support faculty participation in Palmetto Programs workshops on technology-enhanced delivery methods; will support faculty in developing distance education and online courses; and will promote opportunities for technology training to both full-time and adjunct faculty.

Indicator: Six of our faculty members have participated in Palmetto training; the unit will support an adjunct instructor's participation in the training this year to prepare for teaching a Palmetto course. Four of our faculty members teach Palmetto courses either every semester or once per year. Three Extended University faculty members will participate in 2011 Palmetto training and will teach in Palmetto during the upcoming academic year.. The number of online course offerings in the Fort Jackson schedule is steadily increasing: 2 spring 2009, 5 fall 2009, 7 spring 2010, 9 fall 2010. 2011 will include 8 spring, 2 summer, and 9 fall.

Goal 1 will be ongoing because further enhancement of academic offerings will always be important. Focus will shift as certain action plans—for example, offering the complete psychology degree in the Evening Program—are realized, allowing new action plans to take their place.

Goal 2. Enhance opportunities for Columbia and regional campuses students through providing nontraditional degree offerings. (continued)
This goal supports the mission's focus on nontraditional degrees.

Initiative 2 (a) Continue oversight and awarding of Fort Jackson AA and AS degrees

Action Plan: We will continue to promote SOCAD to military students as a way of encouraging them to earn associate degrees. We will also promote the degrees to National Guard members, reservists, and veterans, categories newly eligible for the associate degrees.

Indicator: CHE requires an average of 4 degrees per year awarded over a four-year period. Our average for the past decade has been 10 per year. Even with decreased enrollments, we are maintaining an average well above the CHE requirement. The average well above the CHE requirement continues.

Initiative 2 (b) Continue to promote USC's psychology baccalaureate degree through the Servicemembers Opportunity College Network.

Indicator: Since the psychology degree was accepted into the network in April 2008, six soldiers have enrolled as majors, two during the past year. One is near degree completion, and three new applications are in process.
As of February 2011, one student has graduated with the psychology major and 5 students are currently enrolled.

Initiative 2 (c) Through contractual arrangement continue management/oversight of HRSM's BAIS for students on both Columbia and regional campuses

Action Plan: We will continue the contract for managing this degree, providing service to new and continuing students on the Columbia campus and to regional campuses students admitted prior to its being discontinued on those campuses.

Indicator: We are working with regional campuses advisors to encourage their BAIS students to complete the degree before their eligibility runs out. On the Columbia campus, enrollment in the degree decreased with the addition of the 18-hour professional foundations requirement. We are joining HRSM in their efforts to increase the number of students. The current enrollment is 55; our goal is to increase this by 10 in the next year.
The current BAIS enrollment is 53. Continuation of the management agreement is under review by HRSM.

Initiative 2 (d) Provide management/oversight of the Bachelor of Arts in Liberal Studies and Bachelor of Arts in Organizational Leadership degrees for students on regional campuses

Action Plan: To provide centralized academic and student services to BLS and BOL students on regional campuses, where academic advisement is provided

Indicator: The BLS was introduced in fall 2007. To date 38 students have graduated, 175 are enrolled, and 18 graduation applications are pending for May. The BOL was introduced two years later, in fall 2009. Currently 27 students are enrolled. Indications are that enrollment will continue to grow significantly in the near future. As of January 2011, BLS had produced 68 graduates and BOL had produced 2; current enrollment in Palmetto is 352—280 in BLS and 72 in BOL. As a result of increased student demand, an additional faculty member has been hired to teach the three major courses, beginning Fall 2011.

Plans are underway to offer the BLS and BOL through the University Center Greenville to students who would be enrolled at the Union campus. Ideally students will be admitted through this venue beginning fall 2010. Approval to begin this initiative is still awaited.

Action Plan: To work with the College of Arts and Sciences to extend its baccalaureate degree in criminal justice to students located on the regional campuses

Indicator: At this stage conversations are preliminary but promising. The plan includes the use of technology to allow Columbia faculty to deliver some of the required courses to students located on the regional campuses.

Additional courses will be offered live on the campuses, taught by Columbia-approved instructors. Optimally the degree will be available to regional campuses students by spring 2011. After preliminary exploration, the CRJU faculty determined not to participate in this initiative at this time. The idea will be revisited in the not-too-distant future.

Goal 2 is will be ongoing for a number of years because the University's capacity for serving students through its nontraditional Columbia degrees has not been reached and the possibilities for enhancing regional campuses students' access to baccalaureate education have not been exhausted.

Goal 3. Increase Columbia undergraduate population age 25 and older (continued)
This goal supports our mission of serving older students..

Initiative 3 (a) Publicize the Adult Student Advancement Program (ASAP) to attract older students to USC. ASAP offers more flexible application deadlines, opportunities for life experience to be considered in admission decisions, and intense academic advising as students establish track records to qualify them for acceptance into their chosen majors. (Although ASAP will be used as the showcase, not all older students will need this program; some whom we recruit will go directly into degree programs.)

Action Plan: Advertise and hold information sessions for potential adult students; participate in MELA workshops and job-site education fairs; continue the "Come Home to Carolina" focus specifically targeting former USC students who have not completed degrees; continue an improved Web presence that is essential for recruiting/communicating with prospective students

Indicators: Annual front-office contacts rose from 3,394 to 4,899. We attribute this increase to an enhanced Web presence. Front office contacts decreased to 4,008 in 2010.

Last year, 1,578 Columbia campus undergraduates were age 25 or older. Currently that number is 1,702. This puts us on track to meet our goal of 1,800 by spring 2011. In spring 2011 the number was 1,642; thus the goal of 1,800 was not met.

During 2005-06, ASAP's initial year, 12 new students were enrolled. At that time we set a goal of enrolling 16new students per year. That goal was met in 2008-09. In 2009-10, 11 new students were enrolled; hence the goal for that year was not met.

Initiative 3 (b) Foster retention and graduation of ASAP students

Action Plan: Continue careful initial selection and appropriate academic support

Indicator: Since its inception, 62 students have been admitted into ASAP. Five were admitted but for various valid reasons (medical and financial issues) did not enroll. Eight have stopped out, and 1 is deceased. Sixteen are currently in degree programs, 9 have graduated, and 23 are enrolled in ASAP and eligible to continue. Careful initial selection and appropriate academic support are producing a strong success rate. As of February 2011, 73 students have been admitted into ASAP. Eighteen are currently in degree programs, 14 have graduated, and 24 are enrolled in ASAP and eligible to continue.

Goal 3 will be ongoing for a number of years because the University's capacity for serving older students has not been reached.

Goal 4. Enhance student services provided by unit (continued)
This goal supports our mission of serving older students and students needing flexibility in scheduling.

Initiative 4 (a) Continue and strengthen efforts currently in place to assist prospective adult students in being admitted to USC

Action Plan: To hold one publicized information session per semester

Indicators: Information sessions during the past year had lower attendance than in past years. We attribute this to our method of publicizing (*The State*, which is experiencing severely decreased circulation). Beginning this semester we will focus on public service announcements, GMC radio, small newspapers, and announcements on our Web site. Information sessions are no longer being held. An alternative recruitment plan is needed.

Initiative 3(c) Maintain a strong staff to provide information to prospective students and advisement to nondegree-seeking students, BAIS students, BLS and BOL students, and Fort Jackson AA and AS students.

Action Plan: Continue staff training and development; continue participation in networks and alliances (Campus Advisors Network, MELA, NACADA) that strengthen services to students.

Indicators: Students' informal feedback on advising (including unsolicited letters of appreciation) is very positive. A six-item evaluation form is provided to all students advised in person, with instructions to complete it after the advisement session and leave it in the front office. The response rate is approximated at 50%; all respondents selected the most positive choice for each item. While the response rate is not particularly strong, the positive responses—coupled with a

complete lack of complaints—indicates excellence in student satisfaction. Response for the previous year was 95% positive, indicating continued excellence in student satisfaction.

Initiative 3 (d) Continue to provide advocacy, support, and recognition for older students

Action Plan: Continue to award Mitchell Scholarships to adult students; to induct students into Alpha Sigma Lambda, publicizing this list to recognize academic accomplishments of older students; and to present the David L. Burggraf Award to USC Columbia's adult undergraduate degree-seeking student with the highest GPA.

Indicators: In 2009, 15 Mitchell Scholarships totaling $8,100 were awarded to adult students. Twelve students and three faculty members were inducted into ASL. The Burggraf Award was presented at Awards Day. In 2010, 16 Mitchell Scholarships totaling $8,400 were awarded to adult students. Fourteen students and three faculty members were inducted into ASL. The Burggraf Award was presented at Awards Day.

Goal 4 will continue to be ongoing as enhancing services to students is a continuous process.

II. Funding

This unit's funding sources are 1) all tuition revenue produced in the Fort Jackson Program and 2) tuition revenue produced by courses taught on the Columbia campus by faculty whose positions are fulltime in this unit.

Allocations are based on expenditures for prior years. Adding a faculty position increases service to students and increases revenue to the unit. Increasing the number of evening/weekend sections taught by the unit's full-time faculty increases revenue for the unit; increasing the number of sections not taught by our full-time faculty increases revenue for academic units whose courses are offered. All credit-hour production, regardless of who teaches the course, belongs to the unit that is the course's home.

Enrollment, and thus tuition revenue, have been in decline for a number of years. Both enrollment and revenue for fall 2009 show significant increase over fall 2008; we are hopeful that this increase will continue. The increase continued through 2010.

III.   Resource Requirements
None for this unit per se

IV.   Unit Statistical Profile (See 2011 *Blueprint*)

    A. Instructional I'm not finding our unit on the Assessment and Compliance Office website. Does this apply to us?

    B. Research and Creative Accomplishments

      1. Numbers of publications in calendar year 2009 by category:
        Books: 1
        Book chapters: 0
        Refereed articles: 0
        Non-refereed publications: 3

      2. Number of research paper presentations at national or international conferences: 5

      3. Number of performances and/or juried exhibitions at national or International venues: 0

      4. Summary of sponsored research activity: 1 grant, Office of Undergraduate Research
      5. Total extramural funding processed through SAM: 0

      6. N/A

      7. N/A

      8. N/A

      9. N/A

      10. N/A

      11. N/A

      12. Proposals submitted to external funding agencies: 0

John Catalano, Dean

BLUEPRINT FOR ACADEMIC

EXCELLENCE AT USC

2011 - 2012

February 25, 2011

I. Executive Summary

A. 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 – Sumter.

B. Strengths

        1) Connection with USC; 2) Strong local support; 3) Excellent faculty with strong academic reputation; 4) Fiscal discipline – efficiency of operations; 5) Proximity to Charlotte.

    Major Accomplishments of Last Five Years

        1) Sustained enrollment and faculty growth; 2) $3M capital campaign; 3) Introduction and success of Performing Arts Series; 4) Introduction of inter-collegiate sports; 5) Establishment of Native American Studies program.

C. Weaknesses

        1) Capacity and condition of physical plant restricts growth; 2) Fiscal capacity – resources are stretched to limits; 3) Rapid degradation and transformation of local economy; 4) Lack of system-wide common course numbering system; 5) Inconsistent communication and coordination across system.

        There are some specific concerns and impediments to success that would greatly help this campus to be successful. A common course numbering system across ALL USC campuses would be a huge improvement. Students and advisors are often confused by differing course numbers when planning transfers to senior campuses like Aiken or Upstate. Better access of regional campuses faculty to USC databases would improve faculty scholarship. Better communication among the regional campus faculty and the home departments would also help. Including the regional campuses in beneficial contracts such as the bookstores and food service contracts would help financially. Regardless, USC Lancaster will continue to improve in the areas of academics, scholarship, and community outreach. Following are discussions of process, vision, mission, goals, and accomplishments.

II.   A. **Five Year Goals**

Goal 1: Expand the number of degree programs in order to meet student expectations and community needs. Focus Carolina Goal 1 – Teaching and Learning.

The first goal is in response to overwhelming consensus within the community for more 4-year degree programs at USCL so students can remain in the area.

Initiative 1(a): Bachelor Degree Programs – In response to community expectations, expand the number of 4-year degree programs.
Initiative 1(b): Academic and Support Programs – Continue to development and strengthen support programs, e.g., Academic Success center; Study Abroad Program; Opportunity Scholars Program; Student activities and clubs; Information technology; Behavioral Intervention Team.

Goal 2: Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century. Focus Carolina Goal 1 – Teaching and Learning; Focus Carolina Goal 2 – Research, Scholarship and Creative Achievement

USCL's strategic planning process included an examination of internal and external trends. Enrollment trends over the past 5 years, population trends and projections for the region and, the need for more diversified academic programs indicates that new initiatives are needed to achieve our goal of providing a superior educational experience.

Initiative 2(a) New Faculty
Initiative 2(b) Foreign Studies Program
Initiative 2(c) Student Body Diversification
Initiative 2(d) Native American Studies Program
Initiative 2(e) Instructional Technology
Initiative 2(f) Inter-collegiate Athletics
Initiative 2(g) Student Internship Program

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. Focus Carolina Goal 1 – Teaching and Learning; Focus Carolina Goal 2 – Research, Scholarship and Creative Achievement; Focus Carolina Goal 4 – Quality of Life in the University Community

Continued enrollment growth and population projections for the greater Charlotte region point toward the need for additions to the physical plant. The campus added two buildings during the 1990s -- The James Bradley Arts and Sciences Building

and the Carole Ray Dowling Health Services Building. Both buildings are used extensively. Since these projects, enrollment has soared. There are several needs that point to additional construction projects in the near future and a new Campus Master Plan was completed in early 2008.

USCL's Strategic Goal No. 3 calls for the most extensive building program in the school's history. Five major projects are envisioned: additional parking, new academic building, on-campus housing, new health services building, and a new gateway sign and fencing. All new buildings are expected to meet LEED standards as energy efficient.

Initiative 3(a): <u>Campus Master Plan</u>
Initiative 3(b): <u>Residential Housing</u>
Initiative 3(c): <u>New Classroom Building</u>
Initiative 3(d): <u>Health Services Building</u>

Goal 4: Strengthen the financial condition, efficiency and operations of USCL.
Focus Carolina Goal 4 – Quality of Life in the University Community

The manner in which regional campuses of USC are currently funded by the state creates gross inequities among the campuses. USCL is currently state-assisted at approximately 39% of Mission Resource Requirements (MRR), an amount calculated by the South Carolina Commission on Higher Education. Other regional campuses receive as much as 72% or more of MRR. This funding process is inadequate and insufficient for long term planning of academic programs and services.

Initiative 4(a): <u>Parity</u>
Initiative 4(b): <u>University Advancement</u>
Initiative 4(c): <u>Responsible Stewardship</u>
Initiative 4(d): <u>50-Year Campaign</u>
Initiative 4(e): <u>County Support</u>
 Initiative 4(f): <u>Service Region Outreach</u>
Initiative 4(g): <u>Campus Communication and Morale</u>
Initiative 4(h): <u>Safety and Security</u>
Initiative 4(i): <u>Organizational Alignment</u>

B. 2011-2012 Academic Year Goals

GOAL 1: Establish cooperative program with USC Columbia College of Education to make Bachelor of Arts in Elementary Education Degree program available at USCL. (Focus Carolina Goal 1 – Teaching & Learning; USC Lancaster 5-Year Goal 1 – Expand the number of degree programs in order to meet student expectations & community needs; Initiative 1(a) – Bachelor Degree Programs.)

Student and community surveys have repeatedly shown the need/desire for local availability of a four-year education degree. USC Lancaster will work with USC Columbia's College of Education to establish a cooperative (two-plus-two) program, where USCL will offer at least the first two years of coursework, and the College of Education will make available locally the remaining two years of upper-division and professional education courses.

Initiative 1a: <u>Identify Student Need</u> – USCL will identify a cohort of at least twenty-five (25) students who indicate Elementary Education as their intended major who plan to earn the bachelor's degree.

Initiative 1b: <u>Course Scheduling</u> – USC Lancaster will set up its academic schedule for 2011-2012 to offer the first full year of coursework applicable to USC Columbia's B.A. degree in elementary education.

Initiative 1c: <u>Future Planning</u> – USC Lancaster will seek department approval for qualified local instructors to teach introductory-level education courses taken by students in their sophomore year, with plans to offer the courses in 2012-2013.

GOAL 2: Expand course offerings by hiring additional faculty to meet student needs. (Focus Carolina Goal 1 – Teaching and Learning; USC Lancaster 5-Year Goal 2 – Provide a superior educational experience; Initiative 2(a) – New Faculty)

In order to meet student demand/need, USC Lancaster will hire new faculty to expand and diversify academic course offerings. At least 75% of new full-time faculty hired will hold the terminal degree in the appropriate academic field.

Initiative 2a: <u>Faculty Hiring</u> – USCL will establish faculty committees, conduct searches, and hire the following faculty for 2011-2012:
2a1: Assistant Professor of History
2a2: Assistant Professor of Mathematics
2a3: Assistant Professor of Sociology
2a4: Instructor of Criminal Justice

GOAL 3: Convert existing Academic Success Center (ASC) into a USCL Writing Center (Focus Carolina Goal 1 – Teaching and Learning; USC Lancaster 5-Year Goal 2 – Provide a superior educational experience; Initiative 1(b) – Academic & Support Programs)

The ASC will be revamped into a Writing Center, with primary emphasis on assisting students develop and strengthen writing and communication skills (the learning outcome common to all USC Lancaster degrees), while still providing tutoring services for other disciplines.

Initiative 3a: <u>Conduct Faculty Survey</u> – The Faculty will be surveyed to determine the structure/scope of the proposed writing center and to identify those other areas of highest need for tutorial services.

Initiative 3b: <u>Hire a Director of the USCL Writing Center</u> – A search will be conducted for a director of the USCL Writing Center. The successful candidate will hold faculty rank (instructor) and will possess credentials sufficient to gain course approval to teach USCL courses, preferably in a writing-intensive discipline. (The Director's duties will include teaching courses – probably 6 credit hours – per semester.)

Initiative 3c: <u>Hire an Administrative Assistant for the Writing Center Director</u> – A search will be conducted for an administrative assistant for the Writing center director. This person will be responsible for coordinating tutor schedules, maintaining records and usage surveys, and (ideally) would possess credentials sufficient to tutor in a critical needs area like mathematics or foreign language.

Statistical Profile

1. ENTERING FRESHMAN STUDENTS

Semester	# of Students	Average SAT/ACT Score
FALL 2008	358	927/17
FALL 2009	368	940/17
FALL 2010	388	911/17

2. FRESHMAN RETENTION RATES

Cohort	Retention Rate
FALL 2008	54.4%
FALL 2009	58.4%
FALL 2010	Not yet available

3. NUMBER OF MAJORS ENROLLED

	General Associate's or No Major	Business (A.S.)	Criminal Justice (A.S.)	Nursing (A.D.N.)	TOTAL	TOTAL FTE
FALL 2008	1424	74	31	137	**1666**	**1085**
FALL 2009	1351	84	38	120	**1593**	**1080**
FALL 2010	1313	70	42	163	**1588**	**1143**
TOTAL	**4088**	**228**	**111**	**420**	**4847**	**3308**

4. NUMBER OF ENTERING PROFESSIONAL & GRADUATE STUDENTS

Not applicable.

5. NUMBER OF GRADUATES

	General Associate's	Business (AS)	Criminal Justice (AS)	Nursing (ADN)	TOTAL
FALL 2009	15	07	00	01	**23**
SPRING 2010	91	11	07	11	**120**
SUMMER 2010	09	01	03	00	**13**
TOTAL	**115**	**19**	**10**	**12**	**156**

6. FOUR, FIVE, and SIX-YEAR GRADUATION RATES

Because USC Lancaster awards associate's degrees, graduation rates are based on two-and-three-year completion rates, which are as follows:

Cohort	2-Year Graduation	3-Year Graduation
2005	23.9%	33.3%
2006	17.4%	24.3%
2007	18.2%	23.0%

7. TOTAL CREDIT HOURS GENERATED

Semester	Credit Hours Generated
FALL 2009	16195
SPRING 2010	15332
SUMMER 2010	2472

8. CREDIT HOURS TAUGHT

	Tenured/Tenure Track	Full-Time Instructors	Adjunct
Fall 2010	6008	5179	5956

9. NUMBER OF FACULTY BY TITLE

	Professor	Associate Professor	Assistant Professor	Instructor	Adjunct
Fall 2008	6	6	20	17	42
Fall 2009	6	4	16	19	50
Fall 2010	6	5	17	19	50

10. CONTINUING EDUCATION UNITS GENERATED; CREDIT HOURS TAUGHT BY FACULTY WITH HIGHEST TERMINAL DEGREE

USC Lancaster does not award continuing education units.

Percentage of Credit Hours, by Major, Taught by Faculty with Highest Terminal Degree (FALL 2009): USC Lancaster students do not declare majors. According to the Report generated for SACS by the University of South Carolina (http://ipr.sc.edu/pdf/CredHrs_3.5.4.pdf), 57% of all credit hours taught at the University during FALL 2009 were taught by faculty holding the terminal degree in their respective disciplines.

According to Performance Funding Indicator 2A of the SC Commission on Higher Education (http://www.che.sc.gov/Finance/PFFall2009.htm), 24 of USC Lancaster's 46 full-time faculty (52.2%) hold the terminal degree in their respective academic fields. The typical course-load for a full-time faculty member is 12 credit hours per semester, although many professors teach overload courses.

11. PERCENT OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY: 65.3%

B. Research and Creative Accomplishments

Scholarship

The items listed below were taken from the annual Faculty Information Forms submitted by the USCL faculty as a part of their annual review for the calendar year 2010. They include scholarly activities performed during the Spring, Summer, and Fall semesters.

Publications:

Shemsi Alhaddad (Mathematics) with Douglass, "Generic Hecke Algebras for Monomial Groups," in *Representation* Theory, 14 (2010), pp. 688-712.

W. Brent Burgin (Archives), "The Native American Archive at USC Lancaster," in *SCAAzette* 1 (2010), 14 May 2010. (Non-peer reviewed publication which may be found online at http://www.scarchivists.org/images/documents/scaazettes/2010%20may.pdf).

Walter P. Collins, III (English/French), editor, *Emerging African Voices*, Cambria Press, 2010.

Stephen Criswell (English), "Family Reunions," in *The New Encyclopedia of Southern Culture, Volume 15: Folklife*, Glenn Hinson & William Ferris, eds., Chapel Hill: UNC Press, 2010.

Danny Faulkner (Astronomy/Physics), with Ronald Samec, Bruce Oliver, Evan Figg, and Walter Van Hamme, "Photometric Analysis and Evidence for a Third, Dwarf

Component in the FY Boo System," in *Information Bulletin on Variable Stars,* Number 5963 (2010).

Danny Faulkner (Astronomy/Physics), with Ronald Samec, R. Melton, Evan Figg, C. Labadorf, and H. Chamberlain, "The very-low-fill-out, W-type binary V1799 Orionis," in *The Observatory*, Vol. 130, pp. 364-371 (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, R. Melton, E. Figg, C. Labadorf, K. Martin, H. Chamberlain, and W. Van Hamme, "Photometric Study of the Near Critical Contact System, GSC 3355 0394," in *The Astronomical Journal,* Vol. 140, pp. 1150-1157 (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, R. Melton, E. Figg, C. Labadorf, W. Van Hamme, and B. Oliver, "Photometric Investigation of the Critical Contact Systems GSC 3355 0394 and NSV 1719," abstract published in *Bulletin of the American Astronomical Society,* Vol. 42, p. 280 (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, E. Figg, W. Van Hamme, and B. Oliver, "The Low Amplitude Binary, GSC 1404 1687: Does It Have a Third Light?" abstract published in *Bulletin of the American Astronomical Society* (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, W. Van Hamme, and A. Jaso, "Photometric Analysis of the Very Short Period Solar Type Binary, FY Bootis," abstract published in *Bulletin of the American Astronomical Society* (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, R. Melton, E. Figg, C. Labadorf, W. Van Hamme, J. Miller, and R. McKenzie, "The asymmetric light curves of the GSC 2764 1417 (And), GSC 3355 0394 (Per) and GSC 2537 0520 (Psc)" abstract published in *Solar and Stellar Variability: Impact on Earth and Planets, Proceedings of the International Astronomical Union, IAU Symposium,* Volume 264, pp. 75-77 (2010).

Danny Faulkner (Astronomy/Physics), with R. Samec, R. Melton, E. Figg, C. Labadorf, T. Loflin, G. Behn, N. Hawkins, H. Chamberlain, and W. Van Hamme, "Extreme-mass-ratio solar-type binaries and their implications for cluster environs," abstract published in *Star Clusters: Basic Galactic Building Blocks Throughout Time and Space, Proceedings of the International Astronomical Union, IAU Symposium,* Volume 266, p. 523 (2010).

Danny Faulkner (Astronomy/Physics), "What About Cosmology?" in *The New Answers Book 3,* ed. Ken Ham, Green Forest, AR: Master Books, 2010, pp. 205-210.

Lisa Hammond (English), "'MommyBlogging is a radical act': Weblog Communities and the Construction of Maternal Identities," in *Mothers Who Deliver: Feminist Interventions in Public and Interpersonal Discourse,* Pegeen Reichert Powell and Jocelyn Fenton Stitt, eds., SUNY Series in Feminist Criticism and Theory, New York: SUNY Press, 2010, pp. 77-98.

Kate Holland (Psychology), with A. Catoe, A Smith, J. Hardin, J. Rutledge, J.E. Carmona, and D. Harrison, "Lateralized Differences in Left Hemisphere Activation as a Function of Digestive Stress: Changes in Verbal Fluency Performance and Regulation of Diagnostic Blood Pressure Before and After Food Ingestion," abstract published in *Archives of Clinical Neuropsychology, 25(6),* 576 (2010).

Kate Holland (Psychology), with J.Hardin, J. Rutledge, J. E. Carmona, D. Harrison and **Mark Coe (Psychology)**, "Right Hemisphere Regulation of Cardiovascular Reactivity as a Function of Auditory Affective Stress: Changes in Heart Rate and Estimation of Half-hand Grip Strength in College-Aged Men and Women," abstract published in *Psychophysiology, 47 (S1),* 104 (2010).

Kate Holland (Psychology), with J.Hardin, J. Rutledge, J. E. Carmona, D. Harrison, C.S. Comer, and **Mark Coe (Psychology)**, "Physiological Correlates of Hostility: Changes in Regulation of Sympathetic Tone after Exposure to a Right-Lateralized Motor Stressor," abstract published in *Psychophysiology, 47 (S1),* 22 (2010).

Kate Holland (Psychology), with J.E. Carmona, D. Harrison, J. Hardin, F. Tucker, and M. Scott, "Differences in Cerebral Lateralization of Time Estimation Abilities and Cardiovascular reactivity in Diabetic and Nondiabetic Older Adults," abstract published in *Journal of the International Neurpsychological Society, 16 (S1),* 212 (2010).

Kim Richardson (History), *Quebra-Quilos and Peasant Resistance: Peasants, Religion, and Politics in Nineteenth Century Brazil,* Lanham MD: University Press of America.

David Roberts (Philosophy), "The Integrity of Evil: Kierkegaard on the Actualization of Human Evil," in *Philosophy Today* (Winter 2010).

Grants Funded:

Steven Campbell (Political Science), $2000 USCL RPS grant for research related to US policy during Carter Administration.

Annette Golonka (Biology), $1046.00 USCL RPS grant for research on "Identification of Nectar-Inhabiting Microorganisms in Local Populations of the Plant *Silene caroliniana* (Wild Pink)."

Lisa Hammond (English), $5007 USCL RPS grant for "Finding the Goddess and Other Poems<" accepted for publication in *Calyx: A Journal of Art and Literature by Women*, 2011 forthcoming.

Bettie Obi Johnson (Chemistry), USCL RPS grant for "Measurement of Chemicals Leached from Plastic Food Packaging by SPE GC-MS," 2010.

Bettie Obi Johnson (Chemistry), South Carolina STEP's to STEM Summer Research Grant for "GC-MS Analysis of Leachables from Household Plastics."

Sarah Hunt Sellhorst (Exercise Science), $54,600 grant from the J. Marion Sims Foundation for the USCL ACCESS Program.

Sarah Hunt Sellhorst (Exercise Science), $147,000 grant from the J. Marion Sims Foundation for the USC Lancaster Diabetes Education Center.

Sarah Hunt Sellhorst (Exercise Science), $2180.00 USCL RPS grant for research.

Brittany Taylor (Art), $8927 USCL RPS grant for first year of three-year project with Catawba Poter Caroleen Sanders.

Presentations/Exhibits:

Shemsi Alhaddad (Mathematics), "The Use of WileyPLUS in Freshman Level Math Courses," presented to the Mathematical Association of America (MAA) Southeastern Sectional Meeting, Elon University, NC (March 2010).

Shemsi Alhaddad (Mathematics) et al., "Innovative Teaching and Learning Presentation," presented at American Mathematical Association for Two Year Colleges national meeting, 2010.

Noni Bohonak (Computer Science), "Gypsies, Tramps, and Thieves: The Internet Found Them All!" presented at 21st International Conference on College Teaching and Learning, Ponte Vedra Beach, FL (April 2010).

Chris Bundrick (English), "Getting Back to Routes: National Identity and the River in *Huck Finn,"* presented at the 2010 National Meeting of the Society for the Study of Southern Literature, New Orleans, LA (April 2010).

W. Brent Burgin (Archives), "Ye iswa': The People of the River," presented numerous times during 2010:
- Four Seasons Genealogical Society, Fort Mill (February)
- Camden, SC Archives & Museum (March)
- Spartanburg Methodist College (October)

W. Brent Burgin (Archives), Stephen Criswell (English), Brittany Taylor (Art/Curator), "The Language of Clay: Catawba Indian Pottery and Oral Traditions," exhibit at the Upcountry History Museum in Greenville, SC.

Fernanda Burke (Chemistry), with B.D. Stogner, J. Stover, and W. Cofield, "Improving the Pharmacokinetic Profile of CART Peptides," presented at the South Carolina Academy of Science Annual Meeting, Charleston SC (April 2010).

Fernanda Burke (Chemistry) and **Bettie Obi-Johnson (Chemistry),** "Modernizing the Chemistry Lab Experience Using Hi-Tech Instrumentation," presented at the 190th Conference of the Two-Year College Chemistry Consortium, Raleigh, NC (November 2010).

Walter P. Collins, III (English/French), "Not What I Expected: Tsitsi Dangarembga's *The Book of Not* and the Struggles of Postcolonial Self-Development," presented at the annual conference of the Southern Comparative Literature Association, Baton Rouge, LA (October 2010).

Stephen Criswell (English), "The USC Lancaster South Carolina Native American Oral History and Folklife Documentation Project: The Catawba," poster session at the Annual Meeting of the American Folklore Society, Nashville, TN, October 2010.

Frances Gardner (Art), panel discussion participant for *Across the Universe*, Daytona Art League, Daytona, FL.

Frances Gardner (Art), contributing artist for *Witness to Creativity*, Florida Museum for Women Artists, Deland, FL.

Frances Gardner (Art), national juried exhibition, *American Craft Today*, the Bascom Center for Visual Arts, Highlands, NC.

Frances Gardner (Art), juried exhibition, *31st Annual South Carolina Artists Exhibition*, Pickens County Museum, Pickens, SC

Lisa Hammond (English), "Naughty Mommies: Sexual Identity in Contemporary American Women's Memoir," presented to Popular Culture Association in the South/American Culture Association in the South annual conference, Savannah, GA (October 2010).

Marybeth Holloway (Theatre), "*Our Town:* Revisited," presented to Southeastern Theatre Conference, Lexington, KY (March 2010).

Kate Holland (Psychology), with S.E. Newton, D. Hinson, and A.S. Smith, "The Effects of Food Ingestion and Regulation of Parasympathetic Tone in Older & Younger Women: Health Implications of Regular Eating Habits Using a Dual Concurrent Task Paradigm," presented at the 1st Annual Carolina Women's Health Research Forum, Columbia, SC (2010).

Kate Holland (Psychology), with S.E. Newton, A.S. Smith, and D. Hinson, "The effects of Digestive Stress on Verbal Fluency Performance in Young Women: Changes in Regulation of Parasympathetic Tone as a Function of Food Intake," presented at the 1st Annual Carolina Women's Health Research Forum, Columbia, SC (2010).

Kate Holland (Psychology), with J. Hardin, J. Rutledge, J. Carmona, D. Harrison, and **Mark Coe (Psychology)**, "Right Hemisphere regulation of Cardiovascular Reactivity as a Function of Auditory Affective Stress: Changes in Heart Rate and Estimation of Half-Hand Grip Strength in College-Aged Men and Women," present at Society of Psychophysiological Research 50th Annual Conference, Portland, OR (2010).

Kate Holland (Psychology), with J.Hardin, J. Rutledge, J. E. Carmona, D. Harrison, C.S. Comer, and **Mark Coe (Psychology)**, "Physiological Correlates of Hostility: Changes in Regulation of Sympathetic Tone after Exposure to a Right-Lateralized Motor Stressor," presented at Society for Psychophysiological Research 50th Annual Conference, Portland, OR (2010).

Kate Holland (Psychology) and Mark Coe (Psychology), with J. Hardin, J. Rutledge, A. Catoe, and A. Smith, "Examining Changes in Grip Strength Before and After Exposure to an Auditory Stressor as a Function of Perceived Stress," presented at the South Carolina Psychological Association 40th Annual Conference, Myrtle Beach, SC (2010).

Kate Holland (Psychology), with J.E. Carmona, D. Harrison, J. Hardin, F. Tucker, and M. Scott, "Differences in Cerebral Lateralization of Time Estimation Abilities and Cardiovascular reactivity in Diabetic and Nondiabetic Older Adults," presented at the International Neuropsychological Society 38th Annual Conference, Acapulco, Mexico (2010).

Jason Holt (Mathematics), "Non-Random Perturbations of the Anderson Hamiltonian," presented at the ALTENCOA4-2010 Conference, Universidad Pedagogica y Technologica de Colombia, 2010.

Bruce Nims (English), "No CDOs for Uncle Scrooge: Money and Morality in Carl Barks' Comics," presented to Popular Culture Association in the South annual meeting, Savannah, GA (October 2010).

Bettie Obi-Johnson (Chemistry), "Measurement of Bisphenol A from Plastic Bottles by GC-MS," presented to SC Academy of Sciences Annual meeting (April 2010).

Suzanne Penuel (English), "Volpone's Colorless Heaven," presented to New College Conference on Medieval-Renaissance Studies, Sarasota, FL (March 2010)

Suzanne Penuel (English), "Ben Jonson's Italian Fathers and English Sons," presented at *Family Values: Locating the Family in the Early Modern Italian Workshop, 1300-1800*, sponsored by University of Warwick's Centre for the Study of the Renaissance, Venice, Italy (July 2010).

David Roberts (Philosophy), "The Power of Evil is the Problem of Evil," presented at the joint conference of the SC Society of Philosophers and the NC Philosophical Society, Charlotte, NC (February 2010).

Other:

W. Brent Burgin (Archives), 2010 winner of the Brenda McCallum Prize, a national award from the American Folklore Society, for his work with the USC Lancaster Native American Archives.

Walter P. Collins, III (English/French), review of "What the Water Tells Us: Recovery, Remembrance, and the Middle Passage," for *South Atlantic Review*.

Steven Campbell (Political Science), review and rating of articles in:
- *Annual Editions: American Government 10/11*, Bruce Stinebrickner, ed. McGraw-Hill, 54 articles
- *Annual Editions: American Foreign Policy 11/12*, Glenn Hastedt, ed., McGraw-Hill, 47 articles
- *Taking Sides: Clashing Views on Political Issues* (17th Edition), George McKenna and Stanley Feingold, eds., McGraw-Hill, 21 articles
- *Taking Sides: Clashing Views in State and Local Government*, John Wood, ed., McGraw Hill, 19 articles

Stephen Criswell (English), review of *Roots of a Region* by John Burrison, for *Western Folklore* (69:1), 2011.

Stephen Criswell (English), "The Trail of History: The Catawba Indians," commentator for CPCC-TV (Central Piedmont Community College) televised series on local history and culture. www.youtube.com/watch?v-DvWT5eLbnzI

Danny Faulkner (Astronomy/Physics), an evaluation of *The Star of Bethlehem* DVD, online at http://www.answersingenesis.org/articles/aid/v5/n1/star-of-bethlehem-dvd.

Lorene Harris (Librarian), review of *Icons of Beauty: Art, Culture, and the Image of Women* by Debra N. Mancoff and Lindsay Bosch, in *Choice: Current Reviews for Academic Libraries,* August 2010: 2288.

C. Faculty Hiring

In response to the continued increase in student enrollment, as well as a commitment to broaden its academic offerings, USC Lancaster hired the following faculty members in 2010:

Dr. Steven Camphell
Assistant Professor of Political Science, Ph.D., University of South Carolina

Dr. Suzanne Penuel
Assistant Professor of English, Ph.D., University of Texas at Austin

Dr. Nicholas Lawrence
Assistant Professor of English, Ph.D., Texas A&M University

Professor Phillip Romano
Instructor of Mathematics, M.S., University of South Carolina

Professor Brittany Taylor
Instructor of Art, M.F.A., Union Institute and University

UNIVERSITY OF SOUTH CAROLINA LANCASTER
FY 2009 <u>PROJECTED</u> UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:							
Revenue:							
Tuition and Fees	4,974,106	0	259,822	354,705	0	0	5,588,633
State Appropriations	2,221,200	0	0	0	0	0	2,221,200
Grants, Contracts and Gifts	1,363,602	0	11,258	236,637	0	0	1,611,497
Sales & Service of Educ. and Other Sources	92,994	0	18,446	927,629	0	0	1,039,069
Sales & Service of Auxiliary Enterprise	0	47,018	0	0	0	0	47,018
Total	**8,651,902**	**47,018**	**289,526**	**1,518,971**	**0**	**0**	**10,507,417**
Transfers:							
Transfers-In	5,000	0	79,477	500,633	39,400	4,000	628,510
Transfers-Out	0	(45,180)	(74,397)	(536,269)	0	0	(655,846)
Net Transfers	**5,000**	**(45,180)**	**5,080**	**(35,636)**	**39,400**	**4,000**	**(27,336)**
Prior Year's Fund Balance	**428,028**	**6,463**	**59,094**	**239,351**	**937**	**0**	**733,873**
TOTAL RESOURCES	**9,084,930**	**8,301**	**353,700**	**1,722,686**	**40,337**	**4,000**	**11,213,954**
USES:							
Educational and General Expenditures:							
Instruction	5,530,200	0	0	233,149	0	0	5,763,349
Research	3,500	0	0	110,057	0	0	113,557
Public Service	0	0	0	1,108,566	0	0	1,108,566
Academic Support	522,800	0	0	1,140	0	0	523,940
Student Services	600,200	0	344,590	151	0	0	944,941
Institutional Support	1,074,600	0		211,106	36,482	0	1,322,188
Operation and Maintenance of Plant	1,234,009	0	0	0	0	0	1,234,009
Scholarships and Fellowships	60,000	0	0	0	0	4,000	64,000
Total	**9,025,309**	**0**	**344,590**	**1,664,169**	**36,482**	**4,000**	**11,074,550**
Auxiliary Expenditures	**0**	**2,234**	**0**	**0**	**0**	**0**	**2,234**
TOTAL USES	**9,025,309**	**2,234**	**344,590**	**1,664,169**	**36,482**	**4,000**	**11,076,784**
Fund Balance	**59,621**	**6,067**	**9,110**	**58,517**	**3,855**	**0**	**137,170**

UNIVERSITY OF SOUTH CAROLINA LANCASTER
FY 2010 **PROPOSED** UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	B Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:								
Revenue:								
Tuition and Fees	5,470,795	0	0	325,650	387,671	0	0	6,184,116
State Appropriations	2,119,544	0	0	0	0	0	0	2,119,544
Grants, Contracts and Gifts	1,008,333	0	0	6,000	150,650	0	0	1,164,983
Sales & Service of Educ. and Other Sources	85,000	0	0	18,000	1,162,950	0	0	1,265,950
Sales & Service of Auxiliary Enterprise	0	0	50,000	0	0	0	0	50,000
Total	**8,683,672**	**0**	**50,000**	**349,650**	**1,701,271**	**0**	**0**	**10,784,593**
Transfers:								
Transfers-In	0	0	0	0	525,500	30,000	5,000	560,500
Transfers-Out	0	0	(50,000)	0	(500,000)	0	0	(550,000)
Net Transfers	**0**	**0**	**(50,000)**	**0**	**25,500**	**30,000**	**5,000**	**10,500**
Prior Year's Fund Balance	**57,243**	**0**	**6,067**	**9,110**	**58,517**	**3,855**	**0**	**134,792**
TOTAL RESOURCES	**8,740,915**	**0**	**6,067**	**358,760**	**1,785,288**	**33,855**	**5,000**	**10,929,885**
USES:								
Educational and General Expenditures:								
Instruction	5,465,300	0	0		240,000	0	0	5,705,300
Research	5,000	0	0		125,000	0	0	130,000
Public Service	0	0	0		1,125,000	0	0	1,125,000
Academic Support	510,000	0	0		2,000	0	0	512,000
Student Services	588,160	0	0	350,400	0	0	0	938,560
Institutional Support	1,007,960	0	0		200,000	22,000	0	1,229,960
Operation and Maintenance of Plant	1,075,000	0	0		0	0	0	1,075,000
Scholarships and Fellowships	60,000	0	0		0	0	5,000	65,000
Total	**8,711,420**	**0**	**0**	**350,400**	**1,692,000**	**22,000**	**5,000**	**10,780,820**
Auxiliary Expenditures	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTAL USES	**8,711,420**	**0**	**0**	**350,400**	**1,692,000**	**22,000**	**5,000**	**10,780,820**

UNIVERSITY OF SOUTH CAROLINA LANCASTER
FY 2011 <u>PROPOSED</u> UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:							
<u>Revenue:</u>							
Tuition and Fees	5,955,800	0	432,500	515,400	0	0	6,903,700
State Appropriations	1,528,760	0	0	0	0	0	1,528,760
Grants, Contracts and Gifts	930,100	0	6,500	200,000	0	7,500	1,144,100
Sales & Service of Educ. and Other Sources	79,300	0	23,200	838,825	0	0	941,325
Sales & Service of Auxiliary Enterprise	0	49,500	0	0	0	0	49,500
Total	**8,493,960**	**49,500**	**462,200**	**1,554,225**	**0**	**7,500**	**10,567,385**
<u>Transfers:</u>							
Transfers-In	0	0	0	250,000	42,000	27,000	319,000
Transfers-Out	0	(42,000)	(22,000)	(265,000)	0	0	(329,000)
Net Transfers	**0**	**(42,000)**	**(22,000)**	**(15,000)**	**42,000**	**27,000**	**(10,000)**
Prior Year's Fund Balance	**530,896**	**5,044**	**67,604**	**7,425**	**5,856**	**0**	**616,825**
TOTAL RESOURCES	**9,024,856**	**12,544**	**507,804**	**1,546,650**	**47,856**	**34,500**	**11,174,210**
USES:							
<u>Educational and General Expenditures:</u>							
Instruction	5,067,900	0	0	241,000	0	0	5,308,900
Research	4,900	0	0	35,000	0	0	39,900
Public Service	0	0	0	964,300	0	0	964,300
Academic Support	479,800	0	0	0	0	0	479,800
Student Services	650,000	0	438,100	0	0	0	1,088,100
Institutional Support	1,059,300	0	0	242,000	32,500	0	1,333,800
Operation and Maintenance of Plant	1,121,000	0	0	0	0	0	1,121,000
Scholarships and Fellowships	120,000	0	0	0	0	34,500	154,500
Total	**8,502,900**	**0**	**438,100**	**1,482,300**	**32,500**	**34,500**	**10,490,300**
Auxiliary Expenditures	**0**	**4,800**	**0**	**0**	**0**	**0**	**4,800**
TOTAL USES	**8,502,900**	**4,800**	**438,100**	**1,482,300**	**32,500**	**34,500**	**10,495,100**
Fund Balance	**521,956**	**7,744**	**69,704**	**64,350**	**15,356**	**0**	**679,110**

Blueprint for Quality Enhancement 2011-2012

Contents

I. Executive Summary

A. Peer Institutions

The following institutions have similar mission, similar size, similar student body, and similar organizational structure as USC Salkehatchie's:

- Ohio University Zanesville
- Penn State University Hazleton
- USC Lancaster
- USC Sumter
- USC Union

B. Strengths and Accomplishments

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 57% and FTE has grown 74%. 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 diabetes education project through the recently-completed Salkehatchie Healthy Communities Collaborative, which resulted in a significant decrease in diabetes-related visits to the local ER, and 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 the region. The success of these grant-funded programs has been validated by external entities, such as the Health Resources and Services Administration, which recognized the diabetes program as one of nine best practices out of 90 in the nation (in 2008), and the Southern Growth Policies Board, which awarded the Innovators Award (in 2003) to the Salkehatchie Leadership Institute. In addition, USC Salkehatchie has 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 five-county region to live and work.

C. Weaknesses

Financial resources remain the greatest challenge for USC Salkehatchie. State funding continues to decrease for higher education, leaving state institutions with no alternative but to transfer some of the burden to students through increased tuition.

II. Goals

A. Five-Year Goals

Goal 1: Increase enrollment with an emphasis on academically-gifted students

This goal applies to *Advance Carolina*'s Teaching and Learning goal as well as indirectly to the Recognition and Visibility goal by broadening the exposure of South Carolinians to the University of South Carolina. Enrollment 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. However, our dedication to quality instruction and the ease of movement to other USC campuses make USC Salkehatchie an ideal option for students with varied backgrounds and educational goals. The Salkehatchie Scholars program and efforts to recruit top high school students who take dual enrollment courses with USC Salkehatchie to enroll for their first year of college will enhance the academic profile of the campus. Local provision of four-year programs in partnership with other USC campuses is an additional method of increasing enrollment. These various initiatives will provide enrollment growth at the same time as they will produce increased rates of student retention and graduation.

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

This goal applies to *Advance Carolina*'s Teaching and Learning goal as well as to the Quality of Life in the University Community goal. 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. At the same time, the upgrade of technology infrastructure is necessary to ensure effective communication among faculty, staff, and students, to provide access to electronic bibliographic resources to faculty and students, and to facilitate classroom instruction. Although current needs are being adequately met, constant upgrading is necessary to prevent obsolescence. Other important support services to be enhanced include individual tutoring in English and mathematics for students who did not acquire the necessary skills prior to college.

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

This goal applies to *Advance Carolina*'s Research, Scholarship and Creative Achievement goal as well as to the Teaching and Learning goal. Salkehatchie will 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 Programs,

providing support for faculty engaged in scholarship and research, and encouraging faculty involvement in service. Salkehatchie will also add efforts to further diversify the faculty body by increasing the number of African American faculty members. 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.

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

This goal applies to *Advance Carolina*'s Service Excellence goal. Salkehatchie has been recognized as a leader for rural leadership development through the Salkehatchie Leadership Institute. Since its inception in 1988, the Leadership Institute has been a catalyst in securing over eleven million dollars in funding for community-based projects. In 2007, the Institute was instrumental in the establishment of the Salkehatchie Arts Center – a retail center selling art work of 90 artists from the region. The Institute also obtained a USDA grant to renovate Salkehatchie's Carolina Theatre in downtown Allendale. A five county tourism study has been completed, and grant funds have been received from USDA to begin implementation of a regional marketing plan and building of tourism products. The Institute has assisted in the development of master plans for the town of Allendale and Hampton County. 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, and USC Salkehatchie's participation in Palmetto Programs has contributed to the fulfillment of the educational goals of many location-bound South Carolinians.

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

This goal applies to *Advance Carolina*'s Teaching and Learning goal as well as to the Quality of Life in the University Community goal. In line with USC's Quality Enhancement Plan (QEP), Salkehatchie will provide students with opportunities to enhance their learning experience, so that they can become life-long learners and productive members of society. This will involve greater student participation in classroom activities, student involvement in faculty-conducted research, internships in local schools and businesses, volunteer work, and other engaged activities. Also, as USC Salkehatchie's enrollment continues to increase, it is important to provide social experiences and services to students outside of the classroom to complement their academic experience. The campus has many programs already in place and has plans to initiate new activities and programs.

B. 2011-2012 Academic Year Goals

Goal 1: Increase student enrollment and expand the Salkehatchie Scholars program

Progress: This goal relates to Five-Year Goal #1. USC Salkehatchie has focused in recent years on increasing enrollment, both headcount and FTE, with great success. Headcount has increased 57% since 2005, reaching 1,150 for fall 2010, the largest in campus history. As a new enrollment initiative, USC Salkehatchie created Salkehatchie Scholars, a competitive scholarship program which provides a full tuition scholarship and book stipend to select LIFE scholars. Eight Salkehatchie Scholars were selected for 2010. In its first year, the Salkehatchie Scholars initiative increased the number of gifted students enrolled on our campus, with a 6% increase in the number of LIFE scholars.

Plans for upcoming year:

- Increase enrollment to a headcount of 1,200 students
- Enroll at least 12 students in the Salkehatchie Scholars program

Goal 2: Convert all classrooms on both campuses into media rooms and add a classroom with IRD capability

Progress: This goal relates to Five-Year Goal #2. In the past two years, four new "media rooms" were added, furthering the doubling of the number of media rooms in the previous two years ("media rooms" are classrooms with a ceiling projector and associated computer that provide professors with audiovisual technology and Internet connectivity). In previous years, four classrooms with IRD capability were installed (classrooms with IRD capability are classrooms that can provide Interactive Remote Delivery in addition to the features of a media room).

Plans for upcoming year:

- Add two media rooms on West campus
- Add one IRD room on East campus

Goal 3: Provide financial support for faculty development

Progress: This goal relates to Five-Year Goal #3. A large reduction in state appropriations in the past two years resulted in limited progress in the goal of attracting, increasing, and retaining a diverse faculty that excels in teaching, research, and scholarship. By carefully managing revenues and expenditures, Salkehatchie was able to avoid furloughs, to retain its full-time faculty, and to hire essential new faculty to serve the growing student body.

Plan for upcoming year:

- Allot $31,000 ($1,500 per full-time faculty member) to faculty professional development and support of research and scholarship activities

Goal 4: Provide campus activities and programs that are designed to enrich the experience of the student

Progress: This goal relates to Five-Year Goals #4 and #5. From an intercollegiate baseball program four years ago, the campus has expanded currently to five sports programs with the addition of softball, basketball, men's soccer, and women's soccer. These intercollegiate sports not only provide an opportunity for the athletes to continue to hone their athletic skills but also provide events for students campus-wide to attend and enjoy as part of their college experience. Prospects for the provision of counseling services on campus and for the introduction of student housing next to campus have been examined. The Opportunity Scholars Program has continued to provide many cultural events, including the annual International Festival featuring programs by faculty and staff on their foreign travel and experience. In addition, the Salkehatchie Student Government Association (SGA) has provided a wide range of campus social activities for student as well as many opportunities for campus and community service. Clubs such as the

Salkehatchie Choir, the education club, the cheer team and others chartered through SGA offer opportunities for students.

Plans for upcoming year:

- Strengthen and diversify programs on campus by continuing to promote athletic events on campus to both the campus population and the population of the greater service area and continuing to promote OSP cultural events to Salkehatchie students
- Expand student support services by employing one or more professional counselors
- Work with the town of Allendale and private developers to provide students with housing adjacent to campus

III. Data

A. Unit Statistical Profile

1. New, first-time freshmen and standardized test performance

Entry semester	Number entering	Average SAT	Average ACT
Fall 2008	264	834	16
Fall 2009	286	840	16
Fall 2010	284	859	16

2. Freshman retention rate

Entry semester	Retention rate
Fall 2007	56%
Fall 2008	53%
Fall 2009	53%

3. Undergraduate enrollment

Entry semester	Headcount	FTE
Fall 2008	965	624
Fall 2009	957	645
Fall 2010	1,150	764

4. Professional and graduate enrollment

Not applicable.

5. Number of graduates

Semester	Associate's degrees	Bachelor's degrees
Fall 2009	12	N/A
Spring 2010	101	N/A
Summer 2010	6	N/A

6. Graduation rate

Associate's degrees

Entry semester	2-year rate	3-year rate
Fall 2005	20%	22%
Fall 2006	10%	15%
Fall 2007	12%	20%

CHE success rate *

Entry semester	Success rate
Fall 2005	54%
Fall 2006	55%
Fall 2007	58%

* "Success rate" is a measure of educational achievement developed by the CHE to properly evaluate institutions with high transfer-out rates. It takes into consideration 3-year graduation rates for associate's degrees, transfer rates, and continued enrollment towards a bachelor's degree through consortial arrangements.

7. Total credit hours generated

Semester	Credit hours
Fall 2009	9,680
Spring 2010	9,527
Summer 2010	1,001

8. Number of credit hours taught by faculty

	Fall 2009	Spring 2010	Summer 2010
Tenure-track	2,890	2,485	587
Instructor	2,600	2,761	173
Adjunct	4,190	4,281	241

9. Number of faculty by rank

	Fall 2008	Fall 2009	Fall 2010
Professor	2	2	2
Associate Professor	3	3	3
Assistant Professor	7	7	11
Instructor	10	10	10
Adjunct	28	38	36

10. Continuing education units

	CE Units	CE Activity
Fall 2009	0	302
Spring 2010	0	305
Summer 2010	0	198

11. Percent of credit hours taught by full-time faculty

	Fall 2009	*Spring 2010*	*Summer 2010*
Full-time faculty	57%	55%	76%
Part-time faculty	43%	45%	24%

B. Scholarship, Research, and Creative Accomplishments

1. Number of publications

	2008	*2009*	*2010*
Books	0	0	0
Book chapters	2	0	4
Refereed articles	5	6	4
Non-refereed items	2	1	2

2. Number of research paper presentations at national or international conferences: 8

3. National awards, scholarships, and fellowships in calendar year 2010: 0

4. Performances and/or juried exhibitions in calendar year 2010: 0

5. Summary of sponsored research activity:

   External research grants submitted: 0
   External research grants awarded: 0

   Magellan grants submitted: 1
   Magellan grants awarded: 1

6. Extramural funding processed through SAM in fiscal year 2010:

   Total extramural funding: $ 966,988
   Federal extramural funding: $ 581,888

   Note: All extramural funding was associated with service grants. No faculty-originated extramural research grant was received this fiscal year.

7. Total research expenditures per tenured/tenure-track faculty member:

   $665 (including conference travel)

8. Amount of sponsored research funding per faculty member: $0

9. Percentage of unit faculty with sponsored research activity: 0%

10. Number of patents, disclosures and licensing agreements: 0

11. Number of proposals submitted to external funding agencies:

    7 (all for non-research grants)

C. Faculty Hiring

1. Number of full-time faculty hired and lost:

Hired

Year	No.	Discipline	Rank	Reason
2008-2009	2	Chemistry	Instructor	Expansion
		Mathematics	Instructor	Replacement
2009-2010	1	Criminal Justice	Instructor	Expansion

2010-2011	6	Economics	Instructor	Replacement
		English	Assistant Professor	Replacement
		English	Assistant Professor	Replacement
		History	Assistant Professor	Expansion
		Mathematics	Assistant Professor	Rank swap
		Mathematics	Assistant Professor	Expansion

Lost

Year	No.	Discipline	Rank	Reason
2008-2009	2	Mathematics	Assistant Professor	Resignation
		English	Associate Professor	Resignation
2009-2010	1	Computer Science	Instructor	Retirement
2010-2011	4	Economics	Instructor	Resignation
		Chemistry	Instructor	Resignation
		Mathematics	Instructor	Rank swap
		English	Assistant Professor	Resignation

2. Number of post-doctoral scholars:

Year	No.
2008-2009	0
2009-2010	0
2010-2011	0

3. Anticipated losses and hiring:

	2011	2012	2013	2014	2015
Losses	0	1	0	0	0
Planned Hiring	2	1	1	1	1

Planned hiring justification:

Year	Rank	Discipline	Reason
2011-12	Assist. Professor	Chemistry	Replacement
2011-12	Assist. Professor	Mathematics	Expansion
2012-13	Assist. Professor	Biology	Replacement with upgrade
2013-14	Instructor	Computer Sci.	Expansion
2014-15	Assist. Professor	Spanish	Expansion
2015-16	Assist. Professor	Geography	Expansion

D. Funding Sources

1. Unrestricted fund balances as of July 1, 2008, 2009, and 2010

Fund	2010	2009	2008
A	$1,702,599	$1,572,183	$1,429,397
C	$263,940	$262,789	$243,106
D	$32,895	$20,309	$8,498
E	$601,740	$420,208	$293,602
R	$26,498	$23,379	-$3,873
S	$4,012	$11,904	$9,744
Total	**$2,631,684**	**$2,310,772**	**$1,980,474**

2. Gifts and pledges received in FY 2010

Total amount: $ 335,979

University of South Carolina Sumter

Blueprint for Academic Excellence 2011-2012

C. Leslie Carpenter

Regional Campus Dean

February 21, 2011

Blueprint for Academic Excellence 2011-2012

USC Sumter

Executive Summary

Peer Identification:
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).

Top Strengths and Important Accomplishments over Past Five Years:
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 joint Bachelor Degree Programs with USC Aiken, USC Upstate, USC's Palmetto Programs; 4) the possibilities for physical expansion; and 5) its affordability.

Among our more important accomplishments over the past five years, USC Sumter has become a leader in the implementation of Palmetto Programs. 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 of a long dormant food court for students, staff and faculty; brought enrollment up to a level not seen in a decade; and maintained all mission critical functions, including maintaining full course offerings and all faculty travel and professional development funds, during the most severe set of budgetary crises in institutional memory.

Top Weakness and Plans for Addressing those Weaknesses:
The top weaknesses are 1) proximity to Central Carolina Technical College (CCTC), 2) lack of USC Sumter controlled four year programs, 3) outdated buildings and other infrastructural needs, especially a severely outdated science building, and 4) lack of a strong brand identity that posits a clear message as to our mission in the community.

These goals are addressed through the Blueprint goals detailed below. All of these goals also advance the vision of four year status, which 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.

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, Palmetto Programs, and eventually the campus's own bachelor degrees. Goal I is unchanged.

Goal I is both a summary of USC Sumter's continued mission and also of the campus's anticipated evolution. Offering a broad variety of learning experiences is at the very heart of the mission statement. The Goal relates to **Advance Carolina** goals involving: *Teaching and Leaning*; *Research*, *Scholarship and Creative Achievement*; *Service Excellence*; *Quality of Life in the University Community*; and *Recognition and Visibility*.

The following strategies will bring USC Sumter closer to this goal over the next five years:

1. Utilize Palmetto Programs to the fullest extent in order to provide the most widely varied courses and programs possible.
2. Provide more varied co-curricular opportunities for students. Co-curricular activities support the personal and social development of students, which, in turn, aid in producing highly educated and well-rounded graduates.

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 is unchanged.

Goal II is of a primary concern both for USC Sumter as a regional campus, and in regards to future expansion of programs. The Goal relates to **Advance Carolina** goals involving: *Teaching and Leaning*; and *Recognition and Visibility*.

The following strategies will bring USC Sumter closer to this goal over the next five years:

1. Increase the use of the University's dual enrollment program as a recruitment tool. This program is a direct academic service as well as a direct recruitment tool designed to increase the number of high school students that apply to USC Sumter.

2. USC Sumter, the S.C. Gear-Up program, and the S.C. African Methodist Episcopal Church will continue the partnership to bring USC Sumter's "College Planning Curriculum" to high schools in all regions of the state. This program is a state-wide student service. It is expected that participating students will become more college ready and choose to enroll at the campus because of the exposure created.

3. The Admissions and Recruitment Office will work with the human resource managers and CEOs of area businesses and industries to encourage their participation in programs in which the businesses pay their employees' tuition. 20% of USC Sumter's student body was in the non-traditional age group. Additional recruitment activities that target these potential students are very necessary to the plan to increase enrollment.

4. The Sumter Campus will seek innovative ways to establish ties with the faith-based communities in our service area in order to reach both the parents of traditional students, and the non-traditional student market. Many churches ask directly for seminars for potential students. Since a significant percentage of the student body is non-traditional, there is clearly a market in this segment. This kind of active recruitment is intended to increase enrollment in non-traditional students.

5. USC Sumter will continue to enroll students who became "USC Sumter Scholars" in their senior year of high school and will provide financial assistance using fee waiver "scholarships" where needed to ensure that tuition is covered.

Five-Year Goal III:

The University of South Carolina Sumter will support and encourage the scholarly and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly activities. USC Sumter also will seek to continue to provide resources for faculty and staff to develop viable grant proposals. Goal III is unchanged.

USC Sumter has always supported the scholarly pursuits of the faculty, and continues to treat such pursuits as mission critical by enabling such activity wherever and whenever feasible. The Goal relates to **Advance Carolina** goals involving: *Research*, *Scholarship and Creative Achievement*; and *Recognition and Visibility*.

The following strategies will bring USC Sumter closer to this goal over the next five years:

1. Implement the Provost's plan to adjust faculty workloads in order to provide more time for faculty research and scholarly activity. The adjustment should positively affect the measurable quantity of research and scholarly pursuits of the faculty.

2. Ensure sufficient allocation of faculty professional development funds for travel and for other expenses incurred in scholarly pursuits. Providing direct support should increase faculty scholarly activity.

3. USC Sumter will seek private funding to add additional endowed professorships that include release time for professional development as well as stipends to support research and the production of scholarly works.

4. Continue to communicate to faculty the numerous grant and training opportunities that are identified daily from the Grant Research Office. This continued communication will encourage faculty to consider more possible grant sources from which to choose, and is intended to increase the number of applications submitted.

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. Goal IV remains unchanged.

This goal continues to be a prominent one for USC Sumter. The campus works with the service area's legislative delegation so as to encourage increased funding for higher education. USC Sumter also will continue to work with local city and the service area county governments to secure more funding for the campus, and seeks to build on past successes in fund-raising from private sources. The Goal relates to **Advance Carolina** goals involving: *Teaching and Learning*; *Research, Scholarship and Creative Achievement*; *Service Excellence*; *Quality of Life in the University Community*; and *Recognition and Visibility*.

The following strategies will bring USC Sumter closer to this goal over the next five years:

1. Continue to work with USC Sumter's Legislative Delegation to effect positive change in state budgetary priorities for higher education in the state of South Carolina. Although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in state funding.

2. Maintain dialogue with service area governments to increase local funding to the campus. Again, although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in local funding.

3. Improve and enhance annual giving campaigns. Enhanced campaigns should result in more dollars raised privately that can be used to support the campus.

4. Participate fully in the upcoming Capital Campaign. Such participation should result in more dollars raised privately that can be used to support the campus.

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. This goal is unchanged.

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, plans for future expansion to accommodate the delivery of a wide variety of degree programs are essential. The Goal relates to **Advance Carolina** goals involving: *Teaching and Learning*; *Research, Scholarship and Creative Achievement*; *Service Excellence*; *Quality of Life in the University Community*; and *Recognition and Visibility*.

The following strategies will bring USC Sumter closer to this goal over the next five years:

1. Continually work with USC Sumter's Legislative Delegation to encourage a new state bond bill that will fund the campus' planned new Instructional Laboratories Building, which is currently fourteenth on the state's prioritized list of proposed construction. Funding will allow USC Sumter to move forward with the campus Master Plan.
2. Continually work with USC Sumter's Legislative Delegation to support additional state funding for deferred maintenance. Funding will allow the campus to move forward with accomplishing the tasks outlined in the deferred maintenance list.
3. Continue to seek a major naming gift for the Instructional Laboratories Building. A private donation will likely provide more encouragement to the state to provide funding for this project, again, allowing USC Sumter to move forward with its Master Plan.

2011-2012 Academic Year Goals

During 2011-2012, USC Sumter will put emphasis on the following five efforts.

Annual Goal I:

USC Sumter will complete a review of its overall budget and its relation to future plans.

USC Sumter has an extensive budget review in process. The Long Range Planning Committee, especially its Budget Subcommittee, has been working for four months. The Associate Deans have been meeting regularly to discuss the budget situation. The Faculty Organization and the Staff Organization have also been working on the budget and related issues. However, because the budget for the 2012 Fiscal Year has not yet been completed, the exact dimensions of the problem and its impact cannot yet be determined. During 2011-12, USC Sumter will undertake an institution-wide review of the budget and its impact on plans for the coming years.

Completion of this project will impact all of the five-year goals.

Annual Goal II:

USC Sumter will initiate an intercollegiate basketball program.

Beginning basketball for next year has already received final approval. A search has begun for a basketball coach. Recruiting of players for both the men's a women's teams will follow soon thereafter. Next winter, the teams will play their first seasons.

Basketball is expected to have direct impact on enrollment and the quality of student life on campus. It is expected to have an indirect but significant impact on the relation between the campus and the community. The initiation of basketball should assist in achieving five-year goals 1, 2, and 4. Over the longer term, it might also assist with goal 5.

Annual Goal III:

USC Sumter will explore a cooperative program in Nursing with the USC Columbia College of Nursing.

A first meeting with the College of Nursing is scheduled for March 2011. Cooperative nursing programs are currently operating at USC Lancaster and USC Salkehatchie. These programs have been very successful in meeting student demand as well as meeting community needs. The demand for nursing among current USC Sumter students is well-documented. Inquires among applicants suggest that that the demand would be even greater if such a program could be

bought to Sumter. Because of facilities currently available on the Sumter campus, it is anticipated that it might be possible to begin such a program within a short period of time.

The establishment of such a program would directly assist in achieving five-year goals 1 and 2. Because of the community support that exists for nursing, the program would indirectly assist with achieving goals 4 and 5.

Annual Goal IV:
USC Sumter will continue looking for additional sites for its successful dual-enrollment program.

USC Sumter operates dual-enrollment courses for high school students interested in college-level courses at 5 sites. By providing SACS approved instructors in every classroom, USC Sumter has been able to ensure that all of these courses meet the expectations of the University of South Carolina for quality. In addition to providing additional opportunities for high school students, many of these students have enrolled on the Sumter campus and other campuses of the University of South Carolina. Several additional schools have expressed an interest in becoming sites. The establishment of additional sites is a realistic possibility for the near future.

Opening new sites would assist directly assist in realizing five-year goals 1 and 2.

Annual Goal V:
USC Sumter will strengthen its admissions services through the use of EMAS software.

Last year USC Sumter purchased the EMAS software system. This software is designed to facilitate frequent communications with applicants. This frequent communication is expected to increase the number of students who complete their applications as well as to increase the number of accepted applicants who actually enroll. USC Sumter expected that this software would be operational during 2010-2011. However, it was not possible to complete software work required for the new software to work with existing University software in time for the current admissions cycle. However, progress on this work makes it likely that the EMAS system will be available for the next admissions cycle.

Completion of this goal will have a direct impact on goals 1 and 2. Tuition revenue from additional enrollments will assist in achieving goals 3 and 5.

APPENDIX

Unit Statistical Profile

Number of Entering Freshman and Average SAT/ACT Scores

    Fall 2008 – 245 Entering Freshman – Average SAT 956 – Average ACT 19
    Fall 2009 – 319 Entering Freshman – Average SAT 953 – Average ACT 19
    Fall 2010 – 260 Entering Freshman – Average SAT 961 – Average ACT 19

Freshman Retention Rates

    Fall 2008 – Fall 2009 – 53.4%
    Fall 2009 – Fall 2010 – 54.1%
    Fall 2010 – Spring 2011 – 87.3%

Number of Graduates

    Fall 2009 – 8 Associate Degrees
    Spring 2010 – 56 Associate Degrees
    Summer 2010 – 9 Associate Degrees

Graduation Rates

    2009 -2010 CHE Performance Funding Data– 3 Year Rates – 1.8% Success Rates – 69.2%
    2008 -2009 CHE Performance Funding Data – 3 Year Rates – 5.2% Success Rates – 55%
    2007 -2008 CHE Performance Funding Data – 3 Year Rates – 2.9% Success Rates – 62.9%

Total Credit Hours Generated

    Fall 2009 – 763
    Spring 2010 – 722
    Summer 2010 – 169

Number of Credit Hours Taught in Fall 2010 by Ranked and Temporary Faculty

    Professor – 88
    Associate Professor – 144
    Assistant Professor – 74
    Instructors – 212
    Temporary – 228

Percentage of Credit Hours Taught in Fall 2010 by Full-Time Faculty

- 69%

Scholarship, Research, and Creative Endeavors

Number of Publications by Category Calendar Year 2009

Books – 1
Book Chapters -1
Refereed Journal Articles – 18
Book Reviews – 1
Non-refereed Publications – 5

Number of Publications by Category Calendar Year 2010

Books – 1
Book Chapters – 6
Refereed Journal Articles -24
Non-Refereed Publications – 14

Number of Research Presentations at National or International Conferences Calendar Year 2010

- 34

Number of Performances or Juried Exhibitions at National or International Venues in Calendar year 2010

- 15

Summary of Sponsored Research Activity Including Grants Submitted and Awarded

2 – U.S. Department of Education
1 – S.C. Energy Office Department of Education
1 – French American Cultural Exchange Council

Total Extramural Funding Processed through SAM in FY 2010 and Federal Extramural Funding processed by SAM in FY 2010

Extramural Funding -$323,998.00
Federal Extramural Funding -$575,463.00

Total Research Expenditures per Tenured/Tenure-track Faculty for FY 2010

- Associate Professor -$129,817.00

Amount of Sponsored Research Funding per Faculty Member by Rank

Associate Professor – Provost Commitment – Office of Provost USC $12,562.00
Associate Professor – Sponsor Awarded – French American Cultural Exchange $1,800.00
Associate Professor – Provost Commitment – Office of Provost USC $9,970.00
Associate Professor – Sponsor Awarded – National Science Foundation -$103,394.00
Associate Professor – Sponsor Awarded – South Carolina Research foundation -$2,271.00

Percentage of Unit Faculty with Sponsored Research Activity

- 8% -Associate Professors – Tournees Festival Grant; Advance It – Catalyst Advancing USC System Faculty; MSG: Isolation, Identification and Prevention of Methicillin-Resistant Staphyoiciccus Aureus at USC Sumter

Number of Proposals Submitted to External Funding Agencies

- 9

Faculty Hiring

Number of Faculty Hired and Lost
AY 2008 – Hired 11 – Lost 2 (retirement and family relocation)
AY 2009 – Hired 1 (replacement for tenure denial) – Lost 1
AY 2010 – Hired 4 – Lost 4 (Retirement, new position at FMU, family relocation, personal reasons)

Number of Post-Doctoral Scholars – Non-faculty Hiring

- 0

Anticipated Losses of Faculty by Year for next Five Years

2011 – 3 retirements, 2 replacement appointments
2012 – 2016 -8 retirements estimated over the period

Describe Planned Hiring over Next Five Years

• 6 planned replacements over the period

Funding Sources

Post Close

UNIVERSITY OF SOUTH CAROLINA SUMTER (ACTUAL) UNRESTRICTED CURRENT FUNDS SUMMARY							Run File Date:	30-Jun-2010
RESOURCES:	A Funds	B Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
Revenue:								
Tuition and Fees	4,659,959			127,322	374,225	0	0	5,161,506
State Appropriations	3,061,316			0	0	0	0	3,061,316
Grants, Contracts and Gifts	268,547			33,266	38,692	0	0	340,505
Sales & Service of Educ and Oth Sources	45,298			39,553	90,857	0	0	175,707
Sales & Service of Auxiliary Enterprise		0	653,223					653,223
Total	8,035,120	0	653,223	200,142	503,773	0	0	9,392,257
Transfers:								
Transfers-In	35,952	0	0	0	348,348	33,000	8,000	425,300
Transfers-Out	-3,000	0	-33,000	0	-400,858	0	0	-436,868
Net Transfers	32,952	0	-33,000	0	-52,520	33,000	8,000	-11,568
Prior Year's Fund Balance	826,761	0	361,992	39,759	368,111	1,259	0	1,597,882
TOTAL RESOURCES	8,894,832	0	982,215	239,901	819,364	34,259	8,000	10,978,571
USES:								
Educational and General Expenditures:								
Instruction	4,270,528			0	83,181	0		4,353,709
Research	9,197				23,481	0		32,678
Public Service	-300				550	0		260
Academic Support	695,375			0	271,631	0		967,006
Student Services	861,053			216,822	0	0		1,077,875
Institutional Support	1,106,401				0	33,844		1,140,245
Operation and Maintenance of Plant	733,484				31,233			764,717
Scholarships and Fellowships	143,636			0	0		8,000	151,636
Total	7,819,373			216,822	410,086	33,844	8,000	8,488,126
Auxiliary Expenditures		0	579,120					579,120
TOTAL USES	7,819,373	0	579,120	216,822	410,086	33,844	8,000	9,067,246
Fund Balance	1,075,459	0	403,095	23,078	409,278	415	0	1,911,325

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Gifts and Pledges Received in FY 2010

• $2269,624.36 Cash, Gifts in kind and Philanthropy

• $337,634.76 Pledges and Planned Gifts

UNIVERSITY OF SOUTH CAROLINA UNION

2011-2016 STRATEGIC PLAN

February 21, 2011

I. Executive Summary

I. A. Top 5 peer institutions

Peer Institution	Enrollment	Town/City	Population
Penn State – Beaver	735	Center Township, PA	8182
Penn State – Lehigh Valley	720	Center Valley, PA	900
Kent State – Geauga	900	Burton, OH	1450
Ohio University – Eastern	950	Saint Clairsville, OH	5057
USC Salkehatchie	1000	Allendale, SC	4052

I. B. Strengths and Accomplishments

Dedicated Faculty and Staff – Our primary asset is our faculty and staff, all of whom are extremely devoted to the students and the institution.

Record Enrollments – Fall 2010 enrollment was 530, a 4.54% increase. Fall 2010 FTE was 332, an 8.21% increase. This spring, USC Union broke its all time record for any semester, with a headcount of 607.

Rebuilding Faculty – New hires include a lab manager/instructor and a professor of Communication. A search is currently underway for a professor of Sociology.

Expansion of Concurrent Program at area high schools – We now teach students from the public high schools of Union and Laurens Counties, as well as students from Laurens Academy, a private school.

Technology plan – Stimulus funds have allowed USCU to build its technology infrastructure without having to resort to university funds. New campus wireless, cabling for all buildings (including the recently renovated Founders' House), and other improvements have been completed.

I. C. Weaknesses and Plans for Addressing Them

Attracting and Retaining Students in Economically Depressed Counties – We plan to attract and retain more students by rebuilding our faculty and improving our facilities and infrastructure

Developing Attractive Programs – We are working to expand the number of students in current Palmetto programs and, where possible, developing plans to bring other programs here in cooperation with USC Columbia or USC Upstate
Laurens Center – The Laurens Center has been problematic in past years, but we plan to build the programs there by adding a permanent staff member and growing the Palmetto Program.

Image of "Institution of Last Resort" – The aforementioned attention to improved facilities and infrastructure, along with a comprehensive marketing plan, will help in making USCU a first or, at least, a second choice for area students.

II. **Strategic Goals**

II. A. Five-Year Goals

Goal 1 – Create a model centered on resource self-reliance based on increasing revenues through the expansion of existing programs and development of new programs while decreasing non-instructional costs.

- Expand Existing Academic Programs and Course Offerings.
- Develop and expand a Continuing Education Program.
- Pursue Growth in Baccalaureate Degree Completion through Palmetto Programs.
- Explore feasibility of offering a baccalaureate nursing program via USC Upstate or USC Columbia.

Goal 2 – Enhance the environment at USC Union to develop a community in which learning is valued for its economic, cultural, and social contributions to the individual and the community.

- Engage Students in Becoming Lifelong Learners Academically, Culturally and Socially.
- Establish a Learning Resources Center.
- Improve Learning Environment across campus.

Goal 3 – Continue the transformation of the image of USC Union as a dynamic and progressive institution.

- Develop and Implement a Public Perception Plan.
- Promote a sense of pride in the school among current students, staff, and faculty, and among alumni.

II. B. Short-term goals (AY 2011-2012)

Goal 1 – Continue to improve the academic, intellectual, and cultural environment on campus
  Progress:
- Two faculty hires were made in AY 2010-11
- The University Reads initiative was successful
- The Upcountry Literary Festival was founded, and earned a $5,000 grant from the SC Humanities Council
- Student activities include a Literary Club
- Enrollment in the BOL/BLS programs has grown significantly
- The Opportunity Scholars Program is fully staffed
  Plans for AY 11-12:
- A search is underway for a Sociology Assistant Professor to start in August 2011.
- Faculty needs are continually evaluated, and a long-term hiring plan is in place.
- Planning for expanded University Reads program has begun.
- Increase support for students needing internships in BOL/BLS programs

Goal 2 – Develop a set of courses and programs for community outreach and continuing education.
- Initial attempts at community outreach classes were unsuccessful, so USCU is re-thinking the focus of the program to look at classes in entrepreneurship and summer programs for local schoolchildren.
- Planning is underway for summer programs in athletics, forensic science, and digital photography

Goal 3 – Continue to install technology upgrades across campus
Progress:
- Smart classroom technology has been installed in two classrooms and the multi-purpose community room.
- Re-wiring of both campus buildings has been completed.
- A new campus-wide wireless network is nearing completion.
- Installation of information monitors will be completed before the end of the spring 2011 semester.
- Installation of CarolinaCard system is expected by the end of the semester
Plans for AY 11-12:
- Installation of smart classroom technology in five additional classrooms and the auditorium.
- Completion of infrastructure build.
- Transition, if feasible, to VOIP phone system.
- Installation of a Point-of-Sale system for the University Bookstore.
- Website redesign.

Goal 4 – Continue to upgrade existing Facilities.
Progress:
- Acoustics improvements in the Truluck Activities Center will be completed in spring 2011.
- Renovation of the old Child Development Center, renamed Founders' House, is complete, and the building will be used for Continuing Education and Outreach.
- Painting and renovations done in various offices
Plans for AY 11-12:
- Demolition (if necessary) and renovation of new building on Main Street (in cooperation with Union/Laurens CHE)
- Pursue renovations to science lab space
- Painting of the community room, library, and other public spaces on campus
- Re-carpeting of public spaces, especially the library
- Renovating space in back of the library to create a new smart classroom

Appendix I: Unit Statistical Profile

1. **Number of undergraduate applications:**

   Fall 2008: 319

   Fall 2009: 462

   Fall 2010: 488

2. **Number of undergraduate admissions:**

   Fall 2008: 233

   Fall 2009: 403

   Fall 2010: 398

3. **Freshmen retention rate for classes entering:**

   Fall 2007: 69.6%

   Fall 2008: 69.8%

   Fall 2009: 68.7%

4. **Number or majors enrolled (headcount/FTE) in:**

   Fall 2008: 367/249

   Fall 2009: 507/332

   Fall 2010: 530/359

5. **Number of graduates:**

   Fall 2009: 3

   Spring 2010: 36

   Summer 2010: 7

6. **Six-Year Graduation rates:**

   Fall 2001: 27.27%

   Fall 2002: 37.50%

   Fall 2003: 38.46%

7. **Total credit hours generated:**

   Fall 2009: 4983

   Spring 2010: 4707

   Summer 2010: 575

8. **Credit hours taught by:**

   i. Tenured and tenure-track faculty

   a. General education courses:

   Fall 2009: 594

   Spring 2010: 529

   Fall 2010: 750

   b. Major courses:

   Fall 2009: 72

   Spring 2010: 72

   Fall 2010: 45

   ii. Non tenure-track full-time and part-time faculty

   a. General education courses:

   Fall 2009: 4108

   Spring 2010: 3948

   Fall 2010: 3080

   b. Major courses:

   Fall 2009: 129

   Spring 2010: 372

   Fall 2010: 30

9. **Number of faculty by title:**

   Fall 2008:

   Professor – 0

   Associate Professor – 0

   Assistant Professor – 3

   Instructor – 4

   Adjunct Faculty – 20

   Fall 2009:

   Professor – 0

   Associate Professor – 0

   Assistant Professor – 3

   Instructor – 4

   Adjunct Faculty – 19

   Fall 2010:

   Professor – 0

   Associate Professor – 0

   Assistant Professor – 4

   Instructor – 6

   Adjunct Faculty – 24

10. **Total continuing education units (standard University CEUs or Institutional CEUs) generated:**

    Fall 2009: 0

    Spring 2010: 0

    Summer 2010: 0

11. **Percent of credit hours taught by full-time faculty:**

    Fall 2009: 38.2%

    Spring 2010: 29.3%

    Fall 2010: 57.1%

Appendix II: Research and Creative Accomplishments

1. **Numbers of publications in calendar year 2010:**

   Books: 0

   Refereed articles: 3

2. **Number of research paper presentations at national or international conferences in calendar year 2010:** 1

3. **Number of performances and/or juried exhibitions at national or international venues in calendar year 2010:** 0

4. **Summary of sponsored research activity to include grant applications submitted and awarded, arranged by sponsoring agency:** 0

5. **Total extramural funding processed through SAM in FY 2010, and Federal extramural funding processed through SAM in FY 2009:** 0

6. **Total research expenditures per tenured/tenure-track faculty for FY 2010, by rank and by department if applicable:** 0

7. **Amount of sponsored research funding per faculty:** 0

8. **Percentage of unit faculty with sponsored research activity:** 0

9. **Number of faculty serving as co-investigators in cross-unit grant applications:** 0

10. **Number of faculty cross-appointed in Centers and/or Institutes:** 0

11. **Number of patents, disclosures and licensing agreements in calendar year 2010:** 0

12. **Number of proposals submitted to external funding agencies during calendar year 2010:** 1

Appendix III: Faculty Hiring

1. **Number of full-time faculty hired for AY 2010-11:** 2

2. **Number of post-doctoral scholars (Ph.D., non-faculty hires) in FY 2009:** 0

3. **Anticipated losses of faculty by year for the next five years.**

   Loss due to failure to meet conditions of tenure & promotion: 0

   Resignation due to attaining terminal degree: 1

   Please describe planned hiring over the next five years:

   Sociology: 1 (search currently being held)

   Mathematics/Statistics: 1

   Computer Science/Business: 1

4. **Number of Faculty Excellence Initiative (FEI) applications submitted in AY 2009-10:** 0

   Center of Economic Excellence endowed chair applications submitted for AY 2009-10: 0

   Number of Centenary Plan (CP) applications submitted in AY 2009-10: 0

Appendix IV: Funding Sources (see following pages)

UNIVERSITY OF SOUTH CAROLINA UNION
FY 2008 UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	B Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:								
Revenue:								
Tuition and Fees	1,221,898	0	0	10,765	71,160	0	0	1,303,823
State Appropriations	1,070,688	0	0	0	0	0	0	1,070,688
Grants, Contracts and Gifts	25,230	0	0	0	22,598	0	0	47,828
Sales & Service of Educ. and Other Sources	22,258	0	0	1,416	3,570	0	0	27,244
Sales & Service of Auxiliary Enterprise	0	0	178,038	0	0	0	0	178,038
Total	**2,340,074**	**0**	**178,038**	**12,181**	**97,328**	**0**	**0**	**2,627,621**
Transfers:								
Transfers-In	0	0	0	0	12,088	4,576	4,220	20,884
Transfers-Out	0	0	(4,576)	(1,200)	(24,962)	0	0	(30,738)
Net Transfers	**0**	**0**	**(4,576)**	**(1,200)**	**(12,874)**	**4,576**	**4,220**	**(9,854)**
Prior Year's Fund Balance	983,951	**0**	128,563	7,248	111,092	6,816	**0**	1,237,670
TOTAL RESOURCES	**3,324,025**	**0**	**302,025**	**18,229**	**195,546**	**11,392**	**4,220**	**3,855,437**
USES:								
Educational and General Expenditures:								
Instruction	890,192	0	0	0	0	0	0	890,192
Research	0	0	0	0	1,111	0	0	1,111
Public Service	1,092	0	0	0	0	0	0	1,092
Academic Support	263,631	0	0	0	0	0	0	263,631
Student Services	270,417	0	0	8,929	0	0	0	279,346
Institutional Support	402,060	0	0	0	74,447	5,222	0	481,729
Operation and Maintenance of Plant	216,209	0	0	0	0	0	0	216,209
Scholarships and Fellowships	6,048	0	0	0	0	0	4,220	10,268
Total	**2,049,649**	**0**	**0**	**8,929**	**75,558**	**5,222**	**4,220**	**2,143,578**
Auxiliary Expenditures	**0**	**0**	**174,691**	**0**	**0**	**0**	**0**	**174,691**
TOTAL USES	**2,049,649**	**0**	**174,691**	**8,929**	**75,558**	**5,222**	**4,220**	**2,318,269**
Fund Balance	**1,274,376**	**0**	**127,334**	**9,300**	**119,988**	**6,170**	**0**	**1,537,168**

Note: Based on FY2007 Final Post-Close

UNIVERSITY OF SOUTH CAROLINA UNION
FY 2009 UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:							
Revenue:							
Tuition and Fees	1,343,625	0	11,866	90,108	0	0	1,445,599
State Appropriations	818,301	0	0	0	0	0	818,301
Grants, Contracts and Gifts	20,953	0	0	25,865	0	0	46,818
Sales & Service of Educ. and Other Sources	23,957	0	162	3,986	0	0	28,105
Sales & Service of Auxiliary Enterprise	0	160,607	0	0	0	0	160,607
Total	**2,206,836**	**160,607**	**12,028**	**119,959**	**0**	**0**	**2,499,430**
Transfers:							
Transfers-In	0	0	0	18,671	3,255	4,202	26,128
Transfers-Out	0	(3,255)	(1,050)	(31,975)	0	0	(36,280)
Net Transfers	**0**	**(3,255)**	**(1,050)**	**(13,304)**	**3,255**	**4,202**	**(10,152)**
Prior Year's Fund Balance	**1,274,375**	**127,333**	**9,299**	**119,987**	**6,170**	**0**	**1,537,164**
TOTAL RESOURCES	**3,481,211**	**284,685**	**20,277**	**226,642**	**9,425**	**4,202**	**4,026,442**
USES:							
Educational and General Expenditures:							
Instruction	967,394	0	0	0	0	0	967,394
Research	0	0	0	10,890	0	0	10,890
Public Service	871	0	0	0	0	0	871
Academic Support	240,109	0	0	17,950	0	0	258,059
Student Services	257,396	0	8,944	0	0	0	266,340
Institutional Support	432,055	0	0	103,714	5,246	0	541,015
Operation and Maintenance of Plant	201,979	0	0	0	0	0	201,979
Scholarships and Fellowships	0	0	0	0	0	4,202	4,202
Total	**2,099,804**	**0**	**8,944**	**132,554**	**5,246**	**4,202**	**2,250,750**
Auxiliary Expenditures	**0**	**151,295**	**0**	**0**	**0**	**0**	**151,295**
TOTAL USES	**2,099,804**	**151,295**	**8,944**	**132,554**	**5,246**	**4,202**	**2,402,045**
Fund Balance	**1,381,407**	**133,390**	**11,333**	**94,088**	**4,179**	**0**	**1,624,397**

Note: Based on FY2008 Final Post-Close

UNIVERSITY OF SOUTH CAROLINA UNION
FY 2010 UNRESTRICTED CURRENT FUNDS SUMMARY

	A Funds	C Funds	D Funds	E Funds	R Funds	S Funds	TOTAL
RESOURCES:							
Revenue:							
Tuition and Fees	1,771,289	0	16,860	130,550	0	0	1,918,699
State Appropriations	746,001	0	0	0	0	0	746,001
Grants, Contracts and Gifts	111,164	0	0	20,896	0	0	132,060
Sales & Service of Educ. and Other Sources	30,745	0	0	4,750	0	0	35,495
Sales & Service of Auxiliary Enterprise	0	174,580	0	0	0	0	174,580
Total	**2,659,199**	**174,580**	**16,860**	**156,196**	**0**	**0**	**3,006,835**
Transfers:							
Transfers-In	0		0	56,219	3,822	5,500	65,541
Transfers-Out	0	(3,822)	(500)	(63,723)	0	0	(68,045)
Net Transfers	**0**	**(3,822)**	**(500)**	**(7,504)**	**3,822**	**5,500**	**(2,504)**
Prior Year's Fund Balance	**1,381,407**	**133,390**	**11,333**	**94,088**	**4,179**	**0**	**1,624,397**
TOTAL RESOURCES	**4,040,606**	**304,148**	**27,693**	**242,780**	**8,001**	**5,500**	**4,628,728**
USES:							
Educational and General Expenditures:							
Instruction	1,074,959	0	0	0	0	0	1,074,959
Research	0	0	0	723	0	0	723
Public Service	0	0	0	0	0	0	0
Academic Support	268,460	0	0	48,867	0	0	317,327
Student Services	265,604	0	9,000	0	0	0	274,604
Institutional Support	441,629	0	0	27,177	5,000	0	473,806
Operation and Maintenance of Plant	621,412	0	0	0	0	0	621,412
Scholarships and Fellowships	0	0	0	0	0	5,500	5,500
Total	**2,672,064**	**0**	**9,000**	**76,767**	**5,000**	**5,500**	**2,768,331**
Auxiliary Expenditures	**0**	**164,458**	**0**	**0**	**0**	**0**	**164,458**
TOTAL USES	**2,672,064**	**164,458**	**9,000**	**76,767**	**5,000**	**5,500**	**2,932,789**
Fund Balance	**1,368,542**	**139,690**	**18,693**	**166,013**	**3,001**	**0**	**1,695,939**