UNIVERSITY OF SOUTH CAROLINA

PALMETTO COLLEGE

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BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~
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Section I. Executive Summary: Palmetto College is an academic/administrative unit whose purpose is to provide leadership and coordination throughout the eight University of South Carolina campuses to facilitate the completion of bachelor degrees by students seeking alternative course and degree delivery. This methodology consists of face-to-face instruction at the Palmetto College Campuses *(Lancaster, Salkehatchie, Sumter, Union)*, "after hours" instruction at Ft. Jackson, asynchronous online instruction, and point-to point synchronous instruction emanating from multiple sites. The online effort has expanded the scope and role of all the campuses of the University and presents unique opportunities and challenges to provide the "quality of USC online."

Academic Dashboard Measures

Enrollment: Collectively, the Palmetto College Campuses have enjoyed steady enrollments over the last five years. In view of the fact that South Carolina's population of college-ready high school graduates has diminished since the 2008-2009 graduating class and does not project to significantly increase for several more years, expansion of opportunities to non-traditional students has received increased emphasis. As a result, campus-based enrollments in the seven baccalaureate degree completion programs offered by the Aiken, Beaufort, Columbia, and Upstate campuses of USC have attracted nearly 700 students as of fall 2014 –a growth rate solidly above the projected growth rate predicted for Palmetto College at this point in time. Combined with a growth in fall 2014 in traditional student enrollment at the Palmetto College campuses, the College lays claim to approximately 5200 students for fall 2014.

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

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

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

Key Performance Parameters

Teaching Excellence/Research and Scholarship: Teaching excellence is at the core of the Palmetto College mission and is carried out through employment of a highly qualified faculty. Our faculty also engages in significant research and productive scholarship activity.

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

Sustainability: The statewide decline in traditional student enrollments projected through 2016-2017 coupled with planned support enhancements to the seven baccalaureate completion degrees as well as proposed new degrees, presupposes continual review of finances, funding sources, and organizational structure.

Section II. Meeting the University's Academic Dashboard Targets

Note: 1. More detailed Palmetto College Campuses/Extended University reports are included in Appendices E/F 2, including coverage of Faculty Quality and Service. 2. Unofficial numbers (except where noted) are reported due to continued Banner issues in fall 2014.

Enrollment

Strategies: With the arrival of the Chancellor in February, 2013, an immediate priority on building enrollments throughout Palmetto College was emphasized. The Huron Report upon which Palmetto College was based forecast an enrollment of between 750-1000 online students for 2015-2016. Further, increased enrollment of traditional students on the four Palmetto College campuses was established as a goal. Given recent enrollment trends, such numbers represented "stretch" goals for Palmetto College. Nevertheless, with a central enrollment services unit established, a marketing operation in place, and campus coordinators with advisement and recruitment responsibilities in place at each campus, the College positioned itself for focused efforts devoted to enrollment growth. In addition to these structural efforts, consultants were procured to examine the enrollment operations and strategies of Palmetto College and its campuses as well as the appropriation model for transferring funds to the campuses. Further, high-visibility efforts to promote Palmetto College such as the stateside marketing campaign, a focused presence at USC Day at the Statehouse, increased on-site recruiting, and the Chancellor's appearances and presentations to key stakeholders and citizens throughout the state were accomplished. Finally, extensive centralized development efforts were initiated, yielding gifts and proposed/projected gilts of 1.78 million dollars since 2013.

Progress 2014-2015: Despite the demographic challenges, Palmetto College enrolled over 5100 students in fall 2014, with 4,356 (OIRA) official Palmetto College students enrolling on the Palmetto College campuses and 689 (internal, unofficial) students enrolling in the seven degree programs. Therefore, the goal of increasing traditional student enrollments was met. Our goal for the online programs of meeting the second year percentage increase of the Huron projection (25-50%) was also met, but we feel well-positioned enroll 750 students by fall 2015. It should be noted that while the 689 online enrollees are not included in the campus numbers, many are still reliant on services from their former Palmetto College Campus.

Strategies 2015-2016: Increase enrollments at all Palmetto College Campuses and surpass 750 online registrants. A major marketing campaign continues, enrollment services continue to enhance infrastructure, and the College has established a revenue-sharing model to incentivize each campus to recruit and retain online degree students. Refinement to the model continues. Additional online courses in both 8 and 16 week formats allow students the convenience of multiple start dates throughout the academic year. New online on-the-ground programs are being considered. Activity to transition from the Academic Partnerships online enabler continues as we plan to further enhance in-house student enrollment management services. The launch of a new Palmetto College web presence that serves as a landing site for prospects and current students is in progress as Palmetto College continues to work with Cyberwoven. In addition, an online student support tutoring service designed to enhance student success is slated for implementation for fall 2015. Finally, Palmetto College has worked closely with USC Budget and Finance and the campuses to standardize dual enrollment tuition across campuses, therefore creating the platform for pursuing dull enrollment increases in order to respond to the needs of campus service areas while securing adequate revenue.

Student Quality

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

At the Palmetto College Campus level, the average combined SAT/ACT for fall 2014 was 887 for first time students with scores (source: 2014 CHE Stat. Abst.), a slight increase from 859 last year. It should be noted that SAT/ACT scores are taken into consideration with other variables which predict student success when making an admission decision. Palmetto College students, who change campuses to any of the seven degree programs, are subject to USC transfer criteria.

Progress 2014-2015: Extended University continued to work with USC Admissions to more fully integrate the USC Columbia Admissions Office into the transfer admission progress, thus assuring Columbia-vetted students for the Bachelor of Liberal Studies, Bachelor of Organizational Leadership, and Bachelor of Arts in Elementary Education programs. Students admitted to the online programs offered by USC Aiken, Beaufort, and Upstate met admissions criteria for those programs.

Strategies 2015-2016: Palmetto College will continue employing the previously-mentioned strategies yet will err on the side of a liberal admissions approach to ensure that qualified students are afforded an opportunity to succeed in University-level work. Emphasis will continue in recruiting and retaining adult students into the seven PC degree completion programs.

Retention

Strategies: Palmetto College extends the intellectual resources and knowledge base of the University of South Carolina into local communities throughout the State and assists individuals and organizations in becoming more competitive, improving their earning potential, and enriching their lives. In view of the traditional mission of Palmetto College Campuses as "feeder campuses", providing such opportunity results in lower retention rates. The most current rate (fall 2013) across the four campuses available from CHE (2014 Stat. Abst.) is 50.6% -- up slightly from last year's 49.6%. Because these change of campus students do not represent the traditional "first time, full time" cohort usually used in tracking, Palmetto College leadership is in the process of determining an appropriate cohort to track. Students taught by Extended University not enrolled in Palmetto College programs are part of the USC Columbia cohort.

Progress 2014-2015: Same as Retention Strategies above (increase campus rates, develop transfer cohort).

Strategies 2015-2016: Increased coordination of services to assure support to students. Establishing the contracted online tutoring service, establishing a Palmetto College ID to assure student access to services and centralizing disability services for consistency across the campuses are goals for the upcoming year.

Success Rate

Strategies: The Success Rate, developed when Performance Funding legislation was in effect, is a more appropriate measure for Palmetto College Campuses than the retention rate as it acknowledges the campus' roles as "flows through" for further education. The rate measures a combination of graduated, still enrolled, or transferred and the latest rate for the four campuses is 57.8% (essentially flat from last year's 58.4%). This compares to 41.0% for the state's technical colleges (down from 46.7%).

Progress 2014-2015: The rate, while quite substantial, has decreased slightly over the past five years and is being monitored to identify possible reasons. A corresponding success rate calculation for the online programs has been undertaken, and while the process needs refinement, preliminary results reveal an approximate 79% retention rate for the seven degree programs for those enrolled in fall 2013, the "launch year" of Palmetto College.

Strategies 2015-2016: For the campus success rate, see Success Rate Strategies above. In addition, a survey exercise targeting BOL and BLS graduates has been beta-tested this spring (2015) for the online programs to obtain desired information related to student success and satisfaction at graduation. Assuming no significant issues with the inaugural implementation, results will reported in next year's Blueprint.

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

2015-2016 Academic Year Goals

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

- Strategic marketing effort. Progress: Integrated marketing communications plan in progress. General brand awareness campaign ongoing. Individual program marketing initiatives have begun.
  Key parameters: *Service to University System* and *Sustainability.*
- Continued enhancement of central Enrollment Services to incorporate recruiting, admission coordination, student enrollment monitoring, and financial aid. Progress: Operation is nearing the pilot phase. A new CRM is being implemented for prospect monitoring.
  Key parameter: *Sustainability*.
- Continue with external and internal visibility efforts by the Chancellor and Palmetto College administrators to establish the Palmetto College brand. Progress: Chancellor, other staff and recruiters continue speaking engagements and recruiting efforts across the State.
  Key parameter: *Service to State and Community*.
- Improve availability of student success support to online and on-campus students to increase retention. Progress: Flexible system-friendly library services firmly established, online tutoring vendor procurement in progress, establishment of system ID option in progress, centralization of disability services in progress.
  Key parameter: *Sustainability*.
- Launch the Palmetto College web site. Progress: Work with Cyberwoven and USC communications to establish desired content now in progress.
  Key parameters: *Sustainability.*

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

Goal 2: Academic

- Continue to attract, train, and retain qualified faculty capable of teaching in multiple settings: online, classroom and point-to-point. Progress: Ongoing.
  Key parameter: *Teaching Excellence/Research-Scholarship*.
- Continue efforts to establish new Palmetto College degrees. Progress: Ongoing.
  Key parameters: *Addresses all three key parameters.*
- Fill Director of E-Learning position to assure growth and quality of degree offerings
  Progress: Ongoing.
  Key parameter: *Addresses all three key parameters*
- Continue to support efforts to fully embed the USC Connect "Beyond the Classroom" model into course offerings and encourage students to pursue graduation with Leadership Distinction. Progress: Ongoing.
  Key parameter: *Teaching Excellence/Research-Scholarship.*

Goal 3: Organizational/Financial

- As Palmetto College continues to transition, the organizational structure will continue to be examined to assure efficiency, accountability and fiscal responsibility. Due to the retirement of Dr. Chris Plyler, fill COO position to address these transition issues.
Progress: Ongoing. Key parameters: *Service to University* and *Sustainability*.
- Monitor the revenue enhancement model that rewards all campuses serving Palmetto College students, courses and programs. Progress: Ongoing.
Key parameter: *Sustainability*.
- Work closely with Aiken, Beaufort, Columbia, and Upstate campuses to solidify partnerships in the continued implementation of Palmetto College. Progress: Ongoing.
Key parameters: *Addresses all three key parameters.*
- Secure external sources of funding to supplement current funding. Progress: Ongoing.
Key parameter: *Sustainability*.

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

All Campuses: Increase enrollment. Key parameter: *Sustainability*

Lancaster: 1) Expand the number of degree programs in order to meet student expectations and community needs. Key Parameters: *Teaching Excellence/Research-Scholarship and Sustainability.*
2) Strengthen the financial condition, efficiency and operations of USCL. Key parameter: *Sustainability.*

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

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

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

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

Five Year Goals: Note: Stated/Embedded within the following goals is the attempt to meet legislative priorities, fund raising priories, campus master plan priorities, and budget planning priorities.

Goal 1: 1) Continue to enhance enrollments in all programs and at all Palmetto College Campuses. Palmetto College will engage in activity on many fronts to provide opportunities to students currently associated with USC campuses as well as "non-native" transfers. Such activity includes but is not limited to marketing, recruiting at appropriate institutions and sites across the State, and streamlining the admissions and registration process while working within the established University infrastructure and IT platforms. 2) Provide services designed to monitor and assist students in need. 3) Explore new program development and enhancement. 4) Remain vigilant about maintaining the physical plant at the four campuses as well as maintaining and enhancing centrally the technology platforms needed to deliver our programs. 5) Continue to actively pursue funding raising initiatives for the online and campus programs, particularly as we close out the University's capital campaign.
Key parameters: *Service to State, Community, Profession, and University* and *Sustainability*.

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

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

A note about Palmetto College planning efforts:

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

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

Section IV. Appendices

Appendix A. Resources Needed

See individual Palmetto College Campus/Extended University submissions (Appendix G). All these requests are coordinated centrally to provide a centralized Palmetto College response.

Extra Funding /Reduced Funding Question from the Interim Provost (note: assumption is that increase or decrease would be re-occurring):

Palmetto College - central office: *The* critical initiative throughout the entirety of Palmetto College is enrollment enhancement. One executed consultancy with another one planned, as well as local campus initiatives, are at the forefront of our current and planned activities. If we had 5 percent more funding, we would devote this to reinforcing our current efforts to include Palmetto College promotion and recruiting efforts. If we were to receive 5 percent less funding, such efforts would be scaled back or aborted which would almost certainly necessitate action plans that would entail how to maintain service level based on no growth.

Lancaster: If 5% more: build annual carry forward, working toward annual carry forward of $1 million. If 5% less: leave non-critical open positions unfilled, curtail facilities expenditures, and delay fleet vehicle replenishment.

Salkehatchie: If 5% more: the funds would be used to hire an additional faculty member. If 5% less: cuts would be made in technology expenses from the annual IT budget.

Sumter: If 5% more: would invest in developing an Academic Success Center modelled on our highly successful TRIO funded OSP program (if non-re-occurring, would be applied to deferred maintenance). If 5% decrease, would delay non-critical hiring and/or reduce some planned maintenance.

Union: If 5% more: would be used to hire additional faculty (if non-re-occurring, would be applied to deferred maintenance). If 5% less: personnel cuts would have to be made.

Extended University: If 5% more: would hire faculty to help staff our online degree program at Fort Jackson. If 5% less: would reduce the number of course offerings at Ft. Jackson.

Appendix B. Benchmarking

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

Peer List

Assoc/Public 2in4: Associate's Public 2-year colleges under 4-year universities

	HC enrollment fall 2013
Kent State East Liverpool	1672
Univ. of Wisconsin Colleges (13 campuses, online)	13,947

Assoc/Pub4 – Associate's Public 4-year Primarily Associates

Ohio Univ. Eastern	1091
Ohio Univ. Zanesville	2042

Bac/Assoc: Baccalaureate/Associate's Colleges

Kent St. Salem	1846
Penn St. DuBois	704
Penn St. Fayette (Eberly)	846
Penn St. Mount Alto	1023
Ohio St. Mansfield	1204
Ohio St. Marion	1259

Appendix C. Major Strengths and Important Accomplishments

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

The "anchoring" of the two Columbia-based degrees at the regional campuses over the past six plus years allowed the Division, now College, to establish credibility and draw from the following strengths:

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

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

Lancaster: proximity to Charlotte
Salkehatchie: partnered with the town of Allendale and a private developer to open The Reserve, a three story, state-of-the-art housing complex adjacent to campus that was built expressly for USC Salkehatchie students
Sumter: long-established baccalaureate degree programs offered by USC Aiken and USC Upstate
Union: relationship with area high schools
Extended University: faculty and staff devoted to online and military students of Palmetto College

Appendix D. Weaknesses and Plans for Addressing the Weaknesses

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

Enrollment

Decline in available traditional-age high school graduates. **Action:** More aggressive recruiting including implementation of consultant's recommendations

Concurrent high school students: While enrolling this group of students falls clearly within the mission of Palmetto College, the number of FTE and tuition revenue generated continue to generate concerns by the Provost and Budget and Finance Offices. **Action:** Work closely with these offices to monitor the newly-implemented revenue model. Continue to educate the Provost's Office concerning the service area demand for the programs and the quality in which they are offered.

Organizational/cultural

Banner implementation: The simultaneous launch of the University's new enterprise system and Palmetto College in fall 2013 has been extremely challenging as process and reporting remain an issue. **Action:** Continue to learn about strengths, weaknesses, and opportunities of this new system and work internally with to assess what information and reports are needed as well as how to produce them.

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

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

Regulatory

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

Note: Individual Palmetto College unit (campuses and Extended University reports can be found in Appendix G.

Appendices E/F. Statistical Data and Research Data

These appendices contain: 1) an historic look at Palmetto College enrollment activity through fall 2014 to include all seven programs, and 2) individual Palmetto College campus reports.

Concerning item 1): Official Data availability due to Banner implementation continued to present challenges for fall 2014, therefore some of the numbers presented below are unofficial. The narrative below describes the integration of critical benchmarks established for Palmetto College: enrollment, student quality, retention, success, and graduation rates, which best assess the College's performance. This narrative encompasses the four Palmetto College Campuses and the seven baccalaureate degrees offered by Aiken, Beaufort, Columbia, and Upstate through the Palmetto College academic administrative structure.

Enrollment (Unofficial –internal fall final. Banner final count reveals slightly lower [4356] campus counts)

Palmetto College							
Enrollment Trends & Projections							
Fall 2008 - 2014							
HEADCOUNT							
Regional Campus Lower Division (100-300 Level Courses)		**2008**	**2009**	**2010**	**2011**	**2012**	**2013***	**2014 ***
Degree-seeking	2891	2957	3091	2958	2867	2783	2534
High School Dual Enrollment	1159	1123	1152	1360	1433	1408	1663
Non-Degree Other	183	183	217	91	76	49	175
SUBTOTAL	4233	4263	4460	4409	4376	4240	4372
Palmetto College Campuses 2+2 Program and Fort Jackson (Associate	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Business - Aiken (Sumter)	66	62	64	48	42	38	32
Education - Aiken (Salkehatchie)	10	10	10	4	7	12	10
Education - Upstate (Sumter)	79	72	69	59	42	44	21
Nursing - Columbia (Lancaster, Salkehatchie)	16	32	57	60	67	73	78
Fort Jackson - Columbia (Associate Degree)	39	27	44	31	23	5	6
SUBTOTAL	210	203	244	202	181	172	147
Bachelor's Degree Completion	**2008**	**2009**	**2010**	**2011**	**2012**	**2013***	**2014**
Elementary Education - Columbia		–	–	–	–	12	33
BLS - Colum (2008-2012 prior to Palmetto College online)	45	93	145	202	192	184	216
BOL - Colum (2008-2012 prior to Palmetto College online)		4	45	78	113	119	124
Criminal Justice - Upstate		–	–	–	–	17	57
RN-BSN Program - Upstate		–	–	–	–	137	139
Business Administration - Aiken		–	–	–	–	28	78
Human Services - Beaufort		–	–	–	–	6	42
SUBTOTAL	45	97	190	280	305	503	689
GRAND TOTALS	**4488**	**4563**	**4894**	**4891**	**4862**	**4915**	**5208**

Enrollment and Student Quality

Palmetto College Campuses

Trend: From 2009-2013, the four Palmetto College Campuses experienced growth from a 2009 enrollment of 4262 to a peak of 4460 in 2010; followed by a downward trend to fall 2013 when 4240 students were enrolled. Enrollment increased to 4356 in fall 2014.

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

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

Trend: Please see chart on previous page for this information.

Selected Demographics: For fall 2013 – fall 2014 enrollees: 72% were female, 29% were African American, and the average age was 33 years.

Retention narrative

Palmetto College Campuses

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

Extended University (BLS/BOL, and the Five Degree Programs of USC Aiken, Columbia, Beaufort, and Upstate: A corresponding success rate calculation for the online programs has been undertaken, and while the process needs refinement, preliminary results reveal an the following retention rates for the seven degree programs for those enrolled in fall 2013, the "launch year" of Palmetto College: Business Admin. (Aiken): 81%; BLS (Columbia): 75%; BOL (Columbia): 83%; Criminal Justice (Upstate): 85%; Elem. Education (Columbia); 71%; Human Services (Beaufort): 81%; Nursing (Upstate): 93%

Migration

Although not an officially designated Dashboard target for Palmetto College, the migration of students across colleges and universities statewide, reveals how Palmetto College Campus students articulate into the four USC comprehensive institutions and programs within USC Columbia, including the seven Palmetto College online degrees.

According to the most recent comprehensive information available from CHE on the migration of first-time undergraduate transfer students, 711 students from the primarily "two-year" USC Palmetto College Campuses migrated to senior- level institutions in the state for fall, 2012. Of this group, 36 migrated to private schools and 675 to public institutions. Of the 675, 302 migrated to USC Columbia to pursue a bachelor's degree. Additionally, 34 transferred to USC Aiken, 25 to USC Beaufort, and 66 to USC Upstate. These figures represent the USC comprehensive campuses receiving 88% of transfers from USC two year Palmetto College Campuses compared to other state public four year institutions.

Note: Resolution of USC Banner issues must take place in order to continue to provide this analysis as, currently, internal transfers are not being captured.

Graduation/Success Rate

Palmetto College Campuses

Associate Degree Rate: The three-year (federal 150% rule) associate degrees rate for the Palmetto College Campuses has hovered at under 20% for the past four cohort years (2007 = 18.0%, 2008 = 19.5%, 2009 = 15.6%, and 2010 = 18.4%). While these rates are low, they do not cause concern for two reasons: one is

structural, and one is cultural. The structural reason is linked to financial aid. Specifically, students receiving the State's Lottery Tuition Assistance see their awards end once they earn an associate degree. We find that students do not enroll in our institutions with an associate degree as their ultimate goal. For this cultural reason, students often wish to remain enrolled at the campuses beyond having earned enough credits for their associate degree. Palmetto College Campuses' financial aid officers work closely with students to assure they are maximizing all State and federal funds available to them.

Success Rate: Having come into development during the implementation of performance funding legislation in 1996, an effective measure of student success is found in the campus *Success Rate* (federal 150% rule), which tracks first time, full time fall enrollees three years later and defines their success as either having transferred, remaining enrolled, or graduating. Consistent with previous years, the combined rate for the four Palmetto College Campuses for the latest cohort is 57.8% (2010). Rates for the previous four years are as follows: 66.3% (2006), 61.4% (2007), 59.1% (2008), and 58.4% (2009).

Note: Resolution of USC Banner issues must take place in order to continue to provide this analysis as, currently, internal transfers are not being captured.

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

An analysis of the cohort year 2007 (the latest year for which data from all institutions is available) reveals the following:

- Rate for the four Palmetto College Campuses combined: 42.2%
- Rate for the 16 Technical Colleges combined: 24.1%
- Rate for the Research Institutions: 76.9%

Clemson	82.5%
USC Columbia	72.7%

- Rate for Comprehensive Teaching Institutions: 49.7%

The Citadel	68.9%
Coastal Carolina	45.8%
College of Charleston	64.5%
Francis Marion	40.6%
Lander	51.5%
S.C State	35.7%
USC Aiken	42.1%
USC Beaufort	26.9%
USC Upstate	40.5%,
Winthrop	49.7%

Select service area comparisons of Palmetto College Campuses to technical colleges: (source CHE, 7E)

Lancaster	30.7%
York	17.2%
Salkehatchie	20.0%
Denmark	4.2%
Sumter	39.5%
Central Carolina	11.8%
Union	21.8%
Piedmont	14.3%

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

Seven Degree Programs of USC Aiken, Columbia, Beaufort and Upstate

Graduation Rate: Since the official beginning of Palmetto College in Fall 2013, the following graduations have occurred:

Fall 2013: 17 BLS, 12 BOL, 1 Nursing

Spring 2014:17 BLS, 18 BOL, 2 Nursing

Summer 2014: 4 BLS, 115 Nursing

Fall 2014: 24 BLS, 9 BOL.

Spring and summer 2015 will yield significant graduations from all programs from all programs and will be reported in next year's Blueprint.

Palmetto College Campuses and Extended University unit reports follow – denoted as Appendix G

Extended University

Chris Nesmith, Assistant Vice Provost

BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~March 16th, 2015

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

Section I. Executive Summary

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

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

1) **Enrollment**: Extended University will contribute to the university's overall enrollment growth in two areas: increasing new students admitted to the AA/AS online degree program through the **USC Fort Jackson**, and continuing to grow and expand **Palmetto College's BLS and BOL** programs.
2) **Quality faculty**: the **Extended University faculty** unit consists of 10 full-time faculty members; one part-time faculty member; and three full-time administrative/faculty members. Of these, 9 hold the Ph.D., 1 an M.D., and the others master's degrees.
3) **Retention rate and graduation rates**: Flexibility and affordability are two key components in retaining and graduating students today. The Fort Jackson and Palmetto College BLS/BOL degree programs provide more options to their students, thus positively impacting retention and graduation rates.

Fort Jackson Programs Enrollment
FY 2013-14

Term	Courses	Headcount
Fall 2013	33	577
Spring 2014	40	697
Summer 2014	15	111
TOTAL	**88**	**1,385**

PALMETTO COLLEGE—EXTENDED UNIVERSITY

Areas of Responsibility for BLS and BOL within Palmetto College
Bachelor of Arts in Liberal Studies;
Bachelor of Arts in Organizational Leadership

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

BLS/BOL Academic Dean's functions:

The Extended University office:

- Oversees central dean's office academic functions for BLS/BOL students, including: Program of Study Approval, Academic honors/ deficiency communications; Graduation applications; Student official record-keeping and reports; Academic integrity issues.

- Chairs a Faculty Advisory Committee that meets regularly to discuss and address issues concerning degree requirements, courses, etc.

- Convenes the Academic Deans meetings, which meets regularly with the Associate Provost/Dean of Extended University to discuss academic and student-related issues.

- Oversees the development, implementation, and reporting of degree assessment for the AA/AS degrees at the regional campuses and Fort Jackson, and for the BLS/BOL degrees.

- Oversees advising for online BLS/BOL students and serves as central resource for BLS/BOL advisors on regional campuses.

- Produces the Palmetto Regional BLS/BOL academic schedule and ensures classes are staffed.

- Convenes the Palmetto Coordinator/Advisor meetings, which meets to discuss issues regarding students, needed coursework, internships, etc.

- Manages the website for BLS/BOL, which serves as a central resource for Palmetto Coordinators, Advisors, and Students on the Regional Campuses, as well as online.

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

Five Year Goals

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

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

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

Progress Report—2015: At present, 54 of the 60 hours needed to earn the AA or AS degree at Fort Jackson are offered online. This is up from 45 hours available last year. The additional necessary courses are in the process of being developed for online delivery by Extended University faculty in conjunction with the academic department.

Extended University Academic Year Goals 2014-15

1. Continue to work toward the development and implementation of all courses necessary to the Fort Jackson AA and AS degrees currently *not* available through the web and establish plans in collaboration with the Office of Distributed Learning to make these courses available online.

2. Continue to promote faulty research, scholarship, and creative achievement by supporting faculty travel to academic conferences and encouraging faculty to submit proposals for internal faculty development grants.

3. Working with the faculty and staff of Palmetto College, identify bottlenecks, high "DFW" courses, or other pitfalls to graduation for students in BLS/BOL degree programs, and create strategic plans and initiatives to address them.

Faculty

In 2014 two Assistant Professors were awarded tenure and promoted to Associate Professor: **Dr. Chris Nesmith** and **Dr. Matt Rashotte**.

The following is a partial list of some recent notable faculty achievements among our faculty:

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

- Collection of short stories, *The Wilds*, was published by Tin House Press in October 2014.
- Short story "Regeneration at Mukti," awarded a Pushcart Prize, appeared in the 2013 edition (Pushcart Prize XXXVI Best of the Small Presses).
- Short story "LIMBs" was shortlisted in Best American Short Stories 2013.

Dr. Janet Hudson (History):

- Named Faculty Associate Director for Innovative Teaching with the Center for Teaching Excellence, USC Columbia.

Dr. Shelley Jones (English):

- Promoted from Instructor to Asst. Professor in January, 2015.

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

- Began a term in 2015 as the Vice Chair of the American Society for the History of Rhetoric Interest Group for the Southern States Communication Association.
- Served as Panel Moderator for "Changing Campus Cultures: Service Learning, Community Building," 2014 USC Women's & Gender Studies Conference: Food and Foodways, Columbia, SC. February 21, 2014.
- Served as Session Leader (with Kevin Brock, Megan Foley, and Jennifer Tyburczy), Professional Development Workshop for Graduate Students, 7th Annual Carolina Rhetoric Conference: Risks & Rewards, Columbia, SC. March 1, 2014.

Extended University-Palmetto College Strengths and Weaknesses
Fort Jackson

- **Strengths –** Excellent customer service provided to not only FJ students but to Columbia campus students who are in the National Guard or the Reserves who request Army tuition assistance through the GoArmyEd portal.

- **Weaknesses –** No clear marketing plan to attract new students to the AA/AS degrees. Have low number of students in these programs.

- **Opportunities –** Make the AA/AS completely online and pair it with the BLS and BOL degrees so that soldiers can earn their associate and bachelor's degrees together.

- **Threats –** Competition from online schools who cater specifically to the military and can attract them with lower tuition and more degree options.

BLS/BOL

Strengths:

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

Weaknesses:

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

Opportunities:

- Students at the PC Campuses who pursue the BOL/BLS are drawn disproportionately from USC Lancaster. This suggest the growth potential at the other campuses might not fully be realized.
- New accelerated pace courses are being developed that will facilitate a variety of course offerings with 5/6 starts per calendar year. Room for growth with more conversions to this format.

Threats:

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

Walter P. Collins, III, Dean

BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~
March 16th, 2015

Section I: Executive Summary
Academic Dashboard Measures
USC Lancaster adheres to the established measures on the Palmetto College Academic Dashboard. The four areas of measurement include Campus Enrollment, Student Retention and Success Rate, Faculty and Service.

USC Lancaster's enrollment was at an all-time high in the Fall of 2012 with 1832 (headcount) students enrolled. Over the last two years, the campus has experienced a decline in enrollment (1811 in Fall 2013 and 1744 in Fall 2014) due in large part to the regional and state-wide decline in traditional-aged, college-ready high school graduates. Strategies for addressing this measure will be discussed in a later section.

While our enrollment has declined recently, our Student Retention and Success Rate remains high when compared with primarily two-year campuses in South Carolina. Of 20 institutions, USC Lancaster ranks third in terms of Graduation and Success Rates as measured by the SC Commission of Higher Education.

USC Lancaster continues to attract faculty with terminal degrees and who remain current in their respective disciplines. Tenure-track and tenured faculty are scholarly active and productive. They disseminate scholarly work at conferences, publish in journals and books, and serve as reviewers of scholarship. Many compete successfully for intra- and extra-mural grants.

Faculty and professional staff at USC Lancaster participate in a variety of service activities appropriate to the size and scope of our community. Most campus employees plan service activities to include students thus teaching through example "the duties of citizenship." (USCL Mission Statement).

Key Performance Parameters
Teaching excellence remains the highest priority at USC Lancaster. The *Palmetto College Campuses Faculty Manual* and the institution's own annual review procedures favor teaching effectiveness. It counts for 60% of a tenure-track faculty member's total score, and 80% of a non-tenure-track faculty member's total annual evaluation score. Faculty normally teach a 12 hour course load each semester, with adjustments made to allow the faculty member to engage in productive scholarship or other professional endeavors. Courses are evaluated and evaluations are reviewed by faculty peers and administration to ensure that teaching quality remains high.

Research and productive scholarship are of importance for all faculty. USC Lancaster sponsors a local Research & Productive Scholarship grants program, totaling approximately $40,000 per year, for which faculty may compete. The Office of Advancement works with individual faculty to identify and secure outside grant sources. Faculty members continue to be competitive in other grant opportunities offered both internally through the Provost's Office and externally. USC Lancaster also provides a travel budget for faculty presenting their research at scholarly conferences. Scholarship is weighted at 20% of a tenure-track faculty member's annual evaluation.

USCL's commitment to service remains a priority. The campus continues to work closely with area high schools through such programs as Honors Day (Spring) and with the hosting of Junior Scholars Day (Fall) for students in schools throughout the Olde English Consortium. Student groups and organizations also assist with community service activities. All faculty are evaluated on their service activities, which count 20% of their total annual evaluation, and USCL staff are likewise encouraged to engage in different (and relevant) areas of service.

Sustainability remains a key concern in light recent state appropriations. USCL participates in quarterly budget meetings. The campus dean retains a Budget Advisory Group to assist in monitoring budget issues. The campus continues to enjoy strong community support, especially from the City and County. The Educational Foundation of USCL works closely with the Office of Advancement to identify and cultivate sources of financial support to meet the growing needs of the campus.

Section II. Meeting the University's Academic Dashboard Targets

Enrollment

The following numbers represent the best available due to the issues associated with Banner conversion and, as noted on the USC Office of Institutional and Research Assessment website, caution should be used when comparing fall 2013 to fall 2014.

FALL 2014

Headcount – 1738 (-4.03%)

FTE – 1170 (-6.33%)

SUMMER II 2014

Headcount – No data currently available on OIRA page

FTE – No data currently available on OIRA page

SUMMER I 2014 (http://ipr.sc.edu/enrollment/prel2014/summer/prelim/pr062714.htm)

Headcount – 255 (+29.44%)

FTE – 89 (+39.27%)

SPRING 2014

Headcount – 1368 (+3.56%)

FTE – 1024 (-1.55%)

Strategies:

- Utilize consultant to review Admissions & Records Office set-up and procedure and recommend re-organization/improvement of applications process
- Restore processing staff to full strength in Office of Admissions
- Conduct search and re-fill position of Director of Enrollment Management
- Create and fill position of campus recruiter to increase applications

Progress 2014-2015:

- Consultant was brought in and met with senior administration as well as with Admissions Office staff, reviewed procedures, and submitted report of recommendations for realignment and change
- New admissions processing position was created, search conducted, and position filled
- Position of full-time campus recruiter was created and filled

Strategies 2015-2016:

- Position of Director of Enrollment Management advertised and search currently being conducted
- Review of admissions process for dual credit students currently underway
- Director of Campus Recruiting will develop and implement detailed plan to increase recruitment efforts and establish both short- and long-term enrollment goals

Student Retention/Success Rate:

IPEDS Graduation Rates & Success Rates for FALL 2013 (2010 Cohort)*
Of First-Time, Full-Time Degree-Seeking Undergraduates for the 2-year Institutions

Campus	Cohort	150% Graduation Rate	Overall Success Rate
USC Lancaster	352	55 (15.6%)	58.8%
USC Salk	230	55 (23.9%)	46.1%
USC Sumter	243	34 (14.0%)	67.5%
USC Union	75	22 (29.3%)	57.3%

REGIONAL AVERAGE:		18.4%	57.8%
TECH COLLEGE AVERAGE:		11.4%	45.6%

*This is the latest information available from the South Carolina CHE Document Catalog (Yearly Performance Funding Data – Indicator 7A: Graduation Rates within 150% of program time for USC Regional Campuses and SC Technical Colleges). (http://www.che.sc.gov/DataPublications/SearchtheCHEDocumentCatalog.aspx).

Strategies:
- Continue funding and staffing of USCL Academic Success Center and Writing Center
- Continue to utilize UNIV 101 program to increase student success and retention
- Expand and supplement Academic Coaching program for probationary students
- Develop and implement plans for Appreciative Advisement to improve student success and retention
- Work with USC Connect to engage USCL students in Graduation with Leadership Distinction program

Progress 2014-2015:
- Thirteen (13) professional and student tutors hired to assist students in BIOL, CHEM, CSCE, ECON, FREN, ITAL, MATH, SPAN, STAT, and all areas of writing; ASC available M-Th, 8 am – 8 pm; F 8 am – 12 noon. (http://usclancaster.sc.edu/asc/index.html)
- Online process developed for making appointments with tutors
- UNIV 101 Program
  - 7 sections of UNIV 101 offered in FALL 2014; enrollment: 138
  - 4 sections of UNIV 101 offered in SPRING 2015; enrollment 55
- Academic Coaching Program now being coordinated between Office of Academic & Student Affairs, Office of Student Life, and Palmetto College; 115 students identified as currently on academic probation have been contacted for academic coaching appointments. Students are now given the option to make additional appointments after initial contact. Office of Student Life and Palmetto College will track GPA data for this cohort to determine correlation between number of coaching appointments with increased GPA.
- Implementation of Appreciative Advisement Program
  - Director of Student Life and campus coordinator for Palmetto College were enrolled in training workshop for Appreciative Advisement Program
  - Director of Student Life and campus coordinator for Palmetto College presented at 1st Annual Appreciative Education Conference sponsored by University of South Carolina (4-7 January 2015; Myrtle Beach, SC). Session entitled "Appreciate & Collaborate: How Appreciative Education Can Be a Pathway to Success from High School to College" by Laura Carnes and Ashley Lloyd. http://www.ed.sc.edu/aeconference/Documents/2015/AEC%202015%20Conference%20Booklet.pdf
  - USCL PALs currently being trained using Appreciative Advising framework to inform their interaction with students and parents at orientation and registration.
- Office of Student Life is currently working with four associate degree students and 1 bachelor degree student toward completion of the e-portfolio requirement as part of GLD. Students will present at USC Discovery Day on April 24 in Columbia, and upon successful completion of requirements, will be recognized at Commencement.

Strategies 2015-2016:
- Continue funding and staffing of USCL Academic Success Center and Writing Center
- Continue to utilize UNIV 101 program to increase student success and retention
- Expand Academic Coaching program for probationary students; utilize findings from cohort tracking to determine changes to program.
- Continue to implement and assess effectiveness of Appreciative Advisement program
  - USCL PALs who have received appreciative advisement training will partner with UNIV 101 instructors and will provide peer mentorship to students enrolled in UNIV 101
- Work with USC Connect to engage USCL students in Graduation with Leadership Distinction program

Faculty:

Strategies:
- Utilize Faculty Hiring Priorities Committee to identify areas of highest need in terms of academic disciplines & programs
- Coordinate with Budget Office and Palmetto College to determine financial feasibility of new and replacement hires
- Conduct searches and make new and replacement hires as deemed fiscally feasible
- In consultation with Budget Office, maintain funds for Faculty Research and restore funding for faculty travel to scholarly conferences where they are presenting

Progress 2014-2015:
- Hiring Priorities Committee submitted report and recommendations for faculty hired in 2014-2015; budget office was consulted to determine fiscal ability to support hires
- Dr. Susan Cruise (Ph.D., Texas Woman's University) was hired January 2015 as an assistant professor of sociology; this was a replacement hire after the departure of two (2) SOCY professors at the end of Spring 2014.
- As of SPRING 2015, USCL's faculty consisted of

Rank	Number of Faculty	Faculty Holding Terminal Degree (%)
Professors & Distinguished Professors Emeriti	03	03 (100%)
Professors	05	05 (100%)
Associate Professors	17	17 (100%)
Assistant Professors	12	12 (100%)
Instructors	26	09 (35%)
TOTAL	**63**	**46 (73%)**
Adjunct Instructors	30*	

*Many of the adjunct instructors are full-time USCL staff who teach sections of UNIV 101, PEDU, or off-campus dual credit courses.

- 21 USCL Faculty utilized Faculty Travel funds to present or attend 37 different conferences and workshops in 2014
- Funding for USCL Faculty Research & Productive Scholarship program maintained at past year's levels ($40,000)

- Funding for USCL Faculty Travel for presenting at scholarly conferences increased 25% (from $20,000 in 2013-14 to $25,000 in 2014-15).

Strategies 2015-2016:
- Implement and conduct searches for two areas previously identified as most critical need – PSYC and CSCE
- Utilize Faculty Hiring Priorities Committee to identify areas of highest need in terms of academic disciplines & programs
- Coordinate with Budget Office and Palmetto College to determine financial feasibility of new and replacement hires
- Conduct searches and make new and replacement hires as deemed fiscally feasible
- In consultation with Budget Office, maintain (and, if feasible, increasing) funds for Faculty Research and funding for faculty travel to scholarly conferences where they are presenting
- Sustain and increase efforts for locating and securing external grant funding

Service / Community Engagement

Strategies:
USC Lancaster emphasizes service involvement by its faculty, which counts 20% toward the Annual Peer Evaluation that all faculty, both tenure-track and non-tenure-track, report annually on their Faculty Information Form (FIF) documents. Faculty are involved in campus, system, greater University and professional/discipline specific service.

Faculty and professional staff serve as sponsors to USC Lancaster student clubs and organizations many of which actively participate in community service projects and activities. Faculty and staff coach students to an understanding not only the importance of community service but also organizing the events and activities that impact our community in a positive way.

Progress 2014-2015

Beyond the specific community service activities in which faculty and staff participated this year, the campus also remained actively engaged in our local community. Over 160 events sponsored by outside groups and organizations were held on our campus last year. Such events bring campus benefactors and supporters onto the campus and help raise awareness of academic programs and general campus life. In Appendix E you will find a sampling of Service and Community Engagement at USC Lancaster.

Strategies 2015-2016

With the recent closing of a much used event venue in Lancaster, we will work more closely with community groups and organizations to bring their events and activities to our campus. This will help facilitate campus connections with external projects and programming and will showcase our campus to prospective students and their parents. Finally, faculty and staff involvement in our community will continue.

Section III Meeting Key Performance Measures and Goals

2015-2016 Academic Year Goals

USC Lancaster

Goal 1: Increase enrollment through enhanced recruitment and retention efforts. Key Performance Parameters – Service to State and Sustainability.
After a decade of growth, USC Lancaster has experienced a drop in on-campus, traditional enrollment over the past 2 years. An external relations/recruiter staff member has been added to the USC Lancaster Admissions Office and efforts are underway to refill the vacancy in the position of Director of the office to insure consistent leadership and guidance in the area of recruitment. Additionally, an ad hoc committee on retention efforts was formed in Fall 2013 to discuss needed retention efforts. Continuation of current retention strategies and implementation of new strategies remains a top priority.

Goal 2: Expand the number of degree programs in order to meet student expectations and community needs. Key Performance Parameters – Teaching Excellence / Research-Scholarship.
USC Lancaster will be responsive to the educational needs and goals of its current and future students. The expansion of academic offerings is critical to sustain USC Lancaster's mission and core values. Along with our general Associate Degrees in Arts and Sciences, the campus currently offers Associate degrees in the following specialty areas: Business, Criminal Justice and Technical Nursing (collaboration with York Technical College) and the Bachelor of Science in Nursing (collaboration with the USC College of Nursing). Palmetto College, with its online degree completion programs, will provide more opportunities for USC Lancaster students to earn baccalaureate degrees on our campus.

Goal 3: Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.   Key Performance Parameters – Teaching Excellence / Research-Scholarship.
USC Lancaster admits students who demonstrate promise of academic success and excellence. Students find accessible and helpful faculty and staff members, expansive technological support and academic and personal support services at their disposal at USC Lancaster. USC Lancaster is the only Regional Campus with an Academic Success Center (general tutoring and writing center) and a Counseling Services Center (personal, academic and career counseling). The campus's TRiO Learning Resources Center, located in Medford Library at the heart of campus, serves first-generation students, economically-challenged students and students with documented disabilities by offering academic support, tutoring, coordinating campus and community service activities and other retention and success efforts. Other campus retention efforts include Academic Coaching Sessions for struggling students. Students have opportunities to participate in internships and activities that facilitate learning beyond the classroom. Finally, students can graduate with leadership distinction (USC Connect) by fulfilling specific requirements related to leadership training and by participating in specific co-curricular experiences.

Goal 4: Improve the condition of select parts of USCL's physical plant in order to adequately serve campus students, faculty and staff, expand public services and sustain the recruitment and retention of high-caliber faculty. Key Performance Parameters – Service to state, community, profession and sustainability.
With the addition of Founders Hall, USC Lancaster is poised to serve the needs of a growing student body and community. Future renovations of Starr Hall will consolidate offices which support Student Affairs and Support Services. Please see additional information in "Resources Needed" below which

outlines maintenance needs of the campus. USC Lancaster continues to focus on faculty excellence by recruiting faculty dedicated to the art and science of teaching and mentoring undergraduate students. The campus is dedicated to offering competitive salaries, expanded upper-level teaching opportunities and enhanced support for research and professional development. USC Lancaster sponsors a local Research & Productive Scholarship grants program, totaling approximately $40,000 per year, for which faculty may compete. Funding is also set aside for faculty to travel to professional/scholarly conferences which supports their engagement with productive scholarship and eventual success in the tenure and promotion process. The Office of Advancement works with individual faculty to identify and secure outside grant sources. USC Lancaster faculty members have been successful in competitions for funding to engage undergraduate students in research and scholarly production.

Goal 5: Strengthen the financial condition, efficiency and operations of USCL. Key Performance Parameters – Sustainability and efficient and effective systems.
With recent drops in student enrollment, USC Lancaster continues its work to stabilize the financial condition and operational budget of the campus. Long-term financial sustainability and efficiency are major campus goals. The campus administration is working closely with the USC Budget Office and the Administration of Palmetto College in order to adjust and strengthen these aspects. Additionally, there has been an increased effort to identify and apply for external funding with the assistance of the campus Office of Advancement. The Dean's Budget Advisory Group was established in 2013 to help monitor campus spending. Enhanced recruitment of college-ready students as well as continued and new retention efforts will be pursued in order to increase and retain tuition revenues.

Five Year Goals

Goal 1: Enhance and expand student recruitment and retention programs in order to increase headcount and FTE enrollment, and to attract and retain an academically talented and diverse student body. Key performance Parameters – Service and sustainability.

Goal 2: Working with Palmetto College, expand the number of degree programs in order to meet student expectations and community needs. Key Performance Parameters – Teaching Excellence / Research-Scholarship.

Goal 3: Seek greater financial support from local and state governments, as well as private sources. Key Performance Parameters – Sustainability.

Goal 4: Work to partner more closely with community industry for mutually-beneficial collaborations and private support of specific initiatives. Key Performance Parameters – Service and sustainability.

Section IV. Appendices

Appendix A. Resources Needed

1. **Parity Funding**

   The current approach to 'parity' funding by the legislature does not address the fact that Lancaster students remain under-funded. Some parity money was achieved last year, but adequate recurring funding remains a priority. This failure undermines the ability of the campus to provide the quality of instruction our students deserve. Additional parity funding is critical.

2. **Fleet Vehicles**

   The campus needs to replace 4 aging vehicles at an estimated cost of $80,000. Partial replacement of fleet vehicles had been budgeted last year but was removed during the campus budget reductions and fiscal realignment at mid-year 2013-2014.

3. **Physical Plant Improvements**

   - Gregory Health and Wellness
       Renovate gymnasium (flooring, lighting, bleachers, track), $600,000
       Address deficiencies in natatorium solarium $100,000
   - Replace air handlers in GHWC, $250,000
   - Roof repairs needed on 3 buildings - $600,000
   - Replace 500 chairs in Multi-purpose Room and Carole Ray Dowling - $40,000

4. **Student Affairs and Support renovation and consolidation—Starr Hall** $400,000

   - Renovate space in the Office of Admissions and Records according to recommendations on Enrollment Consultation Report completed in June 2014.
   - Retrofit classroom 123 in Starr for the Office of Academic and Student Affairs so that Starr Hall becomes a one-stop location for student support services.

5. **Staffing in select areas ($240,000)—specific positions needed include:**

   - Campus Business Manager
   - Assessment/Compliance Coordinator
   - Planning Coordinator
   - USC Connect/ Graduation with Leadership Distinction Coordinator

Appendix B. Benchmarking Information

The following university system campuses have been identified as most closely matching the Palmetto College campuses:

Kent St.   East Liverpool
Kent St   Salem

Ohio St. Mansfield
Ohio St. Marion

Ohio Univ. Eastern
Ohio Univ. Zanesville

Penn St. DuBois
Penn St. Fayette (Eberly)
Penn St. Mount Alto

Univ. of Wisconsin Colleges (13 campuses, online)
A peer review of Palmetto College including the campuses will be conducted during 2015. Colleagues from most of these institutions will be invited to provide this review.

Appendix C. Top Strengths and Important Accomplishments

Strengths

1) **Connections with USC and Palmetto College**—opportunities available to USCL students and faculty because we are in the USC system include USC Connect, Graduation with Leadership Distinction, Magellan Undergraduate Research Awards, Center for Teaching Excellence, various faculty grant opportunities through the PC Chancellor, Provost's Office and the Office of Research.

2) **Strong local support**—USC Lancaster enjoys strong local support as evidenced in part by our strong and expanding scholarship programs, City, County and Educational Foundation support.

3) **Excellent faculty with strong academic reputation**—faculty members continue to achieve in research and productive scholarship on a regional, national and international scale yet remain committed to instructional excellence.

4) **Strong work ethic–dedicated staff**—professional staff members go above and beyond to serve and support students and faculty at USC Lancaster.

5) **Proximity to Charlotte**—the campus's proximity to Charlotte has led us to partner with USC Beaufort to offer students in our region a pathway to USCB's Bachelor's Degree in Hospitality and Tourism.

Major Accomplishments of Last Five Years

1) **50th Anniversary Campaign** and **Carolina's Promise Campaign**
2) Success at gaining State Legislature allocation of **capital improvement funding for deferred maintenance ($895,000)**
3) Continued participation in **Palmetto College** in terms of enrolled students and graduates from its degree programs
4) **Fundraising for BSN Nursing Simulation Lab**—to open in Fall 2015
5) **Founders Hall** construction and opening in Fall 2014
6) Establishment of **Native American Studies Center** in October 2012

Appendix D. Weaknesses and Plans for Addressing the Weaknesses

1. While space capacity has greatly improved in our physical plant, **physical conditions** in some areas still remain an issue. Several areas of concern were listed under "Resources Needed." They include:

   - Gregory Health and Wellness
       Renovate gymnasium (flooring, lighting, bleachers, track)
       Address deficiencies in natatorium solarium
   - Replace air handlers in GHWC
     Roof repairs needed on 3 buildings
   - Renovate space in the Office of Admissions and Records according to recommendations on Enrollment Consultation Report completed in June 2014.
   - Retrofit classroom 123 in Starr for the Office of Academic and Student Affairs so that Starr Hall becomes a one-stop location for student support services.

   We will need to continue to seek deferred maintenance funding to systematically address deficiencies.

2. **Fiscal Parity**—Parity funding is critical to USC Lancaster's ability to address its Core Mission. We will continue to seek parity funding to address this issue.

3. **Staffing** to adequately implement and promote new programming or positions to support necessary functions:

   - Assessment/Compliance Coordinator
   - Campus Planning and Reporting Coordinator
   - USC Connect/ Graduation with Leadership Distinction Coordinator
   - Assistant Dean of Student Affairs

   We will continue to seek parity and other funding to address this issue.

Appendix E/F. Campus Statistical Profile/Campus Research Profile/Scholarship and/or Service

Note: The continual implementation of a new enterprise system to replace the legacy system continues and presents challenges to produce and have full faith in supplied data. What is reported below represents "best available" and, in some cases, data gaps that will have to be addressed at a later time.

Student/Faculty

Fall 2014 HC = 1737, FTE = 1162

1. Number of entering freshman and SAT/ACT scores Fall 2011 = 427, 889/18; Fall 2012 = 383, 884/18; Fall 2013 = 374, 898/18; Fall 2014 = 336, 890/18

2. Freshman retention rate for classes entering Fall 2011 = 54.5%; Fall 2012 = 53.3%; Fall 2013 = 49.5%

3. Associate Degrees awarded: 2011/2012 year = 136; 2012-2013 year = 158; 2013-2014 year = 132

4. Total credit hours generated by your campus for Fall 2013 = 17,430; Spring 2014 = 15,355; Summer 2014 = 1,350

5. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree = 45.33%

6. Percent of credit hours taught by full-time faculty = 76.08%

7. Number of faculty by title Fall 2012 = 7 Prof, 5 Assoc. Prof, 17 Asst. Prof, 24 Inst., 49 Adjunct; Fall 2013 = 6 Prof, 11 Assoc. Prof, 13 Asst. Prof, 25 Inst., 48 Adjunct; Fall 2014 – not supplied/available

8. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2013 = not available in requested categories

9. Success Rate of 2010 cohort: 58.8% (Defined as FT/FT cohort three years after initial enrollment either graduating, still being enrolled at the campus, or transferring); Graduation rate of 2011 cohort = 15.6%; Bacc. Degree Graduation rate of 2007 cohort = 30.36%

10. Student/Faculty Ratio: 17-1 (2012 – latest available)

Extramural Funding/Sponsored Research 2013-2014

Awards = 3, Total Amount = $602,579

Source/Amount: HSS - $2,398; USDE - $574,181

Category/Amount: Research - $6,000; Service - $596,579

SCHOLARLY ACCOMPLISHMENTS OF FACULTY (2014)
- Shemsi Alhaddad, Associate Professor of Mathematics
  - Reviewer of Magellan proposals in STEM fields, primarily in math and engineering
  - Continuing work on studying Hecke algebras; currently focusing on studying the centers of generic Hecke algebras, following the seminal work of Lenny Jones and Andrew Francis
  - Study of USC Mathematics Placement Examinations, motivated by an article by Jim Gleason, "An Evaluation of Mathematics Competitions Using Item Response Theory" published in the Notices of the AMS in 2008.
- Adam Biggs, Instructor of African-American Studies & History
  - Review of Gretchen Long's *Doctoring Freedom: The Politics of African-American Medical Care in Slavery and Emancipation* (2011), forthcoming in the *Bulletin for the History of Medicine.*
  - "The Unreconciled Legacy of Daniel Hale Williams: Medical Reform in Chicago's Early-Twentieth Century Black Medical Community," delivered to annual meeting of the American Association for the History of Medicine (AAHM), May 2014.
  - $2500 Grant from Institute for African-American Research
- Michael Bonner, Assistant Professor of History
  - *Essays in the Civil War and Reconstruction from the South Carolina Historical Association* – University of South Carolina Press – co-editor with Fritz Hamer, South Caroliniana Library.
  - Review of *Gateway to the Confederacy: New Perspectives on the Chickamauga and Chattanooga Campaigns, 1862-1863*. edited by Evan C. Jones and Wiley Sword (LSU Press, Baton Rouge, 2014), pp. 309. for the *North Carolina Historical Review*.
- Fernanda Burke, Assistant Professor of CHEM and BIOL
  - "An Inquiry Study into the Acylation Reaction Requirements for the Organic Chemistry Laboratory: Customizing the Synthesis of Aspirin" Fernanda M. Burke and Drashti Patel. *Chem. Educator* 19, 187-193 (2014).
  - Grant Proposals, USC Magellan Scholar Program, (Fall 2014)
  - Grant Proposals, USC Magellan Scholar Program, (Spring 2014)
  - Grant Proposals, Research Initiative for Summer Engagement (2014)
  - "Making Your Own Aspirin: How to Add Inquiry to the Organic Chemistry Laboratory" F.M. Burke at *Faculty Colloquium Series*, USC Lancaster (September 2014)
- Steven Campbell, Assistant Professor of POLI
  - "The White House Office (WHO)"; "Office of Management and Budget (OMB) and Bureau of the Budget (BOB)". *Encyclopedia of Public Administration and Public Policy*, eds. Dubnick and Bearfield. Taylor & Francis Group, 2015.
  - "DemocracyforAmerica.com"; "OpenCongress.org"; "OpenGovernment.org" in *Encyclopedia of Social Media & Politics*, ed. Kerric Harvey. 2014.
  - "From Scholar to Policymaker: Inferring Brzezinski's Foreign Policy Beliefs over Time." presented to International Studies Association-South 2014.
  - "Iranian Hostage Crisis (1979)"; "National Security Council". *Encyclopedia of Surveillance, Security, and Privacy,* ed. Bruce A. Arrigo, 2015.

- - "Bush, George H. W. (Administration)"; "Center on Budget and Policies Priorities". In, *Encyclopedia of World Poverty*, ed.,Mehmet Odekon, 2015.
- o Mark Coe, Associate Professor of PSYC
  - Holland, A.K. Newton, S.E., Hinson, D.W., Hardin, J., Coe, M., & Harrison, D.W. (2014). Physiological and behavioral indices of hostility: An Extension of the capacity model to include exposure to affective stress and right lateralized motor stress. Laterality: Asymmetries of Body, Brain, and Cognition, 19(5), 560-584. doi: 10.1080/1357650X.2014.888586
- o Walter Collins, Associate Professor of ENGL & FREN
  - "Sustaining Contentment Across Cultures: Sefi Atta's *A Bit of Difference*," presented at annual meeting of the South Atlantic Modern Language Association, Atlanta, GA (November 2014).
- o Ron Cox, Associate Professor of HIST
  - "An Evening With Harvey Gantt" – interview and conference sponsored by Furman University, September 2014.
  - Chair & Commentator, "Civil Rights, Anti-Communism, & Roots of Populism in South Carolina," at SC Historical Association annual conference, March 2014
  - "The Voting Rights Act of 1965 – Then and Now," presented to Sun City Lifelong Learning Association and USC Lancaster UNIV 101 classes in honor of Black History Month, February 2014
- o Stephen Criswell, Associate Professor of ENGL
  - Grants authored and Funded:
    - USCL Research & Productive Scholarship Grant
    - RISE Grant (USC Provost's Office)
    - USC Provost's Social Sciences Research Grant
  - "Catawba Indian Cultural History" presented to annual pottery festival at Historic Brattonsville, SC
  - Keynote Address, South Carolina Conference on Language and Culture, held at SC State University, Orangeburg, SC
- o Elizabeth Easley, Assistant Professor of Exercise Science
  - "Heart Rate Recovery in Healthy-Weight and Obese Children Following a Maximal Graded Exercise Test. *Medicine and Science in Sports and Exercise, 46*(5): S72" presented in poster presentation format on May 28, 2014 at the annual national meeting of the SEACSM and ACSM in Orlando FL.
  - reviewer for Research Quarterly in Exercise and Sport (Summer 2014)
  - Invited lectures at Coker College: January 2014 - discussion regarding Nutrition Basics in DNC 155: Freshman Dance Seminar; presented a lecture (Back Injury Prevention) in DNC 321: Injury Prevention; October 2014 - returned to DNC 155 to discuss nutrition and presented a lecture (Healthy Habits for Life After College).
- o Rebecca Freeman, Assistant Professor/Librarian
  - "Fusion Tables for Librarians and Patrons" in *The complete guide to using Google in libraries: research, user applications, & networking,* 2015.
  - "Fusion in the Library" presentation to LIBRIS Conference, May 2014
  - "Food & Gender Through Cookbooks and Recipes" with Moats & Freeman, presentation to USC Women and Gender Conference, February 2014.
  - "A New Start for Early Start," with Kaetrena Kendrick, presented at Georgia International Conference on Information Literacy, October 2014
  - "Transforming Spaces: Art in the Library" presented at Georgia Council on Media Organizations/SE Library Association Conference

- "Cool Toys & Their Uses in Libraries" presented at Metrolina Library Association Conference, July 2014.
- o Fran Gardner, Professor of Art Studio & Art History
  - Gardner, Fran. *Beau Wild: Between the Seen and the Unseen*, Blurb (monograph), 2014.
  - *Studio 24/7* blog, "Fran Gardner - Her Art is About Dialogue" by Terri Jarrard-Dimond
  - Invitational Exhibit, "Mark Leaving," The Gallery at the Hub on Canal, New Smyrna Beach, FL, March 2014.
  - Invitational Exhibit, "Laws of Variation," The Rose Gallery at the Peabody Performing Arts Auditorium, Daytona, FL, March 2014.
  - Invitational Exhibit, "Laws of Variation," The University Gallery at USC Sumter, Fall 2014.
  - Invitational Exhibit, Lancaster Arts Educators, LCCA, December 2014
- o Annette Golonka, Associate Professor of BIOL
  - Golonka, Obi Johnson, Freeman, and Hinson. 2014. Impact of nectarivorous yeasts on *Silene caroliniana's* scent. *The Eastern Biologist.* 3: 1-26.
  - Golonka, Annette, Bettie Obi Johnson, Jonathan Freeman*, and Daniel W. Hinson*. Impact of nectarivorous yeasts on *Silene carolinian's* scent. *Association of Southeastern Biologists Meeting,* presentation, April 2014.
  - Wolfram, Nigel, Annette M. Golonka, Bettie Obi Johnson, and Austin Blackwell. The sweet smell of Carolina Jessamine: evaluating the floral scent profile of *Gelsemium sempervirens*. *Association of Southeastern Biologists Meeting,* presentation, April 2014. (also presented at USC Discovery Day)
  - SC STEPS to STEM Student Research Internship with Nigel Wolfram, 2013/2014, PI with Bettie Obi Johnson as Co-PI, Spring 2014.
- o Lisa Hammond, Professor of ENGL
  - Poem, "Purple Martins, Bomb Island," *Tar River Poetry* (Spring 2015)
  - Poem, "Crazing," *Fall Lines: A Literary Convergence* 1.1 (Summer 2014): 75.
  - "Eros or Not? Sexuality in Contemporary American Motherhood Memoirs," Making Motherhood Visible Conference, The Museum of Motherhood, New York, New York, March 2014.
  - *Provost's Distributed Learning Course Development Grant Program*.
  - University of South Carolina Provost Grant, $7,572 awarded
  - Poetry Readings, USC's 27th Annual Women's and Gender Studies Conference, Columbia, SC (20 February 2014); USC Union Upcountry Literary Festival (21 March 2014); Forest Heights Elementary School, Moms Love Literacy, Columbia SC, (13 May 2014)
- o Carolyn Harmon, Instructor of Nursing
  - Harmon, Carolyn S., Fogle, M. & Roussel, L. (2015). Then and now: Nurses' perceptions of the electronic health record. *Online Journal of Nursing Informatics (OJNI),* 19 (1).
- o Claudia Heinemann-Priest, Instructor of ENGL
  - USCL Native American Studies Lunch & Learn presentation, "A barbarian by any other name is a different savage: Indigenous Americans as witnessed by René Goulaine de Laudonnière and Jacques Le Moyne de Morgues, 16th century French explorers," June 2014.
  - "Successes and Challenges of Reviving the Catawba Language" presented with Beckee Garris at *The South Carolina Project on Language and Culture Conference,* SC State University, Orangeburg SC, October 2014.

- Chair & moderator, March 27-28, 2014, I "Session 4 -Voyages (et) imaginaires" of the *41st Annual French Literature Conference* at the University of South Carolina, Columbia, March 2014.

o <u>Kate Holland, Associate Professor of PSYC</u>
- Holland, A.K., Newton, S.E., Hinson, D.W., Hardin, J., Coe, M., & Harrison, D.W. (2014). Physiological and Behavioral Indices of Hostility: An extension of the capacity model to include exposure to affective stress and right lateralized motor stress. *Laterality: Asymmetries of the Body, Brain and Cognition, 19*(5), 560-584.
- Holland, A.K., Steele, A., Bunting, J., Newton, S.E., Wills, J., Coleman, B., Doster, M., & Harrison, D.W. (2014). A functional cerebral systems approach to examining trait anxiety: The influence of caffeine ingestion and right-lateralized cognitive stress on regulation of parasympathetic tone. *Psychophysiology, 51(S1)*, 70.
- Newton, S.E., Steele, A., Bunting, J., Wills, J., Coleman, B., Holland, A.K., & Harrison, D.W. (2014). The effects of caffeine ingestion on right hemisphere activation: Examining changes in cardiovascular reactivity using a dual task paradigm. *Psychophysiology, 51(S1)*, 69.
- Newton, S.E., Bunting, J.M., Steele, A.D., Wills, J.D., & Holland, A.K. (2014). The effects of right lateralized cognitive and physiological stress on right brain activation using a dual concurrent task paradigm: A double blind, placebo controlled experiment. *Journal of the International Neuropsychological Society*, *19(S1)*, 161.
- Presentations at Society for Psychophysiological Research and SC Psychological Association

o <u>Marybeth Holloway, Assistant Professor of THEA & SPCH</u>
- USCL Players Productions: *Glengarry Glenross* ; *Steel Magnolias; I Am Here*
- USC Provost's Grant for Creative & Performing Arts ($17,000) – for La MaMa Umbria residency & production.
- "*I Am Here*" (International Premiere) - La MaMa Spoleto Open, Italy, August 2014; (New York Premiere) October 2014.
- "*Let Your Light Shine*" (Seoul Institute of the Arts, Korea), Directed by Marybeth Holloway & Andrea Pacciotto; NYC, October 2014; telepresence Performance for "ONE Festival."
- Kennedy Center College American Theatre Festival – 2 Excellence in Directing Awards; nominated for 6 Metrolina Theatre Association Awards, including outstanding direction

o <u>Ernest Jenkins, Assistant Professor of HIST</u>
- "The Redemption of Captives in Alfonso II's Medieval Mediterranean World," presented at the Annual Conference of the South Carolina Historical Association, at the South Carolina Department of Archives and History, March 2014.
- Review of *Shipping, Trade, and Crusade in the Medieval Mediterranean: Studies in Honour of John Pryor*, edited by Ruthy Gertwagen and Elizabeth Jeffreys (Farnham, Surrey and Burlington, VT: Ashgate, 2012); *The Historian* 76 (2014): 861-862.

o <u>Kaetrena Kendrick, Assistant Professor/Librarian</u>
- Georgia International Conference on Information Literacy ("A new start for Early Start") With Rebecca Freeman.

- Georgia Council of Media Organizations/Southeastern Library Association, Augusta, GA ("Cloudspotting: A review of cloud technologies in rural and small academic libraries").With co-presenter Deborah Tritt.
- KPOPCON, Berkeley, CA ("Race and online reaction management in K-pop" in *The Chromodynamics of K-pop: Color, culture, connection*).
- "The Experience of Korean Academic Librarianship: A Phenomenological Study, published in *IFLA Journal* (December).
- With Deborah Tritt, "Impact of cloud computing on librarians at small and rural academic libraries" published in *The Southeastern Librarian (*October)

o Howard Kingkade, Associate Professor of THEA & SPCH
  - Writer & producer, *Saint Dee Dee*
    - Official selection, 2014 Reel to Real Film Festival, King's Mountain, NC
    - Official selection, 2014 Awareness International Film Festival, Santa Monica, CA
    - Official selection, 2014 Bayou City Film Festival, Houston, TX
    - Official selection, 2014 Bakersfield International Film Festival
    - Finalist – 2014 Mirabile Dictu International Catholic Film Festival (Vatican City); and The Meeting Rimini Film Festival (Italy)
  - 2014 Screenplay, *The Mark*, filmed in Long Island NY

o Dana Lawrence, Assistant Professor of ENGL
  - "Ecofeminism and the Country-House Poem in Aemilia Lanyer's 'The Description of Cooke-ham' and Veronica Franco's Capitolo 25," presented to Renaissance Society of America Conference, New York, NY, March 2014).
  - "Shakespeare in Italy: Travel Study, Literary Tourism, and Global Citizenship," presented to USCL Faculty Colloquium, November 2014.
  - RISE Grant Award ($8000) for "Shakespeare Tourism in Italy"

o Nick Lawrence, Assistant Professor of ENGL
  - RPS grant, "An 'appeal to any sensible man': Melville's Response to Francis Parkman and the California Goldrush," Summer 2014 $4,241.
  - Lawrence, Nicholas. "Appealing to the Sensible: 'Mr. Parkman's Tour, Gold Fever, and Melville's Ambivalent Westward Approach," *Leviathan: A Journal of Melville Studies.*
  - Lawrence, Nicholas. "Herman Melville," accepted for 3rd edition, *Dictionary of American History, America in the World*.
  - Peer reviewer for *South Central Review* and the *Cormac McCarthy Journal.*
  - "'This boa-constrictor appetite of swallowing states and provinces': Anti-Imperialist Opposition to the U.S./Mexican War." *South Central Review* , Spring 2013.

o Bruce Nims, Professor of ENGL
  - USCL Research & Productive Scholarship Grant, "Revision for Publication of Three Conference Papers on Akira Kurosawa"
  - "Democracy through Censorship: Akira Kurosawa and the American Occupation of Japan." Faculty Collquium Presentation, April 2014

o Bettie Obi Johnson, Associate Professor of CHEM
  - Golonka, Obi Johnson, Freeman, Hinson, D. "Impact of Nectarivorous Yeasts on *Silene caroliniana*'s Scent", *Eastern Biologist*, **2014,** 3, 1-26.
  - Wolfram, Blackwell, Golonka, Obi Johnson, "The Sweet Smell of Carolina Jessamine: Evaluating the Floral Scent Profile of *Gelsemium sempervirens*" presented at Association for Southeastern Biologists, Spartanburg, SC, April 2-5, 2014. Also presented at USC Discovery Day.

- Magellan Scholar Award ($2,996): "Determination of Bisphenol S Leached from Plastic Bottles", Lane, Castiglia, Obi Johnson, **December 2014**.
- South Carolina Steps to STEM Internship Grant ($1,000): "*Gelsemium sempervirens*: Scent Profile and Nectar Inhabiting Microorganisms", Nigel Wolfram, Annette Golonka, and Bettie Obi Johnson, 2014.

o Suzanne Penuel, Assistant Professor of ENGL
- Penuel, Suzanne. "In Poor Taste: Morality and Sue Grafton." In *Class and Culture in Crime Fiction: Essays on Works in English Since the 1970s,* ed. Julie H. Kim (Jefferson, NC: McFarland, 2014).
- Penuel, Suzanne. "Within the Net of Sound: The Fiction of John Andrew Rice," *Black Mountain College Studies* 6 (summer 2014).

o David Roberts, Associate Professor of PHIL
- Roberts, David. "In Defense of Defenselessness: Kierkegaard's Critique of an Accepted Narcissism," in *Heythrop Journal* , the journal of Heyhtrop College (University of London), September 2014 (Vol. 55, No. 5).

o Sarah Hunt Sellhorst, Associate Professor of Exercise Science
- Careers in Science Lecture (2015) – Research update and Lecture on careers in Exercise Science
- Discover Science Lecture (2015) – Opportunities available at USCL; poster display (with Liz Easley) on body composition
- J. Marion Sims Responsive Grant – Access Program; $55,000 awarded
- Research project "Perceived Obesity Status in College Aged Males and Females" begun; abstract completed August 2014

o Brittany Taylor-Driggers, Instructor of Art
- Photographer, postcard, spring 2013-2014, photo selected by See Lancaster to be published;
- Photographer, pottery image for cover of the 2014 Comporium Lancaster County Directory.
- Consultant, Assistant and Display Curator, SC Wildlife Magazine, 2014
- Photographer, pottery image, 2014
- Curator, *The Value of Form*, Rose Gallery, NASC; *Reflections in Clay*, Duke Energy Gallery, NASC; *Look @ What's New*, Duke Energy Gallery, NASC; Pottery Consultant and Display builder, *People, Plants, and Pipes,* Native American Studies Week Exhibit, spring 2014

o Richard Van Hall, Professor of HIST
- Van Hall, Richard. Review of *Europe and the Maritime World: A Twentieth Century History* by Michael B. Miller, published in *The Middle Ground Journal: World History and Global Studies,* October 2014.

o Andrew Yingst, Associate Professor of MATH
- Yingst, Andrew. "A Characterization of Partition Polynomials and Good Partition Polynomials in many symbols," published in *Colloquium Mathematicum* (Spring 2014).

Service and Community Engagement

Kate Holland—Community—Volunteer Judge, Lancaster County Science Fair
Steven Criswell and Chris Judge—Community—Committee Membership, South Carolina Commission on Minority Affairs Native American Advisory Committee
Courtney Catledge—Community Service

- Serve on the J. Marion Sims Grants Committee
- Pregnancy Care Center Board of Directors 2014
- Lancaster Women's Club, Health and Safety Committee & Social Committee
- First Baptist Church, Lancaster, College Volunteer/Sunday School Teacher
- Lancaster Feed the Community (Fall 2014: Took 8 students to community site during fall break to serve/feel community members in need)
- Facilitated partnership with Agape Hospice and Morningside Assisted Living as both a volunteer opportunity and employment opportunity for current BSN students.
- Develop Clinical Partnership with Lancaster Pregnancy Care Center as a practice site for APRN practice to provide prenatal care and newborn/infant care until 1 year old.

Todd Scarlett—Community—Boy Scouts, Troop Committee, District Boy Scout Training Chair, honored with District Award of Merit for service to Scouting in 2014.
Adam Biggs—Community—Lancaster County Youth Leadership, Director of History Day
Suzanne Penuel—Professional—South Carolina Women in Higher Education, USCL representative, spring 2014
Mike Bonner—Community Service—Board Member, Lancaster County Chamber of Commerce
Fran Gardner—Community—Presenter at USCL's 2014 Guidance Counselors Luncheon
Ron Cox—Celebrate Great Teaching Evaluator with Lancaster County School District, Junior Scholars Sub-Committee of the Olde English Consortium
Walter Collins—Community—Board of Trustees at Springs Memorial Hospital, Board of Directors for Communities in Schools, Olde English Consortium Directors' Board, School Improvement Council at Indian Land High School

UNIVERSITY OF
SOUTH CAROLINA
SALKEHATCHIE

A n n   C a r m i c h a e l ,

Dean

BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~
March 16th, 2015

Section I. Executive Summary

USC Salkehatchie is a dynamic regional campus serving the rural Lowcountry. 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 46% and FTE has grown 70%. Growth is attributable to program expansions in athletics and academics and to aggressive recruiting, which has enabled the institution to attract a larger percentage of a small market. Educational attainment is the cornerstone of Salkehatchie's mission, but community outreach efforts demonstrate the institution's creativity in meeting local needs. Some of these efforts include the Salkehatchie Leadership Institute programs, which have resulted in counties and municipalities addressing zoning and development issues, artists finding an additional revenue stream and creative outlet through the Salkehatchie Arts Center, and ecotourism efforts being designed to encourage visitors to come to the region. The success of these grant-funded programs has been validated by external entities, such as the Southern Growth Policies Board, which awarded the Innovators Award to the Salkehatchie Leadership Institute. USC Salkehatchie has also provided academic solutions to community problems. For example, the development of the rural nursing partnership with USC Columbia and area hospitals has enabled the region to "grow our own" nurses by educating and providing field experience locally. Many of these BSN graduates have remained in the area to live and work.

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

Section II. Meeting Academic Dashboard Targets

Parameter 1: Enrollment

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

- Student headcount has increased 46% since 2005, reaching 1,076 for Fall 2014. There was a 5% increase over Fall 2013. FTE has increased 70% during this time span, reaching 750 for Fall 2014. This is a 2% increase over Fall 2013.
- Over 100 additional students enrolled in baccalaureate programs were served through collaboration with USC four-year campuses (B.A. in liberal studies, B.A. in organizational leadership, B.S. in nursing with USC Columbia, and B.A. in elementary education with USC Aiken).
- Thirteen Salkehatchie Scholars were selected for 2014, (Salkehatchie Scholars is a competitive academic program which provides a scholarship award to those students with the highest academic achievement), enabling the institution to attract some of the best students in the region.

Note: Fall 2014 enrollment was higher than in the previous year. This growth is attributable to an increase in full-time degree seeking students, an expansion of our high school concurrent classes and the development of 8 week terms for the second half of each semester. Recruiting activities continue to be expanded, and new marketing materials have been created to be distributed to potential students.

Parameter 2: Retention/Success Rate

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

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

Institution	*Retention*
USC Lancaster	52%
USC Salkehatchie	43%
USC Sumter	46%
USC Union	60%
SC Technical Colleges	51%

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

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

Institution	Success
USC Lancaster	58%
USC Salkehatchie	46%
USC Sumter	67%
USC Union	57%
SC Technical Colleges	47%

Parameter 3: Faculty

Two of USC Salkehatchie's five long-term goals relate to faculty and academic programs:
The expansion academic offerings and support services, including online and distance-education offerings, to enable students to pursue their long-term educational goals (Goal 2). An increase in efforts to hire and retain a diverse faculty that excels in teaching, research, and scholarship (Goal 3).

Full-time faculty members at USC Salkehatchie are recruited through national searches and generally have the highest degree in their fields. To earn tenure, they must meet standards in teaching, research, and service. The table below shows the scholarly productivity of full-time faculty members (n = 24) in academic year 2014-2015:

Peer-reviewed publications	16
Other publications	5
National conference presentations	12
Other presentations	9

The table below shows awards received during the academic year 2014-2015:

Magellan student-mentoring award	3
USC RISE award	7
USC ASPIRE award	1

Parameter 4: Service/Community Engagement

Salkehatchie's Strategic Goal 4 is to "Continue to develop and sustain community and university partnerships." Salkehatchie continues to serve its service area through its community outreach arm, the Salkehatchie Leadership Institute. The Institute continues to assist municipalities and community groups with economic development and other projects that strike directly at the quality of life experienced by the residents of the Salkehatchie region. Salkehatchie students also are actively engaged in the community; for example, partnerships with local schools provide mentors for the children in the school; students volunteering with organizations such as local churches and civic groups provide tutoring, mentoring and other services for these organizations; and the Student Government Association collects goods and funds for many local organizations. Last fall, Salkehatchie faculty and staff assisted Allendale Fairfax High School's Freshman Focus efforts through a semester-long seminar series aimed at increasing student retention through graduation. Through a grant funded by the Department of Energy, a variety of STEM related opportunities have been made available to elementary through high school aged students. These included chess clubs, robotics teams, and summer camps.

Section III. Meeting Key Performance Measures and Goals

Short-Term Goals for 2015-2016

Goal 1: Increase student enrollment

- Increase student enrollment by 5%.
- Increase the number of students enrolled in four year programs though Palmetto College and existing partnerships with other USC Campuses by 10%
- Maintain the current number of Salkehatchie Scholar students
- Continue to work with the town of Allendale and private developers to promote off-campus student housing adjacent to campus known as "The Reserve."

Goal 2: Expand academic offerings and support services

- Increase the availability of degree programs by contributing to the development of new Palmetto College bachelor's degrees in health services management and Applied Technology Management.
- Continue to provide intervention services to at-risk students through a collaborative effort of Student Services, Opportunity Scholars, and faculty

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

- Increase faculty to accommodate growing student body by hiring two new full-time faculty members in areas of need (computer science and history).
- Advertise new positions in publications that target minority candidates.
- Continue to mentor faculty members individually to ensure that tenure-track members advance towards tenure and promotion and that tenured members remain up-to-date in their disciplines
- Allocate additional funding for faculty professional development and support of research and scholarship activities
- Provide an opportunity for faculty to compete for matching funds when applying for ASPIRE and RISE grants as well as external grants

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

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

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

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

Meeting Key Performance Measures

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

Section IV. Appendices

A. Resources Needed

Resources not currently available are needed for these three initiatives:

• Increase computer science and engineering courses available on campus

Currently, USC Salkehatchie offers only two computer science courses (CSCE 101 and CSCE 102) and one introductory engineering course. Particularly because of the physical proximity to the Department of Energy's Savannah River Site plant (40 minutes from the Allendale campus) and the Boeing plant in Charleston (45 miles from the Walterboro campus) as well as other industries that have located in our local communities, it is important for USC Salkehatchie to offer more opportunities for workforce training in the region. An increase in computer science and engineering courses available on campus (even if only through videoconference) would be very helpful.

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

Currently, USC Salkehatchie awards only two-year degrees. Students can obtain four-year degrees on our campus through programs developed in cooperation with other USC institutions. These programs are associated with a baccalaureate degree awarded by USC Columbia's School of Nursing (B.S. in nursing), seven degrees awarded by USC Columbia's Palmetto College (B.A. in liberal studies, B.A. in organizational leadership, B.S. Criminal Justice, RN to BSN program, B.A. in Human Services, B.A. in Elementary Education and a B.S. in Business), and one degree awarded by USC Aiken (B.A. in elementary education). An increase in programs needed by area businesses and industries would allow USC Salkehatchie to better serve its student population and encourage students to remain in the area to work following graduation.

• Increase the racial diversity of faculty

The USC Salkehatchie faculty is diverse in its composition regarding gender and national origin, but not quite so regarding ethnicity. The addition of one or more tenure-track faculty members from an ethnic minority group would add to the diversity of the faculty. The inclusion of African Americans in the faculty is particularly important at Salkehatchie because of the large representation of African Americans in the student body (42% of all students). These students can greatly benefit from a role model of their own ethnic group. Creative measures such as joint appointments with the flagship campus or financial incentives at the time of hire would aid USC Salkehatchie in attracting more minority faculty.

B. Benchmarking Information

Enrollment growth since 2005: 46% headcount
Enrollment growth since 2005: 70% FTE
Freshman retention: 43%
Graduation rate: 24%
CHE success rate: 46%
Average class size: 20
Percent credit hours taught by full-time faculty: 51%
Percent full-time faculty with terminal degree: 75%

FTE students per full-time faculty member: 31
Peer-reviewed publications per faculty member per year: 0.7
USC grants per faculty member per year: 0.5
Hours of community service per year, faculty: 3,500
Hours of community service per year, students: 2,000

C. Top Strengths and Important Accomplishments

USC Salkehatchie continues to grow and expand programs and services, a significant accomplishment given the demographics of the rural Lowcountry. The institution serves one of the poorest regions in the state of South Carolina, with counties that rank among the highest in unemployment nationally and are also steadily losing population. However, having a university quality higher education institution that place bound students can attend is one of the keys to future prosperity. USC Salkehatchie is known as an outstanding institution and for providing a nurturing environment in which students can thrive. For this reason, USC Salkehatchie continues to grow, with headcount increasing by 46% over the past eight years, and FTE growing by 70% in the same timeframe. These enrollment successes are also due to aggressive marketing efforts as well as academic and athletic program expansions. Cultivating interest in higher education through summer enrichment programs for area youth and high school leadership programs has also contributed to growth, conveying to children at an early age that a college education is within their grasp and they can work towards that goal. In this way, the campus' numerous outreach and educational efforts come together to help achieve the ultimate goal – more local residents who are well-educated, employed, and capable of contributing to the stability of their families and their community.

USC Salkehatchie's mission and vision both call for the campus to serve as a resource to the community, to help with its development and the provision of a better quality of life for area residents. Educational attainment is the cornerstone of that effort, but other outreach efforts demonstrate the institution's creativity in meeting community needs with limited resources. For instance, the institution worked with the local economic development alliance to complete an

application for President Obama's Promise Zones initiative which, if received, would enable the six service counties to be more competitive in securing federal grants to fund programs and services that would help build the local economy. USC Salkehatchie also worked with the alliance to apply for a $500,000 enhancement grant through the South Carolina Department of Transportation, which was received. These funds will be used for the beautification of "University Mile", the stretch of Highway 301 in Allendale that parallels the campus. Bike trails and added safety features will also be included on this highway which is timely, given the completion of The Reserve, the state of the art housing facility located adjacent to the Allendale campus that was built for Salkehatchie students and opened last fall. As a result of this facility, spin off businesses such as restaurants and other retailer establishments, have already started to locate near the campus which will help the economy and revitalize the town. Similar efforts have begun in Walterboro with the intent of creating more of a college town environment.

D. Weaknesses and How They Are Being Addressed

One of difficulties experienced by the institution is attracting a larger number of academically qualified students. The regional campuses were initially established to provide an opportunity for local students to attend college and therefore the admissions standards were not intended to be as stringent as that of the flagship campus. However, this often results in students who are accepted but are not adequately prepared for college level work. Although USC Salkehatchie is gradually becoming more of a 'first choice' institution, the level of preparation of many students from area high schools is still of concern. Those outstanding students, especially minorities, from the region are still heavily recruited by top level colleges and universities who are able to provide scholarships and other financial incentives which make it difficult for institutions with limited resources to compete.

An additional concern is the decline of state funding and parody. Funding has not kept pace with the growth of the student body, and USC Salkehatchie receives less funding per student than most institutions in the state. The financial situation is exacerbated by limited supplemental county support that is common with institutions located in more affluent areas of the state. However, USC Salkehatchie has compensated for this lack of financial resources by aggressive and creative grant proposals that have enabled the institution to continue to develop and sustain community outreach and academic programs. The creation of Palmetto College has also greatly assisted in this effort.

Appendix E/F. Campus Statistical Profile/Campus Research Profile

Note: The continual implementation of a new enterprise system to replace the legacy system continues and presents challenges to produce and have full faith in supplied data. What is reported below represents "best available" and, in some cases, data gaps that will have to be addressed at a later time.

Student/Faculty

Fall 2014 HC = 1076, FTE = 754

1. Number of entering freshman and SAT/ACT scores Fall 2011 = 327, 829/16; Fall 2012 = 336, 839/16; Fall 2013 = 306, 868/18; Fall 2014 = 269, 836/16

2. Freshman retention rate for classes entering Fall 2011 = 43.0%; Fall 2012 = 43.5%; Fall 2013 = 41.8%

3. Associate Degrees awarded: 2011/2012 year = 136; 2012-2013 year = 158; 2013-2014 year = 132

4. Total credit hours generated by your campus for Fall 2013 = 11,304; Spring 2014 = 10,712; Summer 2014 = 389

5. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree =24.96%

6. Percent of credit hours taught by full-time faculty =38.74%

7. Number of faculty by title Fall 2012 = 2 Prof, 4 Assoc. Prof, 9 Asst. Prof, 4 Inst.; 39 Adjunct; Fall 2013 = 2 Prof, 6 Assoc. Prof, 9 Asst. Prof, 9 Inst.; 46 Adjunct; Fall 2014 – not available

8. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2013 = not available in requested format

9. Success Rate of 2010 cohort: 46.1% (Defined as FT/FT cohort three years after initial enrollment either graduating, still being enrolled at the campus, or transferring): Associate Degree Graduation Rate of 2011 cohort = 21.8%; Bacc. Degree Graduation of 2007 cohort = 20%

10. Student/Faculty Ratio: 24 -1 (2012 – latest available)

Extramural Funding/Sponsored Research 2013-2014

Awards = 3, Total Amount = $380,361

Source/Amount: DOE - $137,318; HSS - $2,500; USDE - $240,543

Category/Amount: Service - $380,361

M i c h a e l   S o n t a g ,

Dean

BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~
March 16th, 2015

Blueprint for Academic Excellence 2015-2016
USC Sumter
Executive Summary

Academic (Regional Campus) Dashboard Targets

Enrollment: USC Sumter's enrollment has begun to stabilize as made evident most recently by our Spring 2015 semester enrollment which shows a notable increase over Spring 2014. Moreover, for the past several terms there has been measurable growth in the degree seeking student population. The very minor decreases in total headcount this past fall reflects a major, strategic, decrease in the Dual Enrollment student population.

Student Retention/Success Rate: Retention rates and Student Success rates for our degree seeking student population continue to improve as enrollment patterns stabilize and significant strategic structural changes in faculty and staff organization are being implemented and assessed.

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

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

Key Performance Parameters

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

Service: USC Sumter continues to expect, encourage and actively support service activities. While service activity is not as clearly codified as teaching excellence and scholarship, it is a critical aspect of our mission. Faculty continue to develop innovative course components that align with the general mission of USC Connect.

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

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

Section II: Meeting the University's Academic Dashboard Targets Academic (Regional Campus)

Dashboard Targets

Enrollment: USC Sumter experienced a sharp decline in enrollment over a period of three academic years but for the past two academic years enrollment has begun to stabilize and yield measureable growth in degree seeking students. Part of the growth is attributable to identification of reasons for the decline and strategic efforts to address it.

- Organizational changes in admissions, academic advising, and course scheduling have been implemented to better respond to the academic and institutional needs of current and potential students
- An uptick in the economy along with marketing efforts aimed at differentiating ourselves and our value as an educational institution from that of our competitors has enabled the opportunity to gain back losses associated with tuition cost discrepancies. New financial aid policies regarding appropriate academic progress are becoming less burdensome on students through more integrated advisement that includes a greater focus on the ramifications of financial aid student progress and more active early intervention when and where possible.
- Our dual enrollment program with the local high schools continues to be developed and expanded with the intention of providing higher education access to talented and college ready high school students. As such we carefully monitor our high school partnerships and work to serve our area students in academically rigorous and cost effective ways.
- The Admissions Office of USC Sumter has targeted our feeder high schools for earlier and more intense recruitment activity, but has also allowed for maintaining our visibility at additional target areas. This year we have implemented a new policy to arrive at admissions decisions earlier in the application process. This has allowed us to cultivate a student's connection to USC Sumter in a timelier manner. In addition, this office continues to meet with local churches, local businesses and special organizations (home-schooled student groups).
- Our Admissions Office is working more closely with our Marketing office. Our campus has significantly increased the marketing budget to improve awareness within our service area.

Student Retention/Success Rate: USC Sumter continues to explore and implement methods designed to increase retention of students beyond the first year. These efforts have begun to bear fruit. Retention of our past two freshman cohorts has shown considerable improvement over the previous few years. In addition, USC Sumter's Success Rate continues to rank among the highest of the four two-year campuses and is considerably higher than that of our local two-year competitor, CCTC.

- Our high Success Rate likely prevents our retention rate from being even higher than it might otherwise be since many of our incoming freshmen students see USC Sumter as a valuable entryway to their Bachelor's degree. For this reason, many choose to leave after a single year, though the number choosing to stay for a second year has been growing.

- The faculty is more intimately involved in the advisement process which serves as one important strategy for addressing retention issues. Faculty mentoring and greater

engagement of the faculty through advisement adds a new dimension to our retention efforts.

- The Opportunity Scholars Program, along with faculty-driven support programs (especially in English and Math tutoring) and a new electronic early alert system (Grades First) that has been implemented this year, constitute additional strategies for increasing retention rates.
- New enrollment and retention will be enhanced with additional intercollegiate athletic opportunities made available to our students. And beginning with the fall of 2015 we will add men' and women's tennis to our athletics programs. With the cooperation of the City of Sumter, this program will allow us to leverage significant community resources to raise the profile and visibility of USC Sumter both locally and throughout the State and Region. As financial and other resources allow, more athletic programs will be considered and potentially pursued.
- We will continue to support the student development transcript program which both enhances our educational mission and encourages student engagement.
- We will continue to support intramural activity, club formation/ participation, and student related functions.

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

- We will continue to encourage and financially support scholarship and creative endeavors (both with "A" funds and by using funds from the Educational Foundation).
- We are in the process of filling faculty vacancies with tenure-track positions and USC Sumter is committed to strategically filling specific future vacancies with tenure-track positions.
- With the guidance of the Dean, Associate Dean and Division Chairs, new faculty positions will ideally be placed in tenure-track rather than instructor slots, as enrollment and finances allow.
- As faculty members retire, vacancies will be filled with tenure–track faculty in a strategic manner taking into account program needs as well as general enrollment patterns and financial limitations.

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

- USC Connect is a new program which offers a useful tool for student and faculty service. Several faculty members are part of this program; we are and will continue to be encouraging participation in this program.
- USC Sumter is actively encouraging its students to participate in USC Connect's Graduation with Leadership Distinction program. This has resulted in the first ever Associate Degree recipient of the Graduation with Leadership Distinction designation.
- USC Sumter will continue to encourage faculty to engage in service to the University, the local community, the State and the nation.
- USC Sumter will continue to emphasize that such activity is both expected and a necessary component for the sustainability of our campus.

Section III: Meeting Key Performance Measures and Goals

2014-2015 Key Performance Measures

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

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

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

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

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

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

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

2014 – 2015 Annual and Five Year Goals

Faculty and professional staff are included in the strategic planning process in the development of goals for 2015-2016 and in assessing progress toward current goals through the Long Range Planning Committee.

2014-2015 Annual Goal I:
The University of South Carolina Sumter will analyze its administrative, academic and support-services structure to better meet student needs and optimize the use of financial and personnel resources.

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

USC Sumter has recently undergone a significant restructuring to better position the campus to face recent challenges that face all institutions of higher education. A new Dean was hired in February of 2014 and has been working with the faculty and staff to create a new administrative structure to better serve student and employee needs. Currently a search for a new Associate Dean of Academic Affairs is underway with the expectation that this person will have an expanded role in further integrating both academic affairs and student services. Additional structural changes affecting enrollment services (admissions, records, advisement and financial aid) as well as academic Division leadership and organization are also under discussion.

2014-2015 Annual Goal II:
The University of South Carolina Sumter will continue improve faculty advising.

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

Since the 2012-2013 academic year, USC Sumter faculty members have served as primary academic advisors for the student body. Prior to this, advising was handled almost exclusively by a professional advising center. While budget considerations played a part in transition away from this professional core the assignment to faculty of new advisement duties was also strategic in efforts to create more student mentorship and improve student retention, student success and student persistence to graduation . On the whole, the faculty is meeting the challenge of these new responsibilities, and we perceive that the enhanced engagement of the faculty in the process will assist us in improving student enrollment and student through greater and more direct mentorship. However, since this is a relatively recent strategic structural change, continued attention is provided to improving the knowledge base and advising skills of the faculty. This includes training workshops, process clarification and streamlining, increased communication between administrative offices and faculty advisors, increased electronic accessibility of advising materials and student records. Assessment of the advising process is ongoing and facilitated by solicitation of input from faculty and students.

2014-2015 Annual Goal III:
The University of South Carolina Sumter will increase its active participation in Palmetto College.

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

We see the growth of USC Sumter as intimately linked to the development of Palmetto College. Palmetto College will offer new degree options for our students and new courses for our faculty to teach. We are actively engaged in a more aggressive advertisement (to students and faculty) about Palmetto College degree programs. USC Sumter is actively encouraging its faculty to develop Distributive Learning courses and it faculty have been very successful in obtaining course development grant to facilitate this process from both the Provost's Office and Palmetto College course development grant programs.

USC Sumter has improved and will continually work to improve its involvement with Palmetto College. We will continue to increase the number of USC Sumter students who earn a degree from Palmetto College and increase the number of synchronous and asynchronous Distributive Learning course offerings taught by our campus faculty. Future faculty hiring decisions will be made with Palmetto College firmly in mind.

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

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

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

The USC Sumter Faculty and Staff intend to continue this active participation in the evolution of Palmetto College and become among the leaders in effecting the Vision and Mission of Palmetto College.

Five-Year Goals

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

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

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

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

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

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

Five-Year Goal IV:
The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources.

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

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

Appendix A: Resource Needs

USC Sumter continues to need time to fully assess the successes of it recent initiatives and to implement additional strategies and tactics designed to increase academic excellence and institutional sustainability. The institution has significant need for facility improvements associated with the Science Building and science program. There are staffing needs in student services and student life, existing needs that are currently tied to the need to increase enrollment. There are faculty needs in the strategically critical areas of Political Science and Speech Communication that we plan fill for this upcoming academic year. These hires will not only serve the needs of our Associate Degree-seeking students but will also give our campus an improved position in the Palmetto College BLS and BOL degree programs.

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

To participate more fully in Palmetto College online programs, USC Sumter needs to further develop its wireless infrastructure and capacity. This process has begun in earnest and by the end of summer 2015 the entire campus will have a vastly improved and reliable wireless infrastructure designed to better meet the evolving needs of students, faculty and staff.

Appendix B: Benchmarking Information

USC Sumter does not offer disciplinary majors, offering only Associate Degrees in Arts and Sciences.

The following university system campuses have been identified as most closely matching the Palmetto College campuses:

Kent St.   East Liverpool
Kent St   Salem

Ohio St. Mansfield
Ohio St. Marion

Ohio Univ. Eastern
Ohio Univ. Zanesville

Penn St. DuBois
Penn St. Fayette (Eberly)
Penn St. Mount Alto

Univ. of Wisconsin Colleges   (13 campuses, online)

A peer review of Palmetto College including the campuses will be conducted during 2015. Colleagues from most of these institutions will be invited to provide this review.

Appendix C: Unit's Top Strengths and Important Accomplishments

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

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

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

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

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

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

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

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

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

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

Appendix D: Weaknesses and How They Are Being Addresses

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

These weaknesses are addressed through the detailed Blueprint goals. All of these goals advance the vision of the campus as a place where baccalaureate programs needed in the service area are available. This is an ongoing process of both developing our internal infrastructure, especially student support services, and our support within the local community leadership of our five county service area. Solid progress toward this vision is achievable in the next few years as Palmetto College and the Back to Carolina program build on the proven success of Palmetto Programs.

Appendix E/F. Campus Statistical Profile/Campus Research Profile

Note: The continual implementation of a new enterprise system to replace the legacy system continues and presents challenges to produce and have full faith in supplied data. What is reported below represents "best available" and, in some cases, data gaps that will have to be addressed at a later time.

Student/Faculty

Fall 2014 HC =879, FTE = 686

1. Number of entering freshman and SAT/ACT scores Fall 2011 = 229, 952/19; Fall 2012 = 216, 956/19; Fall 2013 =227, 943/19; Fall 2014 = 216, 951/20

2. Freshman retention rate for classes entering Fall 2011 = 47.7%; Fall 2012 = 60.6%; Fall 2013 = 58.2%

3. Associate Degrees awarded: 2011/2012 year =82; 2012-2013 year = 106; 2013-2014 year = 73

4. Total credit hours generated by your campus for Fall 2013 = 10,284; Spring 2014 = 8,986; Summer 2014 = 1,029

5. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree = 35.39%

6. Percent of credit hours taught by full-time faculty = 75.94%

7. Number of faculty by title Fall 2012 = 12 Prof, 10 Assoc. Prof, 3 Asst. Prof, 10 Inst.; 26 Adjunct; Fall 2013 = 11 Prof, 8 Assoc. Prof, 3 Asst. Prof, 11 Inst.; 28 Adjunct; Fall 2014 – not supplied/available from OIRA

8. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2013 = 2014 - not available

9. Success Rate of 2010 cohort: 67.5% (Defined as FT/FT cohort three years after initial enrollment either graduating, still being enrolled at the campus, or transferring); Associate Degree Graduation Rate of 2011 cohort = 12.4%; Bacc. Degree Graduation of 2007 cohort = 39.46%

10. Student/Faculty Ratio: 14 -1 (2012 – latest available)

Extramural Funding/Sponsored Research 2013-2014

Awards = 2, Total Amount = $269,288

Source/Amount: HSS - $2,500; USDE - $266,788

Category/Amount: Service - $269,288

UNIVERSITY OF SOUTH CAROLINA

UNION

A l i c e   T a

ylor-Colbert, Dean

BLUEPRINT FOR ACADEMIC EXCELLENCE

2015-2016

~~Draft~~
March 16th, 2015

Section I. Executive Summary:
Academic Dashboard measures:

Enrollment: Enrollment in Fall 2014 was 679 students, a 40.29% over the Fall 2013 enrollment of 484 students. FTE for Fall 2014 was 413, an 18% increase over Fall 2013. The Pacer Pathway with USC Aiken and increased dual enrollment offerings are primarily responsible for the growth. The Enrollment Management Team works to sustain and continue increases.

Student Retention/Success Rate: The Fall 2012 to Fall 2013 student retention rate was 46.1%, down from 50.6% from Fall 2011 to Fall 2012. The preliminary rate for Fall 2013 to Fall 2014 is 46.5%, slightly higher than the previous year. The two-year graduation rate for the 2010 cohort was 21.3% and the 3-year graduation rate was 29.3%. These are the highest numbers of the Palmetto Campuses. A Strategic Planning Task Force on retention has recommended steps to improve it for the future.

Faculty: USC Union has eleven full-time faculty in Fall 2014, one more than Fall 2013. A search for an additional psychologist is in process. A strategic planning task force devoted to increasing faculty and academic initiatives.

Service: USC Union faculty and staff are actively engaged in service in their communities. See Appendix E.

Key Performance Parameters:

Teaching Excellence/Research and Scholarship: USC Union faculty produced 10 presentations, 6 publications, and 7 successful grants from March 2014 to March 2015. See Appendix E.

Service: Faculty, adjuncts, and staff participated in 67 service activities for the community, profession, and university. See Appendix E.

Sustainability: USC Union has a growing enrollment and a healthy fund balance of approximately $1.5 million. Employees are conservative in spending, and the institution is efficient in operations, relying upon few individuals who handle multiple duties. The threat is the loan default rate of 33.6% for 2011-12. The Financial Aid office is researching the issues, so modifications to processes can be implemented. A new Financial Aid Appeals Committee structure and charge was established in spring 2014. Overage checks will be held for one month beginning in Fall 2015. SC Student Loan Corporation is assisting us.

Section II. Meeting the University's Academic Dashboard Targets

Enrollment:

Strategies: USC Union increased enrollment by creating the Pacer Pathway with USC Aiken and accepting the invitation of Dorman and Broome high schools for dual enrollment offerings. Our service was so welcomed by Laurens High that they chose to use us for both fall and spring offerings in 2014-15. We also enhanced marketing efforts with radio and newspaper ads and additional billboards, including digital ones and one at a movie theatre in Spartanburg. These received positive attention.

Progress 2014-2015: USC Union experienced record enrollment in both Fall 2014 and Spring 2015.

Strategies 2015-2016: Continue to work closely with USC Aiken on the Pacer Pathway. Sustain the good service we provide to the high schools we serve. Work to recruit dual enrollment students as USC Union students for the Associate's degree. Increase visits with the help of a full time recruiter. Engage the new Laurens Center Director in recruiting efforts and community activities. Enhance marketing. Develop a promotional video.

Student Retention/Success Rate:

Strategies: Tutoring by Student Ambassadors in 2014-15 began efforts for the Student Academic Success Center. The administration encouraged and financially supported faculty attendance at advising conferences and meeting. Career counselling is provided through OSP and the Continuing Education Office. The GPA for dual enrollment students was raised from 3.0 to 3.5.

Progress 2014-2015: The Fall 2013 to Fall 2014 retention rate increased slightly over the previous year. USC Union had the highest graduation success rate of the Palmetto College campuses for the fall 2010 cohort.

Strategies 2015-2016: Admissions is scrutinizing transfer and re-admit student history more closely to determine if they can be successful. Hire a director and establish a Student Academic Success Center for tutoring and other services. Provide training opportunities for advisers. Increase library resources.

Faculty:

Strategies: Strategic planning task force recommended hiring a Psychology Assistant Professor. Campus administration also decided to pursue an Economics Assistant Professor following the unsuccessful search for a Business professor in spring 2014.

Progress 2014-2015: Hired a new Assistant Professor of Sociology in Fall 2014; the search for an Assistant Professor of Chemistry led to the promotion of our Chemistry Instructor to Assistant Professor effective January 2015. Due to budget concerns, the Economics search was closed in preference to the Psychology position. The result of that search is pending. For 2014-15, one faculty member is seeking promotion to Full Professor. One faculty member is undergoing third-year review.

Strategies 2015-2016: In addition to hiring at least one new faculty member, the Academic Initiatives Task Force has recommended that additional emphasis should be placed on service learning, USC Connect, and Graduation with Leadership Distinction. That task force also believes that a Student Success Center should be a top priority for the campus. As of the submission date for the Blueprint, one faculty member will seek tenure and promotion to Associate Professor in 2015-16. Two will undergo third-year review.

Service:

Strategies: Service to the campus, Palmetto College, the university, and—in the case of faculty—the profession has always been a staple of USC Union's mission. We continue to emphasize the importance of service. In addition, the 2014-15 Strengthening Community Relations Task Force will make recommendations soon.

Progress 2014-2015: See Appendix *x* for a list of service activities by faculty and staff during calendar year 2014.

Strategies 2015-2016: Continue to emphasize the importance of public and community service to our faculty, staff, and students. Work with students to expand service opportunities in classes (USC Connect, Graduation with Leadership Distinction)

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

2015-2016 Academic Year Goals

Goal 1: Increase Enrollment and Retention
- Increase enrollment. Progress: New admissions counsellor recruits full time. Contacts and applications have already increased. Key parameter: *Sustainability.*
- Continue to partner with USC Aiken to offer the Pacer Pathway program in Aiken. Progress: 35 of 40 students successful in 2014-15. Working relationship excellent. Key parameters: *Service to University System* and *Sustainability*.
- Expand dual enrollment offerings at high schools. Progress: Dorman has asked to add courses in Fall 2015. Key parameters: *Service* and *Sustainability*.
- Increase marketing, especially in Laurens County. Progress: Ads in Laurens Chamber and Main Street publications. Regional magazine ads. Key parameter: *Sustainability.*
- Develop a Student Academic Success Center. Progress: Student Ambassadors served as tutors for 2014-15. Seeking funding for the Center, a director, and tutors. Key Parameters: *Service to Institution* and *Sustainability*.

Goal 2: Increase Faculty and Academic Offerings
- Recruit, hire and retain highly qualified faculty. Progress: Psychology search near completion for 2015-16. Key parameter: *Teaching Excellence/Research-Scholarship.*
- Partner with a senior institution to offer a Business Administration degree in Laurens. Progress: Initial conversations scheduled. Key parameter: *Service to University System* and *Teaching Excellence/Research-Scholarship.*
- Encourage general education online course development. Provide online course development, one-time grants to faculty. Progress: Grant offer announced; guidelines being established. Key parameter: *Teaching Excellence/Research-Scholarship.*

Goal 3: Provide Students with Intellectual Tools for Leadership and Lifelong Learning
- Enhance Student Ambassador Program. Progress: Begun in Fall 2014. Students helped with Admissions Office activities and tutored. Key parameter: *Service*
- Develop student organizations. Progress: Student Nursing Association launched in Fall 2014. Approximately 50 students participated. Key parameter: *Service.*

- Encourage activities in USC Connect and Graduation with Leadership Distinction. Progress: Students have been made aware of opportunities. Advisers are working with students.
- Key parameter: *Service to community and institution*.

Goal 4: Strengthen Infrastructure and Campus Resources
- Campus Enhancement Projects Task Force established. Progress: Survey completed with recommendations for campus improvement and priorities. Some work has begun. Key parameter: *Sustainability.*
- Fund raising. Progress: Donor has provided $75,000 for Student Center Courtyard. Other donors have contributed. Development Director has begun planning family fund, annual, and brick campaigns. Corporate proposal for Patron's Park under consideration. Key parameter*: Sustainability*.
- Union/Laurens Commission has provided $20,000 for landscaping in front of Central Building. Partnership Board has provided $7,000 for landscaping in front of Main Building. Key parameter: *Sustainability.*

Goal 5: Strengthen Community Ties
- Patron's Park. Progress: Landscape design completed. Progress: Corporate proposal under consideration. Key parameter: *Service and Sustainability*.
- Faculty, staff, and students are engaged in the community. Progress: See service activities. Key parameter: *Service to Community*.
- 50th Anniversary Celebration. Progress: Party hosted by Switzers on May 9. Founders' Day planning begun for October 2015. Small book being developed by a task force. Brick campaign for Student Center Courtyard being planned. Key parameter: *Service to Institution, State, and Community.*

Five Year Goals
Goal 1: Increase Enrollment and Retention
Achieve 500 fte and 40% retention rates.

Goal 2: Increase Faculty and Academic Offerings
Recruit and retain highly qualified faculty.
Put general education offerings online.

Goal 3: Provide Students with Intellectual Tools for Leadership and Lifelong Learning
Increase students participating in Graduation with Leadership Distinction.
Enhance student activities.

Goal 4: Strengthen Infrastructure and Campus Resources
Address facility and grounds needs.
Create Patron's Park.
Establish an endowment.
Create new science labs.
Add weight room and locker rooms to gym.

Goal 5: Strengthen Community Ties
Develop new partnerships in Union and Laurens and beyond.

Appendix A. Resources Needed

Goal No. 1			
Type of Resource	**Existing**	**Add. State Resource**	**Strategy**
Student Academic Success Center	Facilities of current OSP	$65,000	$65,000 requested in state budget for director and facility; donor solicitation
Recruiter		$30,000	Laurens recruiter needed to grow program
Goal No. 2			
Business faculty		$55,000	Will pursue partnership with senior institution
Goal No. 4			
Science labs	Equipment	$250,000	When county provides building, renovation will be needed to put science labs on top floor.

Appendix B. Benchmarking Information

The following university system campuses have been identified as most closely matching the Palmetto College campuses:

Kent St.   East Liverpool
Kent St   Salem

Ohio St. Mansfield
Ohio St. Marion

Ohio Univ. Eastern
Ohio Univ. Zanesville

Penn St. DuBois
Penn St. Fayette (Eberly)
Penn St. Mount Alto

Univ. of Wisconsin Colleges   (13 campuses, online)
A peer review of Palmetto College including the campuses will be conducted during 2015. Colleagues from most of these institutions will be invited to provide this review.

Appendix C. Top Strengths and Important Accomplishments

USC Union has an excellent working relationship with regional high schools. As a result of the excellent relationships with the schools and the model programs for dual enrollment, other schools in the region

have been seeking partnerships with us. USC Union achieved record enrollment in Fall 2014 and Spring 2015 as a result of these relationships.

USC Union seeks to form partnerships within the USC system. The Pacer Pathway with USC Aiken began in 2014-15 and will continue in 2015-16.

USC Union faculty and staff are devoted to service. This is evidenced in Appendix F. One of the most important services USC Union provides is Financial Aid workshops for surrounding schools. Because of the commitment of faculty and staff to service, one of the institutional goals is Community Ties. Each year, task forces continue to work on community partnerships. Students are also encouraged to provide service. Students are participating in USC Connect and the Graduation with Leadership Distinction programs.

Appendix D. Weaknesses and Plans for Addressing the Weaknesses

USC Union needs to grow the full time Associate Degree student population in both Union and Laurens. Attempts are being made to work with Laurens County to guarantee students coming straight out of high school an Associate's Degree with no debt. A similar initiative will be sought with Union County. Online general education is needed. Grant offers have been put in place for online general education course development.

USC Union had an initial default rate of 33.6 for the 2011-12 year. Admissions and financial aid processes have been revised, but insufficiently. Additional policies and procedures will be put in place to make sure that students accepted into the programs can be successful.

Appendix E/F. Campus Statistical Profile/Campus Research Profile/Scholarship and or Service

Note: The continual implementation of a new enterprise system to replace the legacy system continues and presents challenges to produce and have full faith in supplied data. What is reported below represents "best available" and, in some cases, data gaps that will have to be addressed at a later time.

Student/Faculty

Fall 2014 HC =679, FTE = 413

1. Number of entering freshman and SAT/ACT scores Fall 2011 = 99, 890/15; Fall 2012 = 102, 878/16; Fall 2013 = 116, 794/17; Fall 2014 = 141, 814/16

2. Freshman retention rate for classes entering Fall 2011 = 50.6%; Fall 2012 = 46.1%; Fall 2013 = 45.7%

3. Associate Degrees awarded: 2011/2012 year = 67; 2012-2013 year = 73; 2013-2014 year = 58

4. Total credit hours generated by your campus for Fall 2013 = 6,200; Spring 2014 = 5,648; Summer 2014 = 218

5. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree = 23.45%

6. Percent of credit hours taught by full-time faculty = 40.06%

7. Number of faculty by title Fall 2012 = 0 Prof, 2 Assoc. Prof, 4 Asst. Prof, 5 Inst., 23 Adjunct; Fall 2013 = 0 Prof, 1 Assoc. Prof, 4 Asst. Prof, 5 Inst., 27 Adjunct; Fall 2014 = 0 Prof, 1 Assoc. Prof, 4 Asst. Prof, 5 Inst., 27

8. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2013 = not available

9. Success Rate of 2010 cohort: 57.3% (Defined as FT/FT cohort three years after initial enrollment either graduating, still being enrolled at the campus, or transferring); Associate Degree graduation rate of 2011 cohort = 25.9%; Bacc. Degree graduation rate of 2007 cohort = 21.8%

10. Student/Faculty Ratio: 16-1 (2012 – latest available)

Extramural Funding/Sponsored Research 2013-2014

Awards = 3, Total Amount = $240,682

Source/Amount: HSS - $2,500; USDE - $233,182

Category/Amount: Service - $235,682; Training- $5,000

Campus Scholarship/Service

Aziz:

Professional Presentations (March 2015): Majdouline Aziz. "Bell's Religious Identity Statuses (RISt): Re-Conceptualized for the Study of Muslim Religious Identity Development" Southern Sociological Society Annual Meeting, New Orleans, LA.

Manuscript in Progress-should be submitted for publication by end of Summer 2015: Religious Identity Status Scale (RISt): A Tool for Examining Muslim Religious Identity

Community engagement: August 2014-present: Union County Prevention Coalition.

Manuscript Review: February 2015: Child Abuse and Neglect

Grants: Palmetto College Online Course Development Grants Program (awarded, $5000); RISE 2015 (submitted-co-PI); ASPIRE (submitted-co-PI)

Lowe:

Article:

"'We have lost this battle but we are engaged in a war': Civil Rights Litigation and White Resistance in South Carolina, 1962-1970," The Proceedings of the South Carolina Historical Association, forthcoming March 2015

Presentations:

"Civil Rights, the Law, and White Resistance in South Carolina, 1955-1970" Association for the Study of African American Life and History, September 2014

"Gloria Rackley and the Civil Rights Movement in South Carolina," South Carolina Historical Association, March 2014

Service:

Union County Economic Development Board

Lowell:

2 peer-reviewed journal publications in 2014 :

Lowell, R., & Morris, R.K. (2014). Word length effects on novel words: Evidence from eye movements. Attention, Perception, & Psychophysics, 76(1), 179-189. DOI: 10.3758/s13414-013-0556-4

Brusnighan, S.M., Morris, R.K., Folk, J.R., & Lowell, R. (2014). The role of phonology in incidental vocabulary acquisition during silent reading. Journal of Cognitive Psychology, 26(8), 871-892. DOI: 10.1080/20445911.2014.965713

Wade, K., & Lowell, R. (April, 2014). Impact of consistency and number of exposures on incidental vocabulary acquisition. Poster presented at Discovery Day, USC Columbia.

Conference Presentations:

Lowell, R., & Wade, K. (May, 2014). Impact of context consistency and number of exposures on incidental vocabulary acquisition. Poster presented at the Association for Psychological Science Annual Convention, San Francisco, CA.

Lowell, R., & Kelly, C. (March, 2015). Role of motivation in incidental vocabulary acquisition during silent reading. Poster to be presented at the annual meeting of the Southeastern Psychological Association, Hilton head, SC.

Invited talk :

Lowell, R., Wade, K., & Kelly, C. (January, 2015). Factors to consider in understanding incidental vocabulary acquisition during reading. Invited to talk at the Psychology Department's Hard Data Cafe Colloquium Series, USC Columbia.

Grants (funded):

Warr, T., & Lowell, R. (2014-2015). Impact of implicit bias on perception of, and memory for, workplace interactions. Magellan Scholar Program, Office of Undergraduate Research, USC Columbia, $2,800.00.

Grants (under review):

Lowell, R. (2015-2016). Incidental vocabulary acquisition while reading English as a second language: The influence of contextual constraint and morphological transparency. RISE: Regional Initiative for Summer Engagement, Office of the Vice President for Research, USC Columbia, $6,894.70.

Lowell, R., Hauptman, S., & Aziz, M. (2015-2016). Enhancing the study of cognitive psychology, sociolinguistics, perception, memory, and interdisciplinary pedagogy through collaborative studies of eye movement monitoring at USC Union and Upstate campuses. Advanced Support for Innovative Research Excellence, ASPIRE-III: Infrastructure, Office of the Vice President for Research, USC Columbia, $82,774.00.

Media Features;

USC Times: Q&A (September, 2014 issue)

UofSC Today: Faculty and Staff Notes (February 25, 2014)

USC Union in the Spotlight feature (January 30, 2014)

Service/Teaching:

Graduation with Leadership Distinction (GLD) in Research, e-portfolio leader for Tammy Warr, spring 2015

 Magellan Scholar reviewer for spring 2015 submissions to Office of Undergraduate Research, USC Columbia

Consulted on Independent Research of students at Dorman's STEM Freshmen campus

Union County Prevention Coalition advisory board

Duffy Award nominee for 2014/2015 cycle

Rinehart:

CONFERENCE PRESENTATIONS

Rinehart, Christine Sixta (2015). "Kill the Women First! Female Terrorism and Islam." To be presented at "Bodies of Knowledge in the Academy: Embodied Knowledges and Academic Freedom" 2015 USC Women's & Gender Studies Conference, April 23-24, 2015, Columbia, SC.

Rinehart, Christine Sixta. (2014). "Foolhardy in Middle Eastern Foreign Policy: The American Fallacy of Using Drone Targeted Killings to Decrease Terrorism." Presented at 7th Association for the Study of the Middle East and Africa Association (ASMEA) Conference, October 31-November 1, 2014, Washington D.C.

GRANTS

Grant ($5000.00), Extended University, University of South Carolina, Spring, 2015 to develop POLI 463 The American Chief Executive

Travel Grant ($500.00), 7th Association for the Study of the Middle East and Africa Association (ASMEA) Conference, October 31-November 1, 2014, Washington D.C.

Grant ($3000.00), Center for Teaching Excellence, University of South Carolina, Spring, 2014 (RCAM 205) "The Campaign Evaluation Project: Teaching Leadership and Civic Responsibility."

Grant ($5000.00), Extended University, University of South Carolina, Spring, 2014 to develop POLI 365 State Government

Service:

New Faculty Mentor, January, 2015-Office of the Provost, University of South Carolina Columbia

Volunteer Coach Mid-Carolina Women's Varsity Soccer

Teaching at USC-Columbia (Spring 2015) WGST 598: Service Learning and Social Justice: The Art of Grant Writing: Writing 30 grants free of charge for approximately 20 non-profits across the world

The Healing Power of Art Program, Newberry County Memorial Hospital, Display oil and watercolors throughout hospital
100 Square Foot Garden where I frequently donate vegetables to elderly people in my neighborhood Newberry, SC
Player, Division 1, Cromer's Peanuts Women's Soccer Team, South Carolina Amateur Soccer Association, Spring, Fall, and Summer.
September 17, 2014, Presented at Constitution Day, USC Union, "Drone Warfare: An Assault on the American Constitution?"
OSP Workshop Presentation, USC Union, April 9, 2015

Fatemi:
- I organized blood drive on campus in September 2014, and also February 2014. This event is open to the community and USC Union Daily News have written articles about it.
 - Men and women on a mission, MWOM/African American Association, AAA arranged a fundraising in October 2014 in which the members provided a variety of baked goods and fruits. !00% of the proceeds was divided between two families who have a family member undergoing cancer treatment.
 - Mwom and AAA organized the Black History Month event on Feb 18, 2015. The speaker for this event was Mayor Harold Thompson of Union.
 - I am planning to do a Lunch and Learn session in March on campus and talk to students about sexual health and various contraceptive options.
 - I received a grant from Department of Social Services through South Carolina Campaign to prevent teen pregnancy for $6200.00.

Taylor-Colbert:
Presentations:
"The Cherokee Trail of Tears," Cashiers Historical Society, May 2014.
"Leading Up: Helping Leaders Succeed," Provost Academy of American Academic Leadership Institute and American Association of State Colleges and Universities, August 2014.
Scholarship:
Editorial Board Member of *Journal of Cherokee Studies*
Service:
4 community presentations about USC Union
Chair, Polio Plus Committee of Union Rotary
Member, Union Health Care Foundation Board
Member, Union County Arts Council
Member, Union County Historical Society
Member, The Museum of Greenwood
Member, Union County Advanced Technology Advisory Board

PART-TIME FACULTY
Charles:
4th ed. of *The Narrative History of Union County*, although it actually appeared at the end of 2013, is copyrighted 2014. I donated the copyright to the museum.
Revision and update of *The History of Grace United Methodist Church*. This is the 3rd ed.,and it will appear this spring.
Jolly:
Chaired first ever Pennies for Patients Leukemia/Lymphoma fundraiser drive at Union County High School

Volunteer at Jacob's Well Mission- outreach center and food and clothes pantry in Lockhart, SC
Volunteer Youth Leader at Mon-Aetna Baptist Church where we have organized the following service activities...
- visited with residents at Heartland of Union
- visited and led activities for Union County Disabilities Board residents
- prepared food pantry items for Mon-Aetna Baptist Church food pantry
- provided Christmas to 22 underprivileged children in the Lockhart community by raising funds, shopping, and coordinating with Lockhart Elementary School guidance and administration to ensure that gifts were organized and delivered in a timely manner
Mon-Aetna Baptist Church- Baptism Committee, Youth Lead Team, Preschool Worship volunteer
Library Volunteer at Monarch Elementary School

STAFF SERVICE
Holcombe:
January- FAFSA Evening Workshops (1.5 hours) @ Union County High School, Broome High School, Gaffney High School, Spartanburg High School, Dorman High School, Blacksburg High School and J.F. Byrnes High School.
Presented 4 sessions at the SCC Educate Conference (tri-county upstate SC Guidance Conference) on "It's Raining Money".
FAFSA Day (during the school day) at Laurens District 55. Approximately 20 FAFSA's completed online.
Judge the Miss Gaffney High School Pageant on Saturday, February 7th.
Was interviewed by Beth Lemmonds, a USC Columbia Broadcast Journalism Major for a class video project. The topic was student debt.
Site Coordinator for College Goal South Carolina on 2/28/2015. USC Union was a host site.
March- Clover High School Senior Night, presented sessions on Scholarships.
Clinton High School Day and Evening FAFSA Program, approximately 40 FAFSA's will be completed.
Host VA Day on March 17 for Union campus and Union community.
Miss USC Union Scholarship Pageant Sponsor on March 28. Proceeds will benefit the Upstate Alzheimer's Association.
Host VA Day for Laurens campus and Lauren's community.
Brunch with Student Leaders at Lewisville High School and Lunch with Leaders at Great Falls High School. This event is funded by a Chester County Grant. I am a guest speaker.
September- Scholarship Evening Workshops (1.5 hours) at Broome High School, Dorman High School, Lewisville High School, Union County High School and Spartanburg High School.
University 101 Class participates in "A Walk to Find a Cure for Alzheimer's" on the campus of Wofford College.
October-Olde English Consortium, conduct 4 sessions for Guidance Counselor Conference in the Chester/York/Lancaster/Fairfield County Area on "Scholarships and the FAFSA".
November-Host the USC Union Fall Guidance Luncheon on campus for 7 service counties and 20 high schools.
Host the SGA Thanksgiving Luncheon, which kicks off the SGA Christmas Food Drive for needy families in Union County.
March 6-August 7 FAFSA Friday's in the USC Union Financial Aid Office. Completes FAFSA for the community and USCU students.

Lawson:

2014 – Secretary, BBQ Committee, and Marketing Committee - Uniquely Union Festival Board
2015 – Chairperson, Uniquely Union Festival Board
2014 -15 – Board Member and grant writer for Union County Arts Council
2014-15 Board Member, Union County Disabilities and Special Needs.

Smith:

Public Relations Director – Rotary Club of Union

Community Vibrancy Committee – Union Chamber of Commerce

Union County YMCA Board of Directors

Admissions Office:

The Admissions Office participated in all CHE "College Application Days" our recruiting area and received an award from SC CHE for "Distinguished Service and Support to South Carolina High School Seniors Throughout College Application Month 2014".

The Admissions Office also hosted The Union County Youth Leadership Group and Union County Leadership Group on campus that included information sessions, discussions, campus tours and lunch.

The USCU SGA raised $125 money to donate to local food drives in Union County for Thanksgiving Holiday and Co-Sponsored the Miss USCU Pageant.