Accountability Report Transmittal Form

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UNIVERSITY OF SOUTH CAROLINA
SUMTER

Annual Accountability Report
Fiscal Year 2009-2010

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Executive Summary

I.1 **Mission and Values: USC SUMTER MISSION STATEMENT**

University of South Carolina Sumter Full Mission Statement located at:
http://www.uscsumter.edu/index.php/mission.html

Mission Statement:
Approved by the Board of Trustees - June 2010

The University of South Carolina Sumter, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. USC Sumter offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

The University of South Carolina Sumter recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. Enrollment varies with community need, but is expected to remain at approximately 1200 students. The University of South Carolina Sumter was established to encourage higher education in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

The institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. USC Sumter also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Sumter. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Sumter promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

USC Sumter emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

I.2 **Major achievements from past year:**
The Relationship of the Mission Statement to the Vision:
The focus of the mission statement is to provide the opportunity for higher education to the citizens of the five county service area. The vision statement reflects a natural evolution for USC Sumter as it endeavors to fully provide that opportunity.

Current progress toward the Vision Statement:
USC Sumter has several areas that require improvement before fulfilling its vision of becoming the next four-year campus of the USC system. The faculty, staff, and administration are keenly aware of these needs and are making progress toward fulfilling them. USC Sumter has revised the campus goals as they are outlined in this document to better and further address these issues.

I.3 **Key Strategic goals for the present and future years** –
http://ire.uscsumter.edu/home/USC%20Sumter%20Blueprint%20for%20Academc%20Excellence%20March%2025%20Official%20First%20Draft.pdf

USC Sumter has determined that the following long-term goals will allow the campus to progress substantially toward the achievement of the stated vision and mission.

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

2.   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.

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

4.   The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private resources. This long term goal relates to *Advance Carolina* goals involving:

5.   The University of South Carolina Sumter will develop and improve its physical plant and related campus infrastructure, as outlined in the campus master plan, and actively seek public and private funding to achieve this goal. This long term goal relates to *Advance Carolina* goals involving.

I.4   Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals

Opportunities:
The University of South Carolina Sumter periodically conducts a SWOT analysis (Strengths, Weaknesses, Opportunities & Threats). Most recently SWOT analyses were undertaken in 2002 and in 2004 through the Marketing and Public Relations Committee. These studies were designed to inform strategic marketing initiatives. The analysis in 2002 was conducted by Vitalink Communications and in 2004 by ESE Marketing. The results of the two studies were remarkably consistent and are noted in the charts below.

Vitalink 2002

Strengths	Weaknesses	Opportunities	Threats
Part of USC System	Lack of brand identity	Brand strengthening	Projected decline in eligible students
Name recognition	Confusion of USC Sumter and Central Carolina	Four-year status	Increased competition
Reputation	Lack of four-year programs	Marketing affordability	K-12 education not preparing students for higher education
Small Classes	Mixed messages		Not supporting the change effort financially
Affordable	Building outdated		Military uncertainty
Four-year programs	Conditions at Shaw Center		
Credit Transfer			

ESE Marketing

Strengths	Weaknesses	Opportunities	Threats
Part of USC	Lack of strong brand identity	Four-year status	Increasing Competition
Affordable	Unclear message	Build community awareness	Blending with CCTC
Location	Cost to attend	Business & community partnerships	Military uncertainty
Transfer credits	Proximity to CCTC	Solidify unique selling proposition	Admission standards
Small campus – small classes	Doesn't look upbeat – vague image	Consistency of message/look	Not attaining four –year status
Excellent faculty	Not four-year	Cultivate guidance counselors	
Expansion possibilities		Springboard to higher education	
Partnership Board, Community Leaders		More effectively communicate benefits of attending a university	
Existing Students & Alumni			

I. 5 How the accountability report is used to improve organizational performance:
The Accountability Report will serve as the foundation for USC Sumter's "managing by the measures." The Accountability Report will be aligned with the annual strategic planning process, thus serving as the instrument to connect the strategic goals and the mission to the performance evaluation, agency operations and information systems, customer focus, and the business results. The Accountability Report will be shared and reviewed through the USC Sumter Faculty Senate, the USC Sumter Staff Organization, an annual Fall Dean's "Welcome Back Meeting", the USC Sumter Associates, and various agency venues.

II. 1 The main educational programs of USC Sumter are the Associate in Arts and the Associate in Science degrees. These are delivered predominately on-site through coursework and through extra-curricular activities. Modern technology is integrated into these programs when appropriate.

In addition, USC Sumter makes additional degree programs available through cooperation with other campuses of USC. Through cooperation with USC Columbia, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership degrees are offered. Through USC Aiken, the Bachelor of Science in Business Administration with a concentration in Management is offered. Through USC Upstate, the Bachelor of Arts degree in Early Childhood and the Bachelor of Arts degree in Elementary Education are available. Both traditional on-site classes and distance education formats are used in these cooperative programs. On an on-demand basis, an RN to BSN completion program is available through USC Upstate, as is an extended graduate campus for both the USC Upstate and USC Columbia M.Ed. Programs.

II.2 USC Sumter's key student segments, stakeholder groups, and market segments

Key Stakeholders	Key Success Measures
Students	Retention & Graduation rates; Student Satisfaction; Transfer-out Success
Alumni and Friends	Alumni Satisfaction; Donations and Contributions
Employers, Business and Industry	New Programs and Services
Community	Enrollment Goals; Community Service/Involvement; Transfer-in Success

II. 3 USC Sumter's operating locations are:
- USC Sumter Main Campus
- USC Sumter Shaw Air Force Base Campus located in the Base Education Center
- Sumter High School
- Thomas Sumter Academy
- Cardinal Newman High School
- Camden Military Academy
- Saint Francis Xavier High School
- Lakewood High School
- Crestwood High School

II. 4   The regulatory environments in which the University of South Carolina Sumter operates include:
- One of 4 regional campuses of the University of South Carolina
- USC Sumter is one of 33 South Carolina public institutions who are regulated by the South Carolina Commission on Higher Education
- Southern Association of Colleges and Schools (SACS) – under the umbrella of USC Columbia
- The operation of certain programs (Education, Business Administration) are affected by the National Council for Accreditation of Teacher Education (NCATE) and the Association to Advance Collegiate Schools of Business (AACSB)
- Occupational Safety and Health Administration (OSHA)
- Environmental Protection Agency (EPA)
- South Carolina Labor, Licensing & Regulations (SC-LLR)
- Americans with Disability Act (ADA)
- Department of Health and Environmental Control (DHEC)
- State, County, and City fire codes and building codes

II. 5   The governance system is complex. USC Sumter reports to USC through the Vice-Provost for Regional and Continuing Education. The Vice-Provost reports to the Provost. The Provost reports to the President. The President reports to the Board of Trustees. The University of South Carolina operates the campus under contract with the Mid-Carolina Commission for Higher Education. In addition, a separate system of faculty governance (the Regional Campuses Faculty Senate) exists that has authority in curricular matters, including admissions and graduation requirements.

II. 6   The University of South Carolina's Sumter's key suppliers and partners are:
- Students
- Alumni & Friends
- Employers, Business & Industry
- Community & Feeder Schools
- USC Columbia
- South Carolina Lottery Commission
- US Department of Education

II. 7. **The University of South Carolina Sumter's key competitors are:**
- The South Carolina Technical College System
- Out-of-state institutions licensed "bare bones" programs in South Carolina (St. Leo and Troy State)
- Main senior campus residential experience
- Business & Industry
- Military
- Morris College
- South Carolina State University

II. 8 **The University of South Carolina Sumter's principal factors which determine competitive success:**
- Price & Quality
- Customer Service
- Increasing the availability of 4-year degrees in the regional area
- Tuition increases due to budget cuts

II. 9 **The University of South Carolina Sumter's key strategic challenges are:**
- Fixed cost
- Tuition increases to cover increased costs and budget cuts
- Maintain competitiveness in the national faculty hiring market

II. 10 **The University of South Carolina Sumter has various performance improvement systems which include:**
- Satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life)
- Course Evaluation Surveys
- Faculty Evaluation System
- Staff Employment Performance Management System (EPMS) Evaluation
- Future implementation of Faculty/ Staff Satisfaction Surveys

II. 11 Accountability Report Appropriations/Expenditures

Sumter Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 5,728,075	$ 2,800,000	$ 5,509,519	$2,537,500	$ 5,521,322	$ 2,010,000
Other Operating	$ 5,899,379	$ -	$ 6,553,084	$ -	$ 6,598,234	$ -
Special Items	$ -	$ -	$ -	$ -	$ -	$ -
Permanent Improvements	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 1,669,382	$ 558,011	$ 1,612,570	$ 523,816	$ 1,530,384	$ 408,440
Non-recurring	$ -	$ -	$ 365,530	$ -	$ 642,876	$ -
Total	$ 13,296,836	$ 3,358,011	$ 14,040,703	$3,061,316	$ 14,292,816	$ 2,418,440

Other Expenditures

	Sources of	FY 08-09 Actual	FY 09-10 Actual	

Funds	Expenditures	Expenditures
Supplemental Bills	$ -	$ -
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

Note:

The Non-recurring is the ARRA Federal Stimulus funds. In FY10 $365,530 was spent of the budget of $575,463.

H39-Sumter Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 08-09 Budget Expenditures FY 10-11 Appropriations Act		FY 0-10 Budget Expenditures		Key Cross References for Financial Results*
539	Instruction: Arts & Sciences- Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	**State:**	3,358,011	**State:**	3,061,316	7.1-1, 7.1-2,7.1-3,7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.2-1, 7.3-1a-b, 7.3-2, 7.3-3, 7.4-1, 7.4-2, 7.4-3, 7.4-4, 7-4-5, 7.5-1
		Federal:	3,467	**Federal:**	0	
		Other:	997,062	**Other:**	1,405,677	
		Total:	4,358,540	**Total:**	4,466,993	
		% of Total Budget:	32.78%	**% of Total Budget:**	31.81%	
540	Public Service- Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:**	0	**State:**	0	7.5-4a-b, 7.7-1, 7.7-2, 7.7--3
		Federal:	0	**Federal:**	0	
		Other:	6,758	**Other:**	1,834	
		Total:	6,758	**Total:**	1,834	
		% of Total Budget:	0.05%	**% of Total Budget:**	0.01%	
541	Academic Support- Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	**State:**	0	**State:**	0	7.1-1, 7.1-2, 7.1-3, 7.2-1, 7.2-2a-c, 7.3-1a-b, 7.3-2, 7.3-3, 7.3-4, 7-4-1,

		Federal:	0	**Federal:**	60,664	
		Other:	1,192,497	**Other:**	967,005	
		Total:	1,192,497	**Total:**	1,027,669	
		% of Total Budget:	8.97%	**% of Total Budget:**	7.32%	
542	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	**State:**	0	**State:**	0	7.1-1, 7.1-2, 7.3-1a-b, 7.3-2, 7.3-3, 7.3-4, 7-5-2, 7-5-3a-b, 7.5-4a-b
		Federal:	322,588	**Federal:**	460,148	
		Other:	1,138,425	**Other:**	1,077,875	
		Total:	1,461,013	**Total:**	1,538,023	
		% of Total Budget:	10.99%	**% of Total Budget:**	10.95%	
543	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	**State:**	0	**State:**	0	7.3-1a-b, 7.3-2, 7.3-3, 7.3-4, 7-6-1a-c
		Federal:	0	**Federal:**	168,699	
		Other:	889,536	**Other:**	764,716	
		Total:	889,536	**Total:**	933,415	
		% of Total Budget:	6.69%	**% of Total Budget:**	6.65%	
544	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	**State:**	0	**State:**	0	7.1-5, 7-1-6, 7.1-8a-b, 7.3-1a-b
		Federal:	1,345,441	**Federal:**	1,946,445	
		Other:	2,121,764	**Other:**	2,267,586	
		Total:	3,467,205	**Total:**	4,214,031	
		% of Total Budget:	26.08%	**% of Total Budget:**	30.01%	
545	Auxiliary: Bookstore-Self-supporting activity	**State:**	0	**State:**	0	7.3-1a-b, 7.3-2,7.3.3, 7.3-4

	that exist to furnish textbooks, goods and services to students, faculty, or staff.	**Federal:** 0		**Federal:** 0	
		Other: 632,253		**Other:** 579,120	
		Total: 632,253		**Total:** 579,120	
		% of Total Budget: 4.75%		**% of Total Budget:** 4.12%	
546	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	**State:** 0		**State:** 0	7.3-1a-b, 7.3-2, 7.3-3, 7.3-4, 7.4-4
		Federal: 0		**Federal:** 65,280	
		Other: 1,240,303		**Other:** 1,140,244	
		Total: 1,240,303		**Total:** 1,205,524	
		% of Total Budget: 9.33%		**% of Total Budget:** 8.59%	
new	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	**State:** 0		**State:** 0	7.4-1, 7.4-2, 7.4-3
		Federal: 998		**Federal:** 965	
		Other: 47,734		**Other:** 73,129	
		Total: 48,732		**Total:** 74,094	
		% of Total Budget: 0.37%		**% of Total Budget:** 0.53%	

Grand Total	**State:**	**3,358,011**	**State:**	**3,061,316**
Grand Total	**Federal:**	**1,672,494**	**Federal:**	**2,702,201**
Grand Total	**Other:**	**8,266,332**	**Other:**	**8,277,186**
Grand Total	**Total:**	**13,296,837**	**Total:**	**14,040,703**

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	**State:**	**State:**
	Federal:	**Federal:**

Other:	Other:
Total:	Total:
% of Total Budget:	**% of Total Budget:**

USC Sumter Organizational Chart

Regional Campus Dean
C. Leslie Carpenter

Office of the Dean
Mary Fran Smith
Executive Assistant/HR Assistant

Office of the Dean
Marchetta L. Williams
Human Resources Officer

Faculty Organization
John L. Safford
Chair

Mid-Carolina Commission for Higher Education
Joseph S. Sublette, Chair

Staff Organization
Sharon H. Chapman
President

Sumter Partnership of the USC Educational Foundation
William J. Holmes, President

USC Sumter Alumni Association
Howard J. Owens
President

USC Sumter Associates
M. Reid Beebe
President

Academic Affairs
Anthony M. Coyne
Associate Dean

Administrative & Financial Services
Bruce K. Blumberg
Associate Dean

Carol J. Reynolds
Interim Administrative Assistant

Christine G. Stutz
Administrative Assistant

Anderson Library
Sharon H. Chapman
Head Librarian

Continuing Education
Susan S. Brabham
Director

Distance Education
Jean D. Carrano
Director

Division of Arts & Letters
Hayes D. Hampton
Chair

Division of Business Administration & Economics
Kay Oldhouser Davis, Chair

Division of Humanities, Social Sciences, & Education
Richard S. Bell, Chair

Division of Science, Mathematics, & Engineering
James E. Privett, Chair

Institutional Research
Charles W. Wright
Research Analyst

Opportunity Scholars Prog.
Lisa S. Rosdail
Director

Shaw AFB Office
Ricky L. Boyd
Director

Baseball
L. Tom Fleenor
Head Coach

Bookstore
Julie N. McCoy
Manager

Budget, Planning, & Grants
Joann V. Groover
Director

Buildings & Grounds
Jeffrey D. Lingefelt
Superintendent

Business Office
Wenell D. Prescott
Manager

Computer Services
George R. Thompson
Director

Food Court
Deborah M. Shumate
Manager

Soccer
John M. Borycki
Interim Head Coach

Softball
Adrienne N. Cataldo
Head Coach

Switchboard
Sharon D. Berry
Receptionist/Switchboard Opr.

Student Affairs
Lynwood Watts
Associate Dean

University Advancement
Carl R. McIntosh
Associate Dean

Mary L. Sutton
Administrative Assistant

Joyce H. Hodge
Administrative Assistant

Admissions Services
Keith E. Britton
Director

Advisement & Counseling Ctr.
C. Gail Pack
Director

Financial Aid, Scholarships, & Veterans Affairs
Sue A. Sims, Coordinator

Records and Registration
(Vacant)
Coordinator

Career Planning, Placement, & PACE
Toni J. Williams, Coordinator

Student Life
H. Frank Marsh
Interim Director

Alumni Relations
Erica M. Christmas
Director

Marketing & Public Relations
(Vacant)
Director

Section III

Category 1 – Senior Leadership, Governance, and Social Responsibility
C1.1 USC Sumter's senior leaders work to develop and deploy their organization's vision and values throughout the leadership system through the vision and values which are found in the Mission Statement that is developed through formal action by the faculty, approval by the Dean, and further approval by the Board of Trustees and the Commission on Higher Education. Enhancing details are found in the Blueprint for Quality Enhancement, which is developed by the Dean in consultation with the Assistant and Associate Deans, the Budget, Planning and Grants Director, the Long Range Planning Committee, and others.

These documents are widely available on the USC Sumter website. They are discussed often in campus meetings, and form the foundation for materials distributed to the general public.

The Senior Leadership strives to exemplify personally the values of the institution and to support the efforts of members of the faculty and staff to do so also. Those who exemplify these qualities are honored through various established campus awards for both faculty and staff.

C1.2 USC Sumter senior leaders promote and support an environment that fosters and requires legal and ethical behavior, and fiscal, legal, and regulatory accountability. Accountability is monitored through the performance evaluation systems for both faculty and staff provide an annual review of how faculty and staff members are doing in working on attainment of the vision. Distinguished Professorships, the new research award, and other awards emphasize key ingredients of the vision to faculty. Other special awards emphasis this to staff members.

C1.3 USC Sumter's senior leaders promote and support an environment that fosters and requires legal and ethical behavior; and, fiscal, legal, and regulatory accountability by creating this environment through personal action, the formulation and dissemination of policies that require such behavior, and through strong personal expressions of concern with which the campus must comply.

Monitoring is accomplished through the activities of auditors both internal and external, through reports of external activities that might create conflicts of interest, and through regular reports to accrediting agencies and others.

C1.4 Senior leaders create an environment for organizational, faculty, and staff learning by supporting learning through flex-time policies that make time available. Free tuition for courses and other development and travel funds provide a mechanism for covering the costs associated with development.

Development activities are often recommended on EPMS forms and are central to the faculty evaluation system.

C1.5 The senior leaders at USC Sumter promote and personally participate in succession planning and the development of future organizational leaders by identifying employees to participate in the South Carolina Leadership Retreat, Chamber of Commerce Leadership Program, South Carolina Executive Institute, and Student Leadership Retreat. Succession planning is handled on a case by case basis as the institution formally becomes aware of retirement plans.

C1.6 USC Sumter's senior leaders communicate with, empower, and motivate all faculty and staff members by fostering broad discretion in how to carry out their responsibilities. This promotes an attitude of ownership in aspects of the organization. Special funding is often available to make new initiatives possible. The campus-wide planning process gives everyone an opportunity to be involved significantly in determining the future of the campus. Senior leaders take an active role in faculty and staff reward and recognition processes by being involved in the final selection process for many of the key awards. In most cases, the offices themselves will supervise the selection process. In this way, the entire campus becomes aware of the stress senior management puts on this area. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

C1.7 USC Sumter evaluates the performance of its senior leaders through a variety of media. The deans of the USC Regional campuses self report goals, objectives, strengths and weaknesses using a template developed by the Vice Provost for Regional Campuses; and they are evaluated by their campus faculty each year. At the conclusion of every academic year, the responses to the evaluation instruments are reviewed and suggestions for improvement are noted and acted upon. Progress and/or corrective action is observed and documented by the Vice Provost via this interactive process. The Vice Provost is evaluated at mid-year and at year's end by the Executive Vice President for Academic Affairs and Provost as well as the President of the University.

C1.8 The key compliance processes, goals and measures are conducted via the regulatory Annual Evaluation of Associate Degree Programs at Public Institutions. In 1996, the passage of Act 359 underscored the importance of program accountability by focusing on questions related to time to degree and graduates' first-time passing rates on

professional licensure examinations. The purposes of this annual review remained unchanged by Act 359. Those purposes have been and remain:

1) To insure that programs demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and

2) To identify programs which need to be strengthened.

The procedures for this review require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.

2. At the most recent fall term, each program must enroll at least 16 students who generate 12 full-time equivalents.

3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

C1.9 USC Sumter's senior leaders all participate in community organizations, including serving in leadership capacities. Through informal channels, senior leaders divide their activities over a variety of organizations most suited to the campus roles, personal strengths, and individual interests. Sometimes, the involvement is institutional and senior leaders are assigned by the Dean to represent the campus. Senior leaders are constantly aware of campus assets in their work with the community and make these available to the community when legal, ethical, and otherwise appropriate.

Category 2 – Strategic Planning

USC Sumter uses a strategic planning process centralized in the Office of the Dean with important input from the Sumter Partnership of the USC Educational Foundation, the Sumter Legislative Delegation, the Mid-Carolina Commission on Higher Education, and the USC Office of the Vice Provost for Regional Campuses. The Mission Statement, Master Plan, and Vision Statement serve as the primary guides for decisions that impact the campus into the 5 – 20 years range.

To assist in the planning process, the campus has a Long Range Planning Committee (LRPC) with advisory status to the Office of the Dean regarding matters concerning the next 3 – 5 years. The LRPC has six members from faculty, six members from staff, and one student representative. The Associate Dean for Academic Affairs and the Budget, Planning, and Grants Director serve as *ex officio* members. The focal point for the LRPC and Planning Units are the five goals and the action plans for each goal as shown in the tables on pages 17-24.

 The primary function of the LRPC is to coordinate the assessment, planning, and budgeting process with the 34 Planning Units on campus. When the annual operating budget is received at the beginning of the fiscal year, funds are allocated to fund managers so that Planning Units can make decisions about whether to fully implement, modify, or postpone their planned actions. At the mid-year mark, the Budget, Planning, and Grants Director coordinates a mid-year review to assist Fund Managers and Planning Units in formulating plans to close out their spending for the current year, reallocating funds if necessary. At the end of the third quarter, Planning Units assess their progress in executing their planned actions that support the long range goals. The assessment process provides the opportunity for Planning Units to evaluate what actions need to be modified, identify any new actions that need to be incorporated into the Long Range Plan, and develop any recommendations to the LRPC regarding changes to the long range goals. The feedback and updates from the assessment process become the basis for Planning Units to forecast their budget requirements for the following year. See Chart 7.6-5a-b for a visual representation of our assessment, planning, and budgeting process.

2010-2011 USC Sumter Strategic Goals, Action Plans, and Performance Indicators

Program Number & Title	USC Sumter Supported Agency Strategic Planning Goals/Objectives	2009-2010 Strategic Plan Related FY 09-10 Key Agency Action Plan/Initiative(s)
Goal I	**Goal I:** The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees, Palmetto Programs, and eventually the campus's own bachelor degrees. Goal I is unchanged. **The Goal Supports the Vision and Mission:** Goal I is both a summary of USC Sumter's continued mission and also of the campus's anticipated evolution. Offering a broad variety of learning experiences is at the very heart of the mission statement.	**Initiatives:** 1. Utilize Palmetto Programs to the fullest extent in order to provide the most widely varied courses and programs possible. The utilization of Palmetto Programs directly impacts USC Sumter's ability to offer a wider variety of educational opportunities to its service area. The initiative supports Goal I by extending a significant opportunity to offer a greater variety of courses on this campus. **Action Plans:** a. Add a third compressed video classroom on campus to expand the availability of Palmetto Programs courses, when a third room becomes a necessity. b. Actively explore needs and offer the most logical courses in the Palmetto Programs construct. b. Have more faculty trained in the classroom technology necessary for participation in Palmetto Programs. **Indicator(s):** a. A third video classroom will be added if course demand so dictates. b. Courses and programs will be added as need and availability increase. c. As more programs and courses become available through Palmetto Programs, appropriate faculty members will receive training. **Action Plan:** a. Seek more creative avenues of providing co-curricular activities. b. Continue to add new sports programs as resources allow. **Indicators:** a. The campus will track the number of co-curricular activities, the activities by target audience, the type of activities, and attendance. b. In 2009 – 2010 the campus will feature 2 Women's Intercollegiate Student Athletic Sports Teams and 2 Men's Intercollegiate Athletic Sports Teams and will have improved Facilities and Resources needed to enable those student Athletes' success.. .
Goal II	**Goal II:** The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollment and to attract and retain an academically talented and diverse student body. Goal II is unchanged. **The Goal Supports the Vision and Mission:** Goal II is of a primary concern both for USC Sumter as a regional campus, and in regards to future expansion of programs.	**Initiatives:** 1. Increase the use of the University's dual enrollment program as a recruitment tool. This program is a direct academic service as well as a direct recruitment tool designed to increase the number of high school students that apply to USC Sumter. **Action Plan(s):** a. Continue to increase the number of courses delivered in the schools. b. More courses will be added to the program in the Fall 2009semester, the result of which will be that USC Sumter will have dual enrollment programs in every public high school in Sumter County. **Indicator(s):** a. The number of courses in established high programs will increase according to the needs of each high school served. b. New course will be successfully executed. 2. USC Sumter, the S.C. Gear-Up program, and the S.C. African Methodist Episcopal Church will implement a new partnership to bring USC Sumter's "College Planning Curriculum" to all high schools in the state. This "Curriculum" is used to conduct in-school

seminars for college-bound high school students and fully informs them of the course requirements for successful entry into colleges and universities. This program is a state-wide student service. Some of the participating students in USC Sumter's service area may actually become more college ready and choose to enroll at the campus because of the already established tie.

Action Plan(s):
a.   Coordinate with the partners to ensure that the planning curriculum reaches every high school in the state.
b.   Participate by conducting some of the seminars in our service area.

Indicator(s):
a.   The partnership will have ensured participation by all high schools in the state.
b.   Students participating in this program will be entered into USC Sumter's recruitment database and tracked for future enrollment.

3.   The Admissions and Recruitment Office will work with the human resource managers and CEOs of area businesses and industries to encourage their participation in programs in which the businesses pay their employees' tuition. In the Fall of 2008, 19% of USC Sumter's student body was in the non-traditional age group. Additional recruitment activities that target these potential students are very necessary to the plan to increase enrollment.

Action Plan(s):
a.   Annually host on-campus meetings for human resource and plant managers, and provide them with the necessary information.
b.   Visit businesses and plants annually to meet with human resources offices and to recruit students directly.

Indicator(s):
a.   Through the on-campus meetings, reach a larger number of area businesses.
b.   Potential students will be entered into the recruitment database and tracked for enrollment.
c.   The Financial Aid Office should observe an increased number of students receiving employee aid.

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

Action Plan(s):
a.   Visit area churches and present comprehensive programs that inform parents and students of any kind of the opportunities available at USC Sumter.

Indicator(s):
a.   USC Sumter will send information to churches in our service area offering these seminars.
b.   USC Sumter will record the number and location of these seminars.
c.   Potential students will be recorded in the recruitment database for further contact and to track enrollment.

Goal III

Goal III: The University of South Carolina Sumter will support and encourage the scholarly and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly activities. USC Sumter also will seek to continue to provide resources for faculty and staff to develop viable grant proposals. The substance of Goal III remains the same. The text has been edited.
The Goal Supports the Vision and Mission:
USC Sumter has always supported the scholarly pursuits of the faculty, and continues to treat such pursuits as mission critical by enabling such activity wherever and whenever feasible.

Initiatives:
1.   Implement the Provost's plan to adjust faculty workloads in order to provide more time for faculty research and scholarly activity. The adjustment should positively affect the measurable quantity of research and scholarly pursuits of the faculty.
Action Plan(s)
a.   Reduce faculty workloads for junior tenure-track faculty and senior tenured faculty who are judged to be "productive scholars".
b.   Hire additional full-time and adjunct faculty to staff the courses that these faculty will no longer teach.
c.   Cease overload teaching by tenure-track faculty, except in rare cases, so that all campus faculty will have time for scholarly pursuits.

Indicator(s)
a.   The faculty referenced in action plan (a.) will teach one less course section during the academic year during the first year of phase-in.
b.   Additional faculty will be hired. (The exact number needed will become evident soon.)

		c. Track the use of overload teaching to ensure that overloads are approved only when deemed urgent and essential by the academic division and the campus. **2**. Ensure sufficient allocation of faculty professional development funds for travel and for other expenses incurred in scholarly pursuits. Providing direct support should increase faculty scholarly activity. **Action Plan(s):** a. Maintain the amount of funds allocated. **Indicator(s):** a. USC Sumter financial records will demonstrate the commitment to fund and encourage these pursuits. **3**. USC Sumter will seek private funding to add additional endowed professorships that include release time for professional development as well as stipends to support research and the production of scholarly works. **Action Plan(s):** a. Actively cultivate new private donations to endow professorships. **Indicators(s):** a. Records of pledges, and donations **4**. Communicate to faculty the numerous grant opportunities that are identified daily from the Grant Research Office. This continued communication will encourage faculty to consider more possible grant sources from which to choose, and is intended to increase the number of applications submitted. **Action Plan(s):** a. Continue to monitor all incoming email from the Grant Research Office and forward information as appropriate. **Indicator(s):** a. Faculty will have been informed of a broad variety of grant opportunities. **5**. As needed, hold grant related meetings on the Sumter campus that will be conducted by personnel from Sponsored Award Management. Bringing the meetings to this campus enables a larger number of our faculty to participate in them, thus providing more direct support and encouragement to seek grant funding. **Action Plan(s):** a. Confer with Research Office personnel and plan relevant meetings on the Sumter campus. **Indicator(s):** a. Relevant meetings will have occurred.
Goal IV	**Goal IV:** The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources. Goal IV remains unchanged. **The Goal Supports the Vision and Mission:** This goal continues to be a prominent one for USC Sumter. The campus works with the service area's legislative delegation so as to encourage increased funding for higher education. USC Sumter also will continue to work with local city and the service area county governments to secure more funding for the campus, and seeks to build on past successes in fund-raising from private sources.	**Initiatives:** **1**. Continue to work with USC Sumter's Legislative Delegation to effect positive change in state budgetary priorities for higher education in the state of South Carolina. Although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in state funding. **Action Plan(s):** a. Ensure regular dialogue with the delegation. **Indicator(s):** b. Meetings and other forms of communication will have occurred. **2**. Maintain dialogue with service area governments to increase local funding to the campus. Again, although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in local funding. **Action Plan(s):** a. Meet with local government representatives as needed. **Indicator(s):** a. Correspondence and meetings will have occurred. **3.** Improve and enhance annual giving campaigns. Enhanced campaigns should result in more dollars raised privately that can be used to support the campus. **Action Plan(s):** a. Continue to cultivate and develop the alumni of USC Sumter as annual donors. **Indicator(s):** a. There will be an increase in annual giving from alumni. **4**. Participate fully in the upcoming Capital Campaign. Such participation should result in more dollars raised privately that can be used to support the campus. **4**. Participate fully in the upcoming Capital Campaign. Such participation should result in more dollars raised privately that can be used to support the campus. **Action Plan(s):** a. A preliminary campaign goal of $3,850,000 has been submitted for approval.

		These funds will enhance scholarship awards for students, increase money for faculty excellence and improve physical facilities of the campus. **Indicator(s):** a. The establishment of a new endowment for research, increased endowment for scholarships and enhanced physical facilities.
Goal V	**Goal V:** The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan and actively seek public and private funding to achieve this goal. This goal is unchanged. **The Goal Supports the Vision and Mission:** As USC Sumter seeks to grow and evolve, all campus personnel must be keenly aware of space and other physical plant needs. Although current facilities could adequately service a sizable increase in student enrollment, plans for future expansion to accommodate the delivery of a wide variety of degree programs are essential.	**Initiatives:** **1.** Continually work with USC Sumter's Legislative Delegation to encourage a new state bond bill that will fund the campus' planned new Instructional Laboratories Building, which is currently fourteenth on the state's prioritized list of proposed construction. Funding will allow USC Sumter to move forward with the campus Master Plan. **Action Plan(s):** a. Communicate regularly with the Legislative Delegation and with CHE to closely monitor state funding developments. **Indicator(s):** a. Meetings and other forms of communication will have occurred. The intended result is that the building will be funded. **2.** Continually work with USC Sumter's Legislative Delegation to support additional state funding for deferred maintenance. Funding will allow the campus to move forward with accomplishing the tasks outlined in the deferred maintenance list. **Action Plan(s):** a. Communicate regularly with the Legislative Delegation and closely monitor state funding developments **Indicator(s):** a. Campus financial records will reflect successful efforts to obtain state funding. **3.** In conjunction with Goal IV.4, seek a major naming gift for the Instructional Laboratories Building. A private donation will likely provide more encouragement to the state to provide funding for this project, again, allowing USC Sumter to move forward with its Master Plan. **Action Plan(s):** b. Several prospects capable of making a $1,000,000 gift have been identified for the capital campaign. These potential donors will be cultivated and solicited in the coming months. **Indicator(s):** a. We will secure a $1,000,000 naming gift for the Instructional Laboratories Building.

USC Sumter Fiscal Year 09-10 Strategic Plan Assessment

	USC Sumter	**2007-2008 Strategic Plan**	**Assessment**	
Program Number & Title	**Supported Agency Strategic Planning Goals/Objectives**	**Related FY 07-08 Key Agency Action Plan/Initiative(s)**	**Progressive to Date on Initiatives**	
Goal I	**Goal I:** The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees, Palmetto Programs, and eventually the campus's own bachelor degrees. Goal I is unchanged. **The Goal Supports the Vision and Mission:** Goal I is both a summary	**Initiatives:** **1.** Utilize Palmetto Programs to the fullest extent in order to provide the most widely varied courses and programs possible. The utilization of Palmetto Programs directly impacts USC Sumter's ability to offer a wider variety of educational opportunities to its service area. The initiative supports Goal I by extending a significant opportunity to offer a greater variety of courses on this campus. **Action Plans:** a. Add a third compressed video classroom on campus to expand the availability of Palmetto Programs courses, when a third room becomes a necessity. b. Actively explore needs and offer the most logical courses in the Palmetto Programs construct.	**Progress to date for the Initiative:** Planning co-curricular activities for a non-residential campus is challenging. A majority of the students on the Sumter Campus work in addition to attending classes and have little spare time to participate in such activities. However, the Student Life Office continues to try to bring a variety of programming to the campus that is available at various times of the day in the hope that most students will be on campus to participate in something, even though they may not be able to attend very many functions.	

	of USC Sumter's continued mission and also of the campus's anticipated evolution. Offering a broad variety of learning experiences is at the very heart of the mission statement.	b. Have more faculty trained in the classroom technology necessary for participation in Palmetto Programs. **Indicator(s):** a. A third video classroom will be added if course demand so dictates. b. Courses and programs will be added as need and availability increase. c. As more programs and courses become available through Palmetto Programs, appropriate faculty members will receive training. **2.** Provide more varied co-curricular opportunities for students. Co-curricular activities support the personal and social development of students, which, in turn, aid in producing highly educated and well-rounded graduates. **Action Plan:** a. Seek more creative avenues of providing co-curricular activities. b. Continue to add new sports programs as resources allow. **Indicators:** The campus will track the number of co-curricular activities, the activities by target audience, the type of activities, and attendance. In 2009 – 2010 the campus will feature 2 Women's Intercollegiate Student Athletic Sports Teams and 2 Men's Intercollegiate Athletic Sports Teams and will have improved Facilities and Resources needed to enable those student Athletes' success.	A soccer field has been constructed. A baseball practice facility is under construction. Intercollegiate Soccer for both women and men was successfully implemented in the fall of 2008. Recruitment for a second season is well underway. The anticipated expansion of intercollegiate athletics in 2009 – 2010 has been deferred because of budgetary considerations. However, the campus intends to expand its athletic program as soon the budget permits. **Progress to date for the Initiative** The third video classroom has not yet been added because course demand has not yet exceeded the capacity of the other two rooms. We are still actively seeking the addition of new courses offered through the program to prepare for the expected implementation of the Bachelor of Organization Leadership in 2009- 2010. As new courses are offered from this site, faculty will receive training. Financial aid issues that arose with the initial implementation of the program have been resolved. **2.** Provide more varied co-curricular opportunities for students. Co-curricular activities support the personal and social development of students, which, in turn, aid in producing highly educated and well-rounded graduates. **Plans for achieving, retiring, or amending Goal I in light of the current indicators and progress:** Goal I speaks to the core of USC Sumter's Vision and Mission. Continual improvement in teaching and developing our students will never be eliminated from the Strategic Plan. Eventually, as the Palmetto Programs become what we see as "fully implemented," that part of the goal statement may be retired. The reference to the eventual offering of USC Sumter's own bachelor's degrees will be retired when that vision is completely

			realized. While constraints associated with State Appropriations limited USC Sumter's ability to grow the Sports Program with further additions of Intercollegiate Athletic Teams, plans for increasing access to improved training facilities, practice facilities, playing facilities, and educational support services continue unabated with help from a number of Campus and Community sources.
Goal II	The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollment and to attract and retain an academically talented and diverse student body. Goal II is unchanged. **The Goal Supports the Vision and Mission:** Goal II is of a primary concern both for USC Sumter as a regional campus, and in regards to future expansion of programs.	**Initiatives:** **1**. Increase the use of the University's dual enrollment program as a recruitment tool. This program is a direct academic service as well as a direct recruitment tool designed to increase the number of high school students that apply to USC Sumter. **Action Plan(s):** a. Continue to increase the number of courses delivered in the schools. b. More courses will be added to the program in the Fall 2009semester, the result of which will be that USC Sumter will have dual enrollment programs in every public high school in Sumter County. **Indicator(s):** a. The number of courses in established high programs will increase according to the needs of each high school served. b. New course will be successfully executed. **2.** USC Sumter, the S.C. Gear-Up program, and the S.C. African Methodist Episcopal Church will implement a new partnership to bring USC Sumter's "College Planning Curriculum" to all high schools in the state. This "Curriculum" is used to conduct in-school seminars for college-bound high school students and fully informs them of the course requirements for successful entry into colleges and universities. This program is a state-wide student service. Some of the participating students in USC Sumter's service area may actually become more college ready and choose to enroll at the campus because of the already established tie. **Action Plan(s):** a. Coordinate with the partners to ensure that the planning curriculum reaches every high school in the state. b. Participate by conducting some of the seminars in our service area.	**Progress to date for the Initiative:** USC Sumter is continuing to gain enrollment. Some of the increase has occurred as a result of participation in dual enrollment courses in high school. Some is attributed to sports players who otherwise would have chosen a different institution. However, much of the increase has been due to the greatly increased efforts of the Admissions and Recruitment Office and the Marketing Office. Gains in enrollment: (Gains over the same semester of the previous year) Increase in Headcount Fall 2007 7.90% Spring 2008 7.89% Fall 2008 5.20% Spring 2009 9.20% Fall 2009 -2.35% **Progress to date for the Initiative:** The partnership is officially formed. Since this is a new initiative, there is no progress to be assessed. **Progress to date of the Initiative:** This year, for the first time, we worked directly with individual human resource officers and CEOs to accomplish this initiative. While the general economic situation, regionally, nationally, and internationally, was not conducive to business investment of this ilk during the past year, strategically these actions will help enable stronger relationships with the business sector.

		Indicator(s): a. The partnership will have ensured participation by all high schools in the state. b. Students participating in this program will be entered into USC Sumter's recruitment database and tracked for future enrollment. **3.** The Admissions and Recruitment Office will work with the human resource managers and CEOs of area businesses and industries to encourage their participation in programs in which the businesses pay their employees' tuition. In the Fall of 2008, 19% of USC Sumter's student body was in the non-traditional age group. Additional recruitment activities that target these potential students are very necessary to the plan to increase enrollment. **Action Plan(s):** a. Annually host on-campus meetings for human resource and plant managers, and provide them with the necessary information. b. Visit businesses and plants annually to meet with human resources offices and to recruit students directly. **Indicator(s):** a. Through the on-campus meetings, reach a larger number of area businesses. b. Potential students will be entered into the recruitment database and tracked for enrollment. c. The Financial Aid Office should observe an increased number of students receiving employee aid. **4.** The Sumter Campus will seek innovative ways to establish ties with the faith-based communities in our service area in order to reach both the parents of traditional students, and the non-traditional student market. Many churches ask directly for seminars for potential students. Since a significant percentage of the student body is non-traditional, there is clearly a market in this segment. This kind of active recruitment will likely result in an increased enrollment in non-traditional students. **Action Plan(s):** a. Visit area churches and present comprehensive programs that inform parents and students of any kind of the opportunities available at USC Sumter. **Indicator(s):** a. USC Sumter will send information to churches in our service area offering these seminars. b. USC Sumter will record the number	Such efforts are critical to our mission and the goal of improving recruitment and retention. Therefore, we will continue to proactively pursue this process.

Goal III	The University of South Carolina Sumter will support and encourage the scholarly and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly activities. Again, Dr. Sorensen has directed this campus to increase grant funding, particularly in the area of research and productive scholarship. USC Sumter also will seek to continue to provide resources for faculty and staff to develop viable grant proposals. The former Goals III and IV	**Initiatives:** **1.** Implement the Provost's plan to adjust faculty workloads in order to provide more time for faculty research and scholarly activity. The adjustment should positively affect the measurable quantity of research and scholarly pursuits of the faculty. **Action Plan(s)** a. Reduce faculty workloads over a two year period for junior tenure-track faculty and senior tenured faculty who are judged to be "productive scholars". b. Hire additional full-time and adjunct faculty to staff the courses that these faculty will no longer teach. c. Cease overload teaching by tenure-track faculty, except in rare cases, so that all campus faculty will have time for scholarly pursuits. **Indicator(s)**	**Progress to date for the Initiative:** Funds for the initiative are monitored for use each year and planned for the coming year with great care. Although there may never be "enough" money for everything every faculty member may care to do, great strides have been made and we have been able to protect those funds during the current State Appropriations crisis. **Progress to date for the Initiative:** No new endowed professorships have been added within the last year. However, efforts continue to accomplish this initiative.

and location of these seminars.
c. Potential students will be recorded in the recruitment database for further contact and to track enrollment.

5. USC Sumter will enroll the third year of students who became "USC Sumter Scholars" in their senior year of high school and will provide financial assistance using fee waivers "scholarships" where needed to ensure that tuition and fees are covered. The program will continue to be evaluated to determine if students in concurrent classes apply to and attend USC Sumter, thereby increasing enrollment.

Action Plan(s):
a. Track each year's cohort of students in this group by high school of origin, from their freshmen year through their transfer or graduation.
b. Monitor the use of 4% Fee Waivers by this group in their freshmen year. Fee Waivers will likely be used infrequently since USC Sumter Scholars will probably qualify for the Life Scholarship and other financial aid. In rare cases in which students do not have enough aid to pay for tuition, fee waiver "scholarships" will be employed.

Indicator(s):
a. Enrollments from participating high schools should increase.
b. Use of 4% Fee Waivers can be tracked.

		a. The faculty referenced in action plan (a.) will teach one less course section during the academic year during the first year of phase-in. b. Additional faculty will be hired. (The exact number needed will become evident soon.) c. Track the use of overload teaching to ensure that overloads are approved only when deemed urgent and essential by the academic division and the campus.	**Progress to date for the Initiative:** All communications to the Sumter Campus from the Research Office are reviewed for relevance and forwarded to the faculty for their information and/or use.
	have been merged into this single goal. **The Goal Supports the Vision and Mission:** USC Sumter has always supported the scholarly pursuits of the faculty. President Sorensen has directed the campus to increase these efforts		

(continued in center column)

2. Ensure sufficient allocation of faculty professional development funds for travel and for other expenses incurred in scholarly pursuits. Providing direct support should increase faculty scholarly activity. This initiative is intended to be a positive response to Presidents Sorensen's directive.

Action Plan(s):

Increase the amount of funds allocated.

Indicator(s):
a. USC Sumter financial records will demonstrate the commitment to fund and encourage these pursuits.

3. USC Sumter will seek private funding to add additional endowed professorships that include release time for professional development as well as stipends to support research and the production of scholarly works. Again, this initiative is intended to be a positive response to Presidents Sorensen's directive.

Action Plan(s):
Actively cultivate new private donations to endow professorships.

Indicators(s):

Records of pledges, and donations

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

Action Plan(s):
a. Continue to monitor all incoming email from the Grant Research Office and forward information as appropriate.

Indicator(s):

Faculty will have been informed of a broad variety of grant opportunities.

5. As needed, hold grant related meetings on the Sumter campus that will be conducted by personnel from the

		Grant Research Office. Bringing the meetings to this campus enables a larger number of our faculty to participate in them, thus providing more direct support and encouragement to seek grant funding. **Action Plan(s):** Confer with Research Office personnel and plan relevant meetings on the Sumter campus. **Indicator(s):** Relevant meetings will have occurred.	
Goal IV	The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources. Goal IV remains unchanged. **The Goal Supports the Vision and Mission:** This goal continues to be a prominent one for USC Sumter. The campus works with the service area's legislative delegation so as to encourage increased funding for higher education. USC Sumter also will continue to work with local city and the service area county governments to secure more funding for the campus, and seeks to build on past successes in fund-raising from private sources.	**Initiatives:** **1.** Continue to work with USC Sumter's Legislative Delegation to effect positive change in state budgetary priorities for higher education in the state of South Carolina. Although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in state funding. **Action Plan(s):** Ensure regular dialogue with the delegation. **Indicator(s):** Meetings and other forms of communication will have occurred. **2,** Maintain dialogue with service area governments to increase local funding to the campus. Again, although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in local funding. **Action Plan(s):** Meet with local government representatives as needed. **Indicator(s):** a. Correspondence and meetings will have occurred. **3.** Improve and enhance annual giving campaigns. Enhanced campaigns should result in more dollars raised privately that can be used to support the campus. **Action Plan(s):** Continue to cultivate and develop the alumni of USC Sumter as annual donors. **Indicator(s):** There will be an increase in annual giving from alumni.	**Progress to date for the Initiative:** Prior to the beginning of the 2008 and 2009 sessions of the General Assembly, this issue was addressed very specifically in formal correspondence to each member of the Legislative Delegation from Sumter, Kershaw, Lee, Clarendon, and Williamsburg Counties. Corresponding testimony was presented to the Sumter County Legislative Delegation during public meetings in January 2009, and the issue is regularly revisited by Dr. Carpenter as he finds himself with members of the Legislative Delegation at various community functions and venues. **Progress to date for the Initiative:** USC Sumter communicates on a regular basis with area governments for a wide range of topics. Regarding funding, we formally request appropriations from each county in our service area annually. For those who invite presentations, we do travel to formal county government meetings and present our request in person. **Progress to date for the Indicator:** In the FY08 year the Office of University Advancement and the Sumter Partnership of the USC Foundation received over $1,200,000 in cash, gifts in kind, philanthropy, and pledges.

		4. Participate fully in the upcoming Capital Campaign. Such participation should result in more dollars raised privately that can be used to support the campus. **Action Plan(s):** a. A preliminary campaign goal of $3,850,000 has been submitted for approval. These funds will enhance scholarship awards for students, increase money for faculty excellence and improve physical facilities of the campus. **Indicator(s):** The establishment of a new endowment for research, increased endowment for scholarships and enhanced physical facilities.	
Goal V	The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan and actively seek public and private funding to achieve this goal. This goal is unchanged. **The Goal Supports the Vision and Mission:** As USC Sumter seeks to grow and evolve, all campus personnel must be keenly aware of space and other physical plant needs. Although current facilities could adequately service a sizable increase in student enrollment, plans for future expansion to accommodate the delivery of a wide variety of degree programs are essential.	**Initiatives:** **1.** Continually work with USC Sumter's Legislative Delegation to encourage a new state bond bill that will fund the campus' planned new Instructional Laboratories Building, which is currently fourteenth on the state's prioritized list of proposed construction. Funding will allow USC Sumter to move forward with the campus Master Plan. **Action Plan(s):** Communicate regularly with the Legislative Delegation and with CHE to closely monitor state funding developments. **Indicator(s):** Meetings and other forms of communication will have occurred. The intended result is that the building will be funded. **2.** Continually work with USC Sumter's Legislative Delegation to support additional state funding for deferred maintenance. Funding will allow the campus to move forward with accomplishing the tasks outlined in the deferred maintenance list. **Action Plan(s):** Communicate regularly with the Legislative Delegation and closely monitor state funding developments **Indicator(s):** Campus financial records will reflect successful efforts to obtain state funding. **3.** In conjunction with Goal IV.4, seek a major naming gift for the Instructional Laboratories Building. A private donation will likely provide more encouragement to the state to provide funding for this project, again, allowing USC Sumter to move forward with its Master Plan.	**Progress to date for the Initiative:** Prior to the beginning of the 2008 and 2009 sessions of the General Assembly, this issue was addressed very specifically in formal correspondence to each member of the Legislative Delegation from Sumter, Kershaw, Lee, Clarendon, and Williamsburg Counties. Corresponding testimony was presented to the Sumter County Legislative Delegation during public meetings in January 2009, and the issue is regularly revisited by Dr. Carpenter as he finds himself with members of the Legislative Delegation at various community functions and venues. The General Assembly did not pass a Bond Bill or otherwise provide appropriations for deferred maintenance during the 2008 and 2009 Sessions. **Progress to date for the initiative:** USC Sumter is still seeking a naming gift for the Instructional Laboratories Building. **Plans for achieving, retiring, or amending Goal V in light of the current indicators and progress:** The pursuit of fulfilling the master plan is obviously never ending. As the specific initiatives are accomplished, the verbiage

		Action Plan(s): Several prospects capable of making a $1,000,000 gift have been identified for the capital campaign. These potential donors will be cultivated and solicited in the coming months. **Indicator(s):** We will secure a $1,000,000 naming gift for the Instructional Laboratories Building.	of the goal may change in light of the need for new accomplishments and directions.

Category 3 – Student, Stakeholder, and Market Focus

C3.1 The Mission Statement carefully defines the student and market segments. This segment grows naturally out of the resources from which the campus provides services. Groups are pursued based on compatibility with mission and current accessibility. Additional programs are sought based on the needs of the market segment.

Knowledge of Student Needs and Expectations:

The University of South Carolina System determines which educational programs the institution will provide. As a unit of the University, USC Sumter has as part of its mission to provide higher education and intellectual leadership for the Sumter area. Therefore, the primary market for students attending USC Sumter is a SC resident living in the Sumter, Kershaw, Lee, Clarendon, Williamsburg, and lower Richland counties of South Carolina. Out of State students generally come to USC Sumter via association with Shaw Air Force Base in Sumter and as recruits for participation in our student athletic programs. The association with the military installation affords USC Sumter the opportunity to meet enrollment goals and add diversity to the student population. The primary reason students attend USC Sumter is convenience. USC Sumter provides two associate degree programs and seeks opportunities to expand the cooperative bachelor degrees through departments and colleges of the senior campuses of the University. USC Sumter promotes the student ability to move through the USC System or successfully transfer outside the USC System to pursue bachelors and graduate degrees. The desire to complete the bachelor degrees on the USC Sumter campus is the number one growing desire of students.

Each year the Admissions Office sets target application goals for new student enrollment. The primary source for new enrollees is the area secondary schools. Targeting business and industry provides both marketing appeal as well as potential enrollment. The expansion of dual enrollment courses in the area high schools have proven to be an additional method of course delivery which also directly impacts enrollment.

Most new freshmen enter USC Sumter from our area high schools. They gain information about USC Sumter from the admissions counselors visit to their school, guidance counselors, web exploration, campus visits, telephone inquiries, and/or from USC Sumter's presence delivering dual enrollment courses at their high school. Our recruitment plan details the actions and predicted result from presentations and interactions with schools, businesses and industry.

USC Sumter student needs and expectations are assessed throughout the academic year. Constant and consistent methods of attaining feedback from students allow for constant review of services, programs, and qualify our goals and direction. These assessment mechanisms allow USC Sumter to be supportive of an environment conducive to student development of successful students in the classroom, co-curricular activities, and in the transition to career fulfillment. The following table lists the various methods currently used to assess the value of the learning experience and evaluate the level of student satisfaction.

Student Feedback/Assessment Methods	Group
Student Application / Orientation	Current
Student Development Surveys	Current
Course Evaluations	Current
Participation on Institutional committees	Current
Student Opinion, Complaints, & Suggestion survey	Current

Library Surveys	Current
Advisement Evaluations	Current
Town Hall Meetings	Current
Placement Tests	Current
Alumni Survey	Current
Emerging Leaders Program	Current

USC Sumter is committed to providing a stimulating environment in which students can develop the attributes essential for a fulfilling and productive life through the attributes of intellectual, emotional, health and physical development, the capacity to make ethical decisions, respect for the dignity and worth of all individual and keen interest in contributing to the good of society. The Division of Student Affairs developed and implemented a Student Development Transcript system which is intended to provide a record of a student's activities while enrolled on the campus at USC Sumter. The Student Development Transcript is a certified record of activities, programs, and services which provides information that when used together with the academic transcript, presents a complete description of a student's activities and performance inside and outside the classroom.

The on-line application for admission (https://web.csd.sc.edu/app/sumter/) contains a survey instrument designed to provide information relative to each applicants' interests, previous level of involvement in co-curricular activities, and potential for involvement in activities on the USC Sumter campus. At orientation, each student is required to take placement tests, evaluate their experience of getting acquainted to campus and the campus personnel. Students with special needs are directed to the Office of Advisement and Counseling for evaluation and assistance.

Each spring, the Office of Student Affairs conducts a student development survey to evaluate the transition to USC Sumter, the relationships developed, as well as the cultural, leadership, and recreational opportunities available and taken advantage of on campus. Course evaluations are conducted near the end of each academic term to assess the perceived value of the course and the method and quality of instruction.

Student participation in the governance of the institution is an important mechanism for gauging involvement and generating student input and feedback. There are twelve standing institutional committees in which students are appointed upon the recommendation of the Student Government Association.

Student thoughts, suggestions and opinions are consistently solicited via suggestion/opinion boxes located in the offices of Admissions, Advisement Counseling, Financial Aid, Veterans Affairs and Scholarships, Student Life, and Records and Registration. Each of these departments within Student Affairs allows for the anonymous registration of suggestions, complaints, or opinions on the quality and quantity of service provided by each individual office. These are reviewed monthly by the Assistant Dean for Student Affairs for quality control and service improvements.

As a function of library services, suggestions and review of services are available on-line for library patrons as means of seeking student input and suggestions for improvements as well as quality control. These comments are then forwarded to the Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs for review and a full assessment of USC Sumter Library services are conducted on a four cycle set forth by the South Carolina Commission on Higher Education. USC Sumter's Institutional Effectiveness assessment can be viewed at: http://ire.uscsumter.edu/homey/IE_Report_2009.pdf

Academic advisement is considered the single most important aspect that affects student retention. The Advisement and Counseling Center at USC Sumter is a staff of professional counselors specialized in providing academic advisement to students for programs within the University of South Carolina. Because of the five cooperative bachelor degree programs, the counselors are acutely involved in the program curriculum of each student beyond the general education requirements. Their advice significantly impacts the success of students pursuing 4-year degree programs. After each advisement session, students are encouraged to complete an advisement survey to indicate their level of satisfaction and quality of advice given during the session. An annual on-line evaluation of the advisement center is also administered in the spring to monitor quality and student satisfaction of the advisement process.

C3.2 Listening and learning comes in a variety of forms. Admissions counselors listen to the views of students, their parents, and high school guidance counselors. The course evaluation process monitors the views of current students. Monitoring of enrollment levels tracks changing interests. A system to listen to the needs of non-traditional prospective students needs to be developed. In addition, many offices conduct evaluations to determine the effectiveness of their operations.

C3.3 USC Sumter collects and assesses information from current, former, and future students and stakeholders which assist in keeping services and programs relevant, and provide for continuous improvement through Orientation surveys for future students, a host of various surveys for current students that include student evaluations provide immediate feedback to faculty regarding specific courses. Alumni surveys conducted every two years (http://kudzu.ipr.sc.edu/effectiveness/accountability/alumni/), conducted with former students.

C3.4 USC Sumter determines student and stakeholder satisfaction and/or dissatisfaction via various avenues. The USC Sumter Business Advisory Council and the USC Sumter Alumni Council work with student and stakeholders to determine University satisfaction. Alumni and stakeholder needs are identified through the Sumter Partnership of the USC Education Foundation (SPUSCEF) contact processes and through alumni surveys. The Office of University Advancement maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni and groups interested in the mission of USC Sumter. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Advancement Office staff participate in the Council for the Advancement and Support of Education (CASE) and the University of South Carolina University Development Council (UDC). The Advancement Office and SPUSCEF are constantly benchmarking activities with other institutions in the University System to evaluate effectiveness and identify improvement areas.

The Director of Alumni Relations has specific responsibilities for maintaining alumni contact for the purpose of referrals and donations. The director is also responsible for identifying high achieving graduates for the purpose of receiving outstanding alumni awards at annual homecoming events. Alumni contacts include alumni gatherings and work with the USC call center to contact alumni each year for a donation. Any negative comments from these calls are referred to the Assistant Dean. The USC Sumter Alumni Association is governed by an Alumni Council which meets regularly.

The University of South Carolina Sumter Associates is made of community leaders. Members of this group are invited to the campus two times in the academic year. The group serves as an excellent feedback source for the evaluation of student and stakeholder relationships.

C3.5 USC Sumter builds positive relationships to attract and retain students, enhance student performance, and to meet and exceed their expectations for learning are built through focusing on student success and retention. A major focus has center around minority enrollment, minority retention and minority graduation. As a Regional Campus in the USC System, USC Sumter has a mission to serve the population of the regional area. USC Sumter's regional area includes Sumter, Clarendon, Kershaw, Lee and Williamsburg counties. These counties have a high minority population percentage.

Category 4 – Measurement, Analysis, and Knowledge Management

C4.1 The Office of Institutional Research & Effectiveness (IRE) supports the achievements of the University of South Carolina Sumter's mission by providing the collection, assessment, coordination of providing institutional research data for the institution as a whole and for academic and administrative units   The IRE Office supports and assesses the data involved in the planning process for the University of South Carolina Sumter.
http://ire.uscsumter.edu/

- The Southern Association of Colleges (SACS) mandates assessment of student learning outcomes
- Standards of Higher Education collection, assessment and reporting via the South Carolina Commission on Higher Education (CHE) and the Integrated Postsecondary Education Data System (IPEDS)
- SREB (The Southern Regional Education Board) publishes data analysis on a yearly basis to provide the goals, information and comparative data that are essential for higher education in the following states to move forward. The SREB states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia
- IPEDS Peer Analysis Comparison Group – the peer group is from the Carnegie III (2 year higher educational institutions with faculty rank) used by AAUP, CHE, and Performance Funding for USC Regional Campuses comparison analysis

IPEDS Peer Analysis Comparison Colleges & Universities	
Arkansas State University – Beebe	Beebe, Arkansas
Arkansas State University – Mountain Home	Mountain Home, Arkansas
Arkansas State University – Newport	Newport, Arkansas
Bowling Green State University – Firelands	Huron, Ohio
Eastern New Mexico University – Roswell	Roswell, New Mexico
Eastern New Mexico University – Ruidoso	Ruidoso, New Mexico
Kent State University – East Liverpool Campus	East Liverpool, Ohio
Kent State University – Tuscarawas Regional Campus	New Philadelphia, Ohio
Louisiana State University – Eunice	Eunice, Louisiana

New Mexico State University – Alamogordo	Alamogordo, New Mexico
New Mexico State University – Carlsbad	Carlsbad, New Mexico
New Mexico State University – Dona Ana	Las Cruces, New Mexico
New Mexico State University – Grants	Grants, New Mexico
Oklahoma State University – Oklahoma City	Oklahoma City, Oklahoma
Southern University at Shreveport	Shreveport, Louisiana
University of Akron – Wayne College	Orrville, Ohio
University of Cincinnati – Clermont College	Batavia, Ohio
University of Cincinnati – Raymond Walters College	Blue Ash, Ohio
University of New Mexico – Gallup Campus	Gallup, New Mexico
University of New Mexico – Los Alamos Campus	Los Alamos, New Mexico
University of New Mexico – Taos Branch	Taos, New Mexico
University of New Mexico – Valencia County Branch	Los Lunas, New Mexico
University of Pittsburgh – Titusville	Titusville, Pennsylvania
University of South Carolina Lancaster Campus	Lancaster, South Carolina
University of South Carolina Salkehatchie Campus	Allendale, South Carolina
University of South Carolina Union Campus	Union, South Carolina
University of Wisconsin Colleges	Madison, Wisconsin
Wright State University – Lake Campus	Celina, Ohio

C4.2 The Office of Institutional Research & Effectiveness supports the achievements of the University of South Carolina Sumter's mission by providing the following support:
- Coordination and providing institutional research for the institution as a whole and for academic and administrative units
- Coordination and support with the process of assessing institutional effectiveness for the University of South Carolina Sumter
- Support for the planning process for the University of South Carolina Sumter

Columbia's innovative assessment system affords each of the Regional Campuses to work with the Office of Institutional Assessment and Compliance to provide data and assessment needed for the broad responsibilities of a double-edged goal: the establishment of effective procedures for conducting planning, assessment or institutional research, and the reporting of official data based upon each procedure in a timely and accurate manner. Further, a fundamental value shared by the Office and the University is that a high degree of integration among planning, assessment and institutional research is essential for the University to maintain excellence in teaching, research and public service.

C4.3 USC Sumter's key measures (listed below) are kept current through data collection and assessment, surveys, along with data and financial audit which are vital in the process of long range planning.

Student Achievement	Facilities
Student Retention	Educational Compliance
Customer satisfaction	Relationship Management
Human Resources	Technology
Freshman Quality	Administrative & Finance

C4.4 In 2006 the University of South Carolina conducted an in-depth analysis of market demand for four-year degrees by prospective students on USC Regional Campuses, and identify which, if any, of the campuses have sufficient demand/potential to merit conversion to four-year status. For those campuses without sufficient demand to merit four-year status, determine the feasibility of offering, by distance education, a general liberal arts degree program to students on those campuses.

This report prepared, by the Yardley Group, is complete.

C4.5 The Office of Institutional Research & Effectiveness (IRE) maintains a Secure Networks (http://ire.uscsumter.edu/) where all data and surveys are housed. Data are updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center Education Statistics (NCES), and The Federal Integrated Postsecondary Education Data Systems (IPEDS).

C4.6 USC Sumter translates its organizational performance review findings into priorities for continuous improvement through the Long Range Planning/Review Process (full circle). See Chart 7.6-4

Collectively each unity takes a look at goals and tasks that support one or more of the six major goals for USC Sumter to ask and answer the following questions.

The Planning Process
- How do you, your division, your department, your colleagues, your staff, your committee, etc., plan to negotiate the metamorphosis to four-year status?
- Are your strategies or supporting goals and tasks current, comprehensive, and properly stated?
- Are you logically linked to the priority objective of moving USC Sumter successfully toward four-year status?
- Do they reflect the priorities, facts and assumptions contained in the six year plan?
- Do any of your existing strategies, goal or task need restating?
- Do you need any new strategies, goal or task added to your plan?
- Do you need to delete any strategies, goals, or tasks from your plan?

The Assessment Process
- How much or how well have you accomplished or implemented each part of your plan?
- Does this goal or task lend itself to expression in terms of percentage of completion? Can you assess your accomplishments in a graduated scale of subjective evaluation (poor, fair, average, good or best)?
- Do resource limitations limit your ability to accomplish or implement any part or your plan? Can you identify the specific type and level of resource limitations (finance, time, training, physical space, equipment, etc.)?
- Have you overestimated or underestimated customer satisfaction with your service? How long ago did you validate your assessment with results of a customer survey? Do you need to plan a new survey to update customer feedback?

C4.7 USC Sumter employs a process for collections, informal review for faculty and staff through:
- USC Sumter Staff Organization meets once a quarter

In 1992, USC Sumter established a recognition program for individual staff personnel. Specifically, recognition is given to an "Outstanding Staff Employee" four times per year. The Staff Employee of the Quarter Recognition Committee (SEQRC) serves as a standing institutional advisory committee whose purpose is to solicit and evaluate nominations, and make advisory recommendations to the Dean of the University regarding selection of individuals as the outstanding "Staff Employee of the Quarter." As a Standing Institutional Committee, the sponsor of the SEQRC is the Dean of the University. The empowerment limits of the committee are to review, recommend, and advise the Dean of the University

- USC Columbia Human Resources Office - Succession Planning & Career Planning
- Providing independent counseling to employees and/or supervisors to resolve work-related problems that may relate to performance and/or discipline based issues,
- Mediating disputes and advising all sides involved on matters relating to employee relations and human resources policies,
- Coordinating Employee Assistance Program (EAP) services,
- Administering the staff grievance process,
- Monitoring Employee Performance Management System (EPMS),
- Counseling and reviewing reduction-in-force plans (RIF),
- Administering the University's unemployment insurance program.
- USC Columbia Human Resource ListServ
- USC Times – a publication for USC faculty, staff and friends of the University (http://www.sc.edu/usctimes/)

Category 5 – Faculty and Staff Focus
C5.1 USC Sumter organizes and manages work to enable faculty to work in small classroom settings, usually only a small number of preparations in 12 hour load, plus reduced course loads for tenure track faculty, sabbatical leave to devote full time to scholarship, tries to schedule blocks of time for preparation/research, rank system rewards performance, development and travel funding, offices for part-time faculty members, availability of secretarial support, computer support, office space accessible to students and staff to develop and utilize their full potential, aligned with organization's objectives, strategies, and action plans.

USC Sumter organizes and manages work that promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces bring resources from throughout the campus to bear on issues. Open planning structure allows all employees to make suggestions regarding improvements. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process. USC Sumter Committees with Charters and structure are listed at: http://www.uscsumter.edu/index.php/committees.html

C5.2 USC Sumter evaluates and improves its organization and human resources related processes through interactive shared institutional governance, peer review processes for faculty, and strategic employee performance practices for staff.

C5.3 USC Sumter achieves effective communication and knowledge/skill/best practice sharing across the campus via: Coordination via Information Technology
- Common e-mail system allows rapid sharing of information
- Sharing of committee minutes
- Development opportunities advertised to all
- Shaw leadership integrated with campus committee structure, etc., so satellite office is familiar with campus
- USC Sumter Faculty Organization and USC Sumter Staff Organization meetings

C5.4 USC Sumter's faculty and staff performance management system includes merit Plans, Employee Performance Management System (EPMS), and the process of coordinating to departmental and institutional plans
- Faculty evaluation system is tied directly to goals and pay raises are nearly entirely merit driven
- EPMS system includes objectives that can be tied to goals.
- Pay for Performance can be used to reward exceptional performance.

C5.5 Effective succession planning is managed by: Division Chair training, hiring adjuncts and part-time and ongoing training
- Succession planning is on a case-by-case basis.
- Faculty career progression is built into the rank system and supported by development money, sabbaticals, etc.
- Staff are supported by some development resources, but normally lack career ladder structures.
- Adjunct rank structure provides advancement opportunity based on experience and education level.

C5.6 Faculty and staff education, training, and development that address USC Sumter's key organizational needs: Advantages of the USC System include:
USC professional development programs: http://hr.sc.edu/profdevp.html
- Help employees adjust to new work situations more easily and create a greater sense of community through a systematic orientation program.
- Provide knowledge of the appropriate application of operating procedures so employees are able to function more quickly and efficiently in various University departments.
- Encourage employees to hone skills by providing instruction and practice in work-related areas such as leadership, teambuilding, writing, or computing.
- Improve interpersonal skills through human relations training and increase productivity by improving communications between managers and employees.
- Foster good employee relations and reduce turnover by sponsoring programs that lead to greater job satisfaction and promotional opportunities.
- Provide information about University policies and procedures.
- Enhance the quality of work life for USC employees.
  - Faculty training and development is tied to pedagogy and research, key organizational needs
  - Staff training is approved only when linked with needs.
  - Evaluation of effectiveness is informal, but faculty scholarship is definitely increasing. Promotion and Tenure provides an indirect measure.
  -

C5.7 USC Sumter motivates faculty and staff to develop and utilize their full potential through various opportunities

- Employee Performance Management System (EPMS) which offers employees an opportunity to merit raises based on exemplary work
- Staff Annual Review
- Annual & Quarterly Awards (monetary and plagues) that include: the Research Award; the Staff Employee of Quarter Award, the H.D. Barnett, Sr. Award yearly for recognized staff; the Hugh T. Stoddard Award, SGA (Student Government Association) Teacher of the Year; and the Governor's Professor of Year Award yearly for recognized faculty.
- Service Awards recognition receptions
- Three (4) Endowed Professorships for full-time faculty
  - John McDavid Professorship in Business and Economics
  - Williams-Brice-Edwards Professorship in Humanities or Social Sciences
  - Julian T. Buxton Professorship in Business and Economics

- R.J "Chic" Mathis Professorship in Arts and Letters

C5.8 USC Sumter is currently reviewing and in the process of implementing surveys to collect data and assess faculty and staff well-being and areas of motivation. These surveys will be reviewed early during the Fall 2010 and implemented for the first time near the end of Fall 2010 semester.

C5.9 .USC Sumter Faculty and Staff Organization will begin to identify and determine priorities for improvement once the satisfaction surveys for faculty and staff well-being have been identified, administered, collected and assessed.

C5.10 USC Sumter has established a clean and safe environment that allows the staff to maintain the facilities to the best of our abilities so that they may be used by faculty staff, students, and visitors for their intended purpose.
- An Emergency Response Manual has been developed and placed on line for all faculty, staff, and students. http://www.uscsumter.edu/emergency.shtml
- Each building has an intercom system installed that can be used to notify building occupants of threatening weather or other emergency situations.
- A Phone Tree call list has been distributed to all faculty and staff to aid in the communication of information.
- An Emergency Contact System for Cell Phones and Text Message For all Employees and Students Coordinated Through the University's Visual Information Processing System

Should an emergency or accident occur, dial 3400 on campus or notify the switchboard operator, located in the lobby of the administration building. If the situation warrants, call [EMS] Emergency Medical Service (9)911

Category 6 – Process Management
C6.1 USC Sumter encompasses the process set forward by the Commission on Higher Education to develop new programs, enhance existing programs and deliver programs. These are driven by the values implicit in the mission statement. Details are worked out by governance structure and faculty action.

Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the Commission seeks answers to the following five broad questions concerning each program: What are the objectives of the proposed program?
- Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives?
- Is the program compatible with the mission, role, and scope of the institution?
- How much does the program cost?
- Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials? The complete process and procedure can be viewed at the Commission for Higher Education website: http://www.che.sc.gov/New_Web/ForInstitutions/AcadProg.htm

C6.2 USC Sumter incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining you key learning-centered process requirements through:
- Cross-functional committees
- Development of community surveys
- Student membership on key committees
- USC Sumter Faculty Organization and Regional Campuses faculty committees and joint faculty-staff committees
- USC Sumter Staff Organization committees
- USC Sumter Executive Committee
- USC Sumter Associates and the USC Sumter Partnership

C6.3 USC Sumter incorporates organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via:
- New Program Approval & Review
- Faculty welfare by surveying a workload study, Faculty Scholarship, and faculty use of Blackboard
- Student evaluation of course and instruction
- Opportunity Scholars Program outcomes
- Technology Enhancement of delivery systems, enhanced cycle times with online course evaluation and new technologies to increase course and program offerings

🕈 Cost Control

C6.4 USC Sumter systematically evaluates and improves the learning-centered process with the USC Academic Program Assessment Plan Composer is a web-based application for the collection and monitoring of academic programs. The application is utilizing Microsoft technologies to provide capabilities for the entering, submission and assessment of academic plans for approval and future academic planning. The system is designed for hosting at USC Columbia with site customization for the Regional campuses. The system has full administrative backend for assigning appropriate permissions, monitoring and approval. This system mandates a uniform method for compiling and reporting of academic programs based on SACS standards of program review and approval.
Benefits of the system are:
🕈 Easier review and revision
🕈 All plans are now constructed of the compatible SACS components and terms
🕈 Plans are available institutionally for accountability requirements thus eliminating redundant work
🕈 Provides opportunities to work closer with academic units to enhance and improve academic plans
USC Sumter's Assessment Plan Composer is located at: http://assessment.uscsumter.edu/

C6.5 USC Sumter's key support processes are located in the USC Sumter Blueprint for Academic Excellence and the Campus Master Plan. The Long Range process is used to evaluate, improve and update these processes to achieve better performance.

C6.6 USC Sumter ensures the adequate budgetary and financial resources are available to support our operations. As a Regional Campus, USC Sumter obtains revenue primarily from the following sources:
🕈 State Appropriations
🕈 Tuition and Fees
🕈 Local Governments Appropriations
🕈 Auxiliary Services – the USC Sumter Bookstore and Food services
🕈 Continuing Education
🕈 Gifts to the Sumter Partnership of the USC Educational Foundation

Like all USC campuses, USC Sumter faces the obstacle of operating in a state that, according to all measures, under-supports higher education. Therefore, we have had to increase tuition and fees to simply maintain adequate levels of services to students. Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.

Three of five counties in USC Sumter's service area provide some funding for the operating budget. The two smallest of these provide a very nominal amount, but considering their size and economic status we are grateful that they provide any funding at all. Sumter County has been generous with increased local government funding. Sumter County is moving towards increased funding for USC Sumter in the county budget by moving from the miscellaneous category back to the millage category, effective with the 2006-2007 FY.

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek additional viable avenues of food service delivery on campus. The food court was reopened in the Fall of 2008 and to this point has provided both a source of needed food services for the campus population, but also added to the numbers of students utilizing other resources in the University Student Union. While profitability of this endeavor has been marginal thus far, growth in sales and product offerings continues and the community atmosphere surrounding the Student Union has increased dramatically.

USC Sumter's former Director of Distance and Continuing Education (now retired) found that the distance education part of the position was so time consuming that continuing education efforts were minimal. The fund for continuing education is in good standing and does maintain a small revenue stream at this time. After the retirement of the former Director, USC Sumter chose to convert that position into two positions – one for Distance Education and another for Continuing Education. The position of Director of Continuing Education was reconstituted filled in December 2006. Revenues are now increasing in the area and continuing education has now become a self supporting entity.
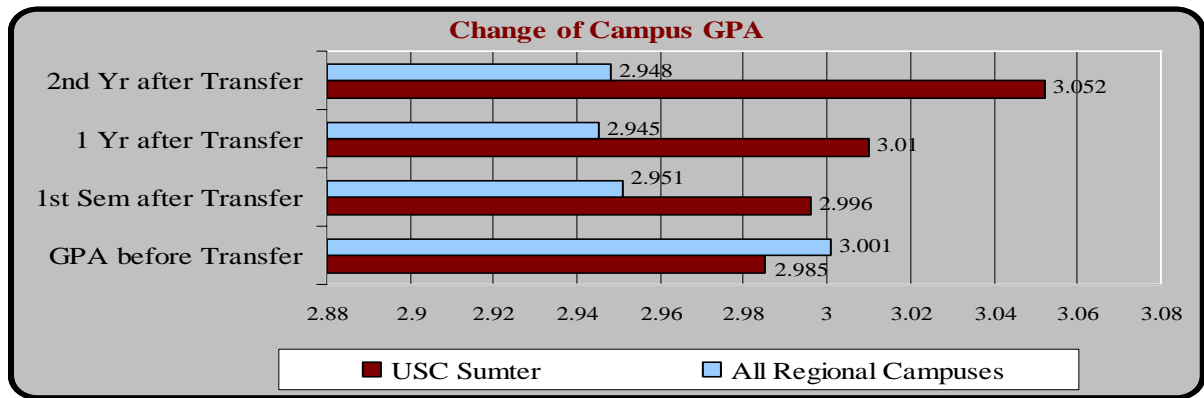
At this time, USC Sumter has no specific plans for revising the budget allocation model. Each year, if the Long Range Planning Committee and the Budget, Planning and Grants Director deem it necessary, minor improvements are made in the process.

C7.1 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT LEARNING OUTCOMES, AND STAKEHOLDER FOCUSED OUTCOMES; BUDGETARY, FINANCIAL, AND MARKET PERFORMANCE; FACULTY STAFF OUTCOMES; OPERATIONAL PERFORMANCE; AND LEADERSHIP AND RESPONSIBILITY?

HOW DO YOUR RESULTS COMPARE TO THOSE OF YOUR COMPETITORS AND COMPARABLE ORGANIZATIONS?

Chart 7.1-1 USC Sumter's success rate when "changing campuses" within the USC System to complete bachelor's degree shows that USC Sumter's GPA prior to transfer is the lowest; however, the chart indicates once transferred, student GPA rises, which would indicate academic preparation and readiness for 4 year degree pursuit.

Change of Campus GPA

	USC Sumter	All Regional Campuses
2nd Yr after Transfer	3.052	2.948
1 Yr after Transfer	3.01	2.945
1st Sem after Transfer	2.996	2.951
GPA before Transfer	2.985	3.001

Table 7.1-2 USC Sumter Student Success Rate as reported by the South Carolina Commission on Higher Education. The student success rate is calculated looking at graduation, transferred, or continued enrollment. View full chart and data at:
http://www.che.sc.gov/Finance/CHEMIS/PFData/Fall2009/PF7A_3_4_09.xls

Student Success Rate

All USC Regionals	USC Sumter	All SC Technical Colleges	CCTC	SRED Trend Data FY 2004
66.3%	69.2%	47.1%	40.8%	47.0%
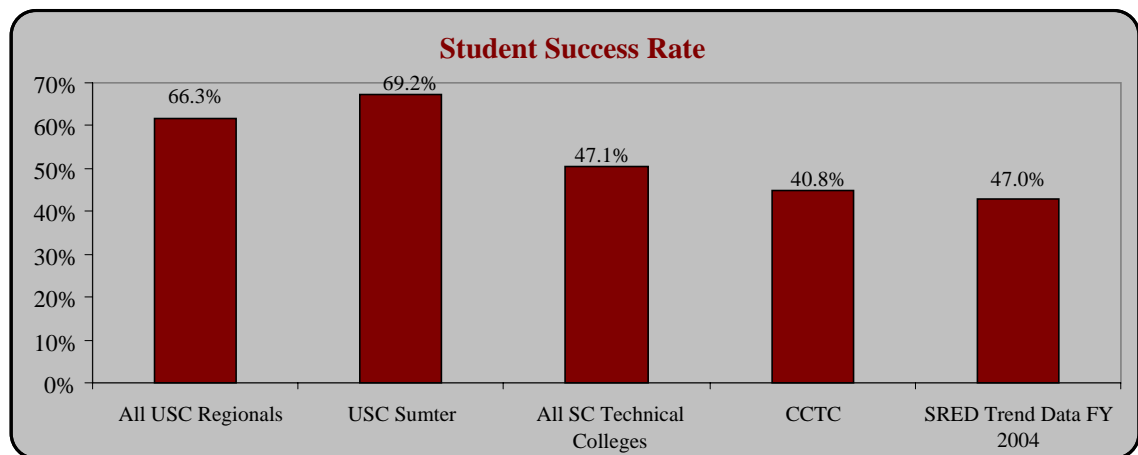
Chart 7.1-3 The chart below displays the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving baccalaureate degrees within 150% (6 years) of program time. The "Achieves" range for the 2003 cohort for these institutions was 20% to 49%. Note, Chart 7.1-3 represents the most recent data published by the SC Commission on Higher Education in *A Closer Look at Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance, January 2009.*

Success Rate

	USC Lancaster	USC Sakehatchie	USC Sumter	USC Union
■ F02 Cohort	66.7%	59.3%	68.2%	69.6%
■ F03 Cohort	61.9%	48.6%	57.1%	80.8%
☐ F04 Cohort	64.1%	53.7%	62.5%	69.0%
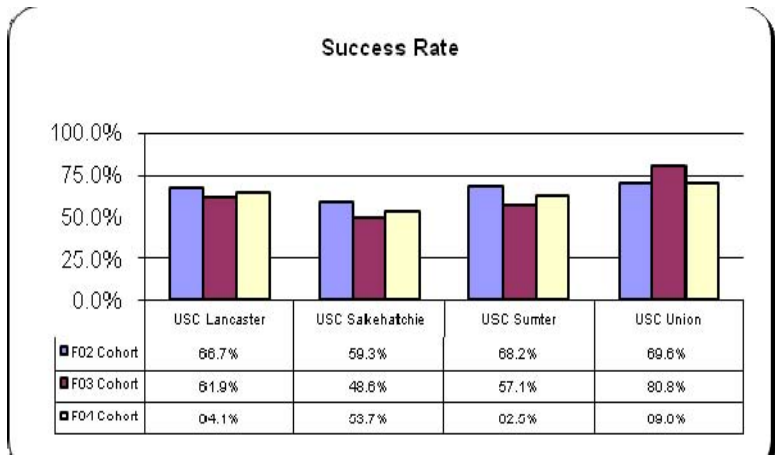
Chart 7.1-4   Source: CHEMIS

USC-Sumter AA/AS Program Graduates					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
USC Sumter	**70**	**74**	**54**	**93**	**56**

Chart 7.1-5 & Chart 7.1-6 Measure the percent of first-time entering freshmen who take the SAT or ACT test

Chart 7.1-5 SAT Means of Traditional Freshman

FALL 2009
SAT Mean 1st Time Entering Freshmen

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
☐ 2007	945	928	869	971	881
■ 2008	976	927	834	956	890
☐ 2009	937	940	840	953	889

USC Sumter Institutional Research 9/7/2010
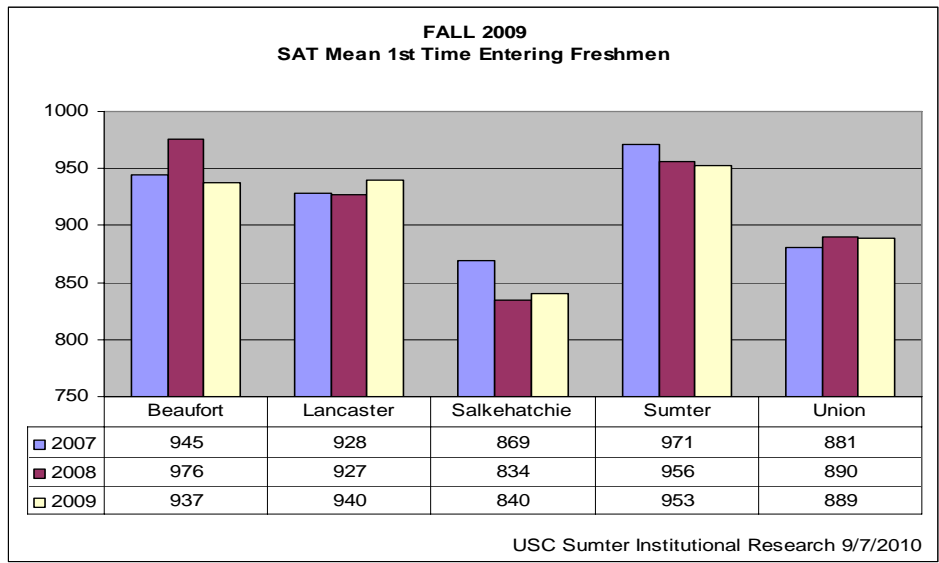
Chart 7.1-6 ACT Means of Traditional Freshman

FALL 2009
ACT Mean 1st Time Entering Freshmen

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
■ 2007	19	17	17	19	17
■ 2008	20	17	16	19	16
□ 2009	20	17	16	19	16

USC Sumter Office of Institutional Research 8/8/2010
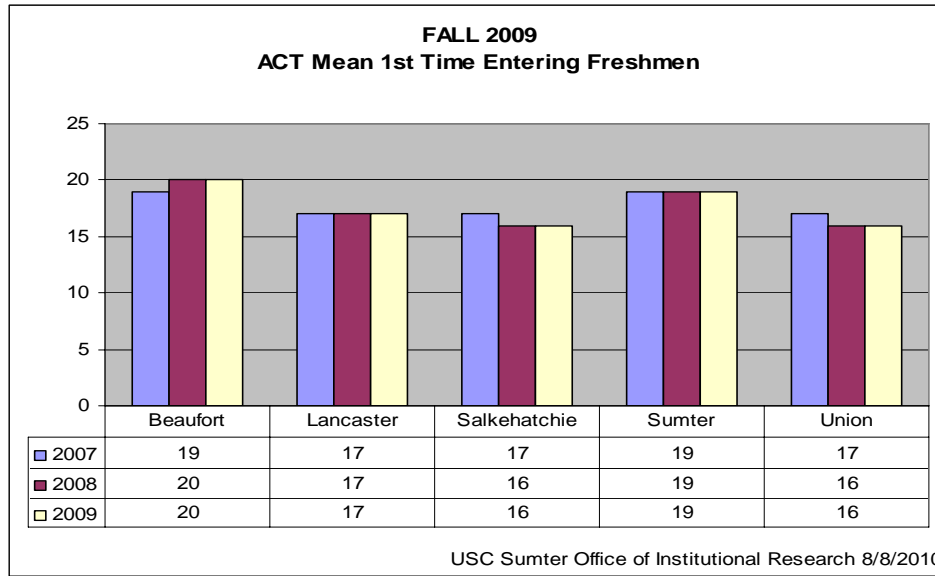
Table 7.1-7 is based on coursework at USC Sumter recently reported to the South Carolina Legislature in the most recent Institutional Effectiveness Report on general education. The general education assessment encompasses students reaching these goals at USC Sumter. Many students achieve these general education goals prior to enrollment or achieve the goals as the complete a baccalaureate degree. All students are expected to meet these general education competencies prior to earning a baccalaureate degree.

In addition the Division Academic Affairs utilizing the Office of Institutional Research conducts annual assessments of the *expected learning outcomes* associated with each of these general education goals. These assessments are reviewed on a regular cycle through the Reaffirmation of Accreditation by the Southern Association of Schools and Colleges. The 2009-2010 Academic Assessment report on these expected learning outcomes along with next years assessment plan can be viewed online at http://ire.uscsumter.edu/homey/assessment_plan_2010_2011.htm.

General Education Transcript Survey

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.	86.4%
Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.	60.8%
Students will be able to use computers and other technology to perform tasks appropriate to their major fields.	45.7%
Students will perform basic mathematical manipulations, display facility with use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	44.7%
Students will demonstrate an understanding of physical and/or life science phenomena and understanding the uses of scientific methods and theories.	39.2%
Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.	45.2%
Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.	41.7%
Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.	44.7%
Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.	3.5%
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.	17.1%
Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.	45.2%

Table 7.1-8a-b - Institutionally Supported Scholarship Awards

Fall 2009

Total Students Awarded	70
Total Scholarship Awards	108
Total Amount of Awards	$48,259

Spring 2010

Total Students Awarded	72
Total Scholarship Awards	106
Total Amount of Awards	$45,509

C7.2 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION? HOW DO YOUR RESULTS COMPARE WITH COMPETITORS AND COMPARABLE ORGANIZATIONS?

Chart 7.2-1 - **Increasing the cumulative annual FTE Enrollment**

YEAR	FTE
2009	1745
2008	1724
2007	1649

Charts 7.2-2a-c Student/Stakeholder Focus

Chart 7.2-2a represents the counties the majority of USC Sumter students come from. 92 % of USC Sumter's enrollment comes from the regional area.
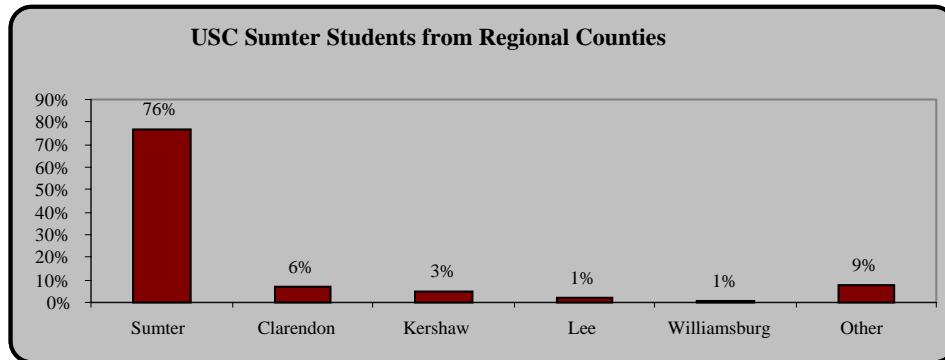

Chart 7.2-2b part of the Mission of USC Regional Campuses is to serve, retain and graduate the minority population in their educational service area.
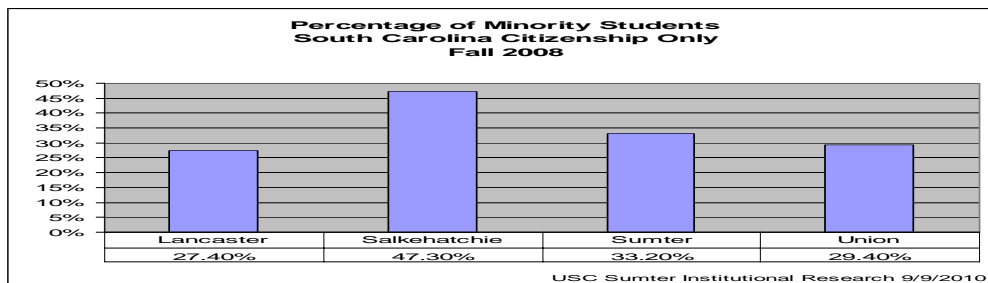
Chart 7.2-b Act 359 Performance Funding set the standard for achievement in serving the minority population for USC Sumter in a range from 32% - 43%; for the Teaching and Research institutions a range from 21% - 28%. The standard for achievement in retention of the minority population served for the Regional campuses is a range from 47% - 57%; for the Teaching and Research institutions a range from 74% - 82%.

Minority Population Served, Retained & Graduated
The 2 blue lines indicate PBF Regional Campuses Achieves Range of 47%-57%

Legend: ■ Minority Served Fall 2005 □ Minority Retained Fall 2006 ■ Minority Retained/Graduated
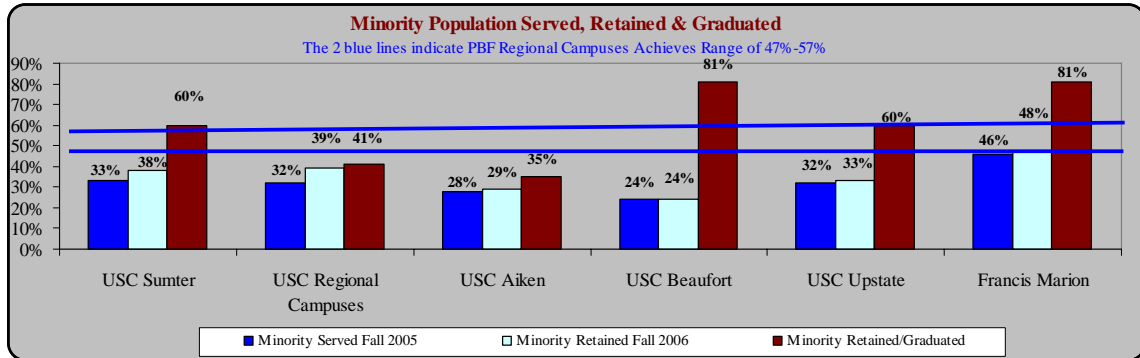
C7.3 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENT, AS APPROPRIATE

Chart 7.3-1a Tuition/State Appropriations

USC SUMTER 10 Year Trends: State Aprropriations & Budgeted Funds

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
State Appropriations	$4,518,65	$4,859,52	$4,650,97	$4,158,69	$3,710,33	$3,806,92	$3,983,05	$4,125,89	$4,408,69	$3,426,54
Budgeted Funds	$6,426,55	$6,771,33	$6,907,80	$6,911,05	$6,876,47	$7,094,68	$7,364,15	$7,868,84	$8,831,35	$8,542,14
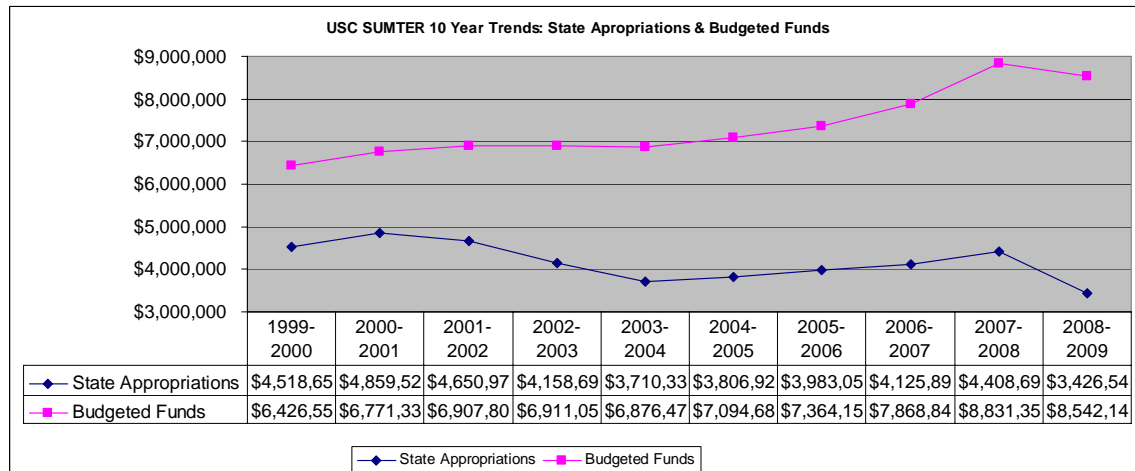
Chart 7.3-1b Budgeted Funds Per Headcount

USC SUMTER Trends: Budgeted Funds Per Headcount & Per FTE

Legend: ◆ Budgeted Funds Per HDCT ■ Budgeted Funds Per FTE
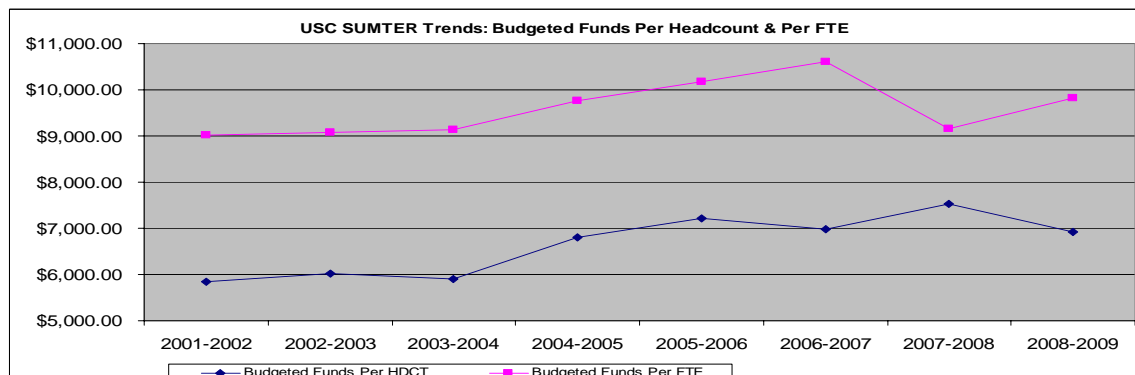
A. Budget System Used at USC Sumter

USC Sumter has a Budget, Planning, and Grants Director, and a Long Range Planning Committee, on which the Director is an ex-officio member. The committee includes a planning sub-unit and a budget sub-unit. Having a Director who is charged with coordination of reporting planning activities for the campus, and for the formulation of the annual operating budget ensures all relevant information is accounted for in each process.

The Sumter Campus also employs a zero-based budget system in which individual fund managers request funds, both continuing and new, each year. Fund managers are required to justify their requests and explain how their requests further the Strategic Plan.

B. Plans for Enhancing Revenue Streams

As a Regional Campus, USC Sumter obtains revenue primarily from the following sources:
- State Appropriations
- Tuition and Fees
- Local Governments Appropriations
- Auxiliary Services – the Bookstore and Food services
- Continuing Education
- Gifts to the Sumter Partnership of the USC Educational Foundation

Like all USC campuses, USC Sumter faces the obstacle of operating in a state that under-supports higher education. Therefore, we have had to increase tuition and fees to simply maintain adequate levels of services to students. Tuition increases will continue to be relied upon unless the State of South Carolina chooses to reverse the downward funding trend for higher education.
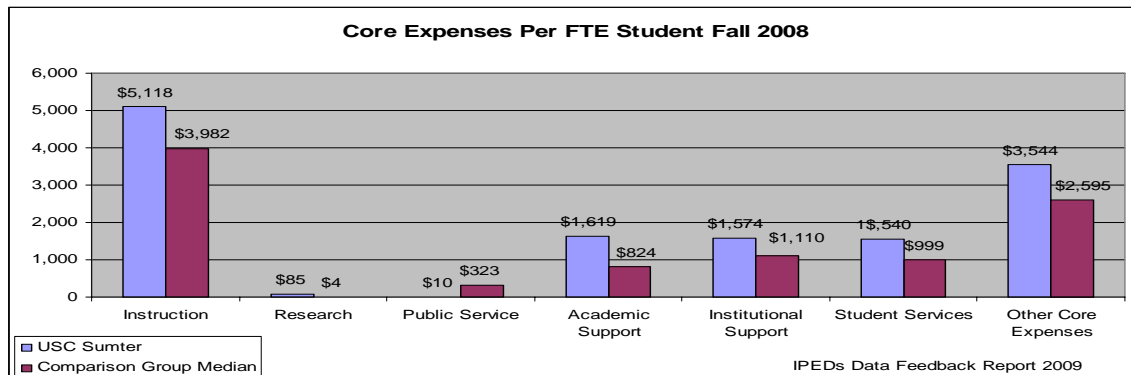
Three of five counties in USC Sumter's service area provide some funding for the operating budget. The two smallest of these provide a very nominal amount, but considering their size and economic status we are grateful that they provide any funding at all. Sumter County, on the other hand, provides the vast majority of local government funding. Although that funding has been higher in previous years, we have made some progress in negotiating for higher funding. Just this year, USC Sumter's funding in the county budget was moved from the miscellaneous (and therefore precarious) category to the mileage category.

In terms of auxiliary sources, revenue streams in the Bookstore are currently adequate to maintain the self-supporting nature of the "business." The campus continues to seek additional viable avenues of food service delivery on campus. So far, the size of the student body plus the faculty and staff on campus is not large enough to support a cafeteria or prepared-to-order hot food service. New and creative methods of food delivery are being explored and may soon be implemented on a trial basis.

C. Plans for Revising the Budget Allocation Model

At this time, USC Sumter has no specific plans for revising the budget allocation model. Each year, if the Long Range Planning Committee and the Budget, Planning and Grants Director deem it necessary, minor improvements are made in the process.

Chart 7.3-2 – SOURCE: U.S. Department of Education – IPEDS: Fall 2009 - USC Sumter's extra expenditures are extremely modest since USC Sumter seeks to provide a quality educational experience comparable to four year colleges and universities. The IPEDS Peer comparison data does not aspire to provide the same experience. The comparison of core expenses per FTE student for four year colleges and universities indicate the expenditures are within range.

Core Expenses Per FTE Student Fall 2008

Category	USC Sumter	Comparison Group Median
Instruction	$5,118	$3,982
Research	$85	$4
Public Service	$10	$323
Academic Support	$1,619	$824
Institutional Support	$1,574	$1,110
Student Services	$1,540	$999
Other Core Expenses	$3,544	$2,595

IPEDs Data Feedback Report 2009

Source of Funds

E Funds are generated from "Other Fees" that include student fees for technology, continuing education, parking, and security. D Funds are generated from student activity fees. C Funds are generated from auxiliary services such as the bookstore and food service. A Funds are generated from appropriated funds, tuition and fees, and local county funding.

USC Sumter Funds Budget FY 09-10, total by fund type: **Chart 7.3-3**
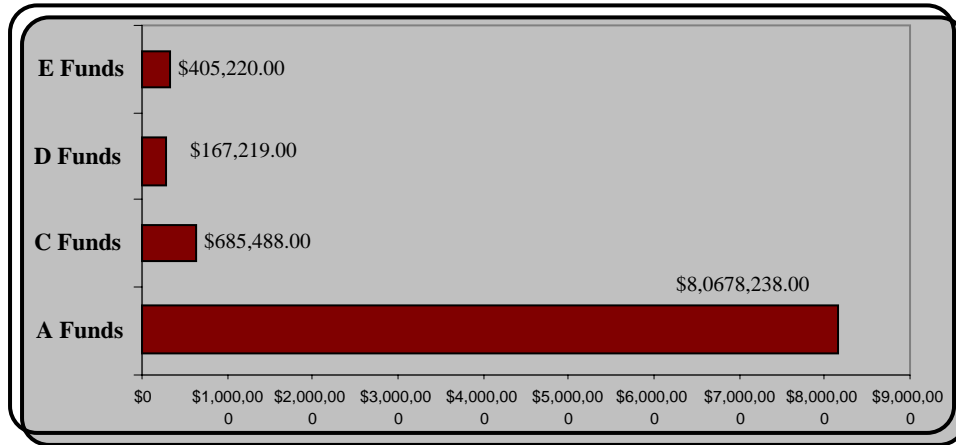
OPERATING PERFORMANCE WITHIN THE FUNDS BUDGETED:

1. Measurements against a budget allocation,
2. goals for turn-around time, or
3. the number of transactions managed speaks to the financial operational efficiencies and the agency's ability meets its mission and financial obligations.

Chart 7.3-4 shows that the dollars spent versus dollars allocated. This reveals good stewardship of the funds with no over expenditures. All data is audited.

Year	Budget	Expenditure	Variation
2006-2007	$8,830146	$7,868,845	$961,031
2007-2008	$9,926,295	$8,831,353	$1,094,942
2008-2009	$9,175,291	$8,348,530	$826,761
2009-2010	$8,642,123	$8,098,759	$543,364

C7.4 **WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON WORK SYSTEM PERFORMANCE, FACULTY AND STAFF LEARNING AND DEVELOPMENT, AND FACULTY AND STAFF WELL-BEING, SATISFACTION, AND DISSATISFACTION?**

Chart 7.4-1 Increasing faculty scholarship productivity includes publications, research, proceedings, presentations, performances and readings, juried exhibitions, and creative endeavors.

YEAR	Faculty Scholarly Activity
2008-2009	245
2007-2008	206

Chart 7.4-2 Increasing the amount of externally funded grants

YEAR	
2009	$269,586
2008	$271,786
2007	$286,260

Chart 7.4-3 Scholarly Research Database FY 2009

Publications	1 Book
	29 Peer Reviewed Articles
	3 Book Chapters
Presentations	24 Refereed Presentations/Panels
Performances	9 Invited Readings/Exhibits

Chart 7.4-4 Faculty Salaries.

Full-time Faculty Salaries Fall 2009

	Professor	Assoc Prof	Assis Prof	Instructor	Total Avg
Lancaster	$64,134	$56,845	$46,778	$44,924	$48,694
Beaufort	$69,421	$59,473	$52,354	$44,861	$55,681
Salkehatchie		$45,623	$44,393	$42,245	$44,756
Sumter	$68,677	$56,698	$46,587	$33,925	$49,870
Union			$47,926	$45,810	$46,717

USC Sumter Institutional Research 9/7/2010
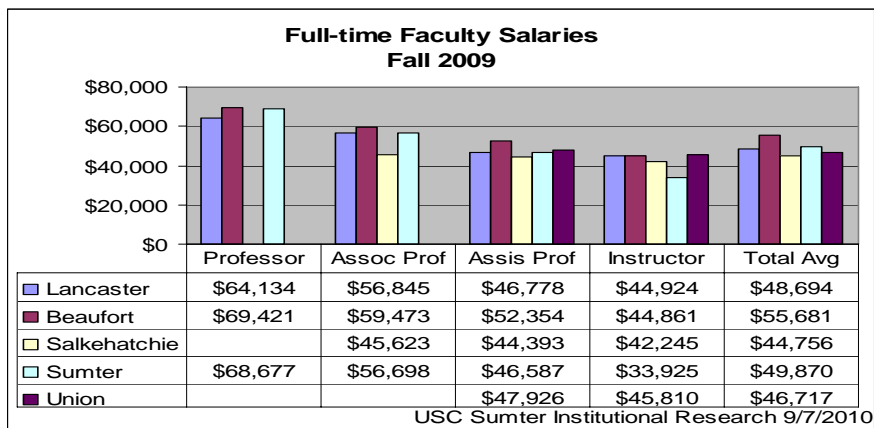
Chart 7.4-5 Faculty with Terminal Degrees – The quality of the faculty is represented by the academic and other credentials of professors and instructors. As defined in Performance Funding - Act 359, the range to meet the average standard of performance is 60% - 74%. USC Sumter exceeded the average standard.

Percent of Full-Time Faculty with Terminal Degrees Fall 2009

Lancaster	Salkehatchie	Sumter	Union
52.20%	62.50%	62.70%	42.90%

USC Sumter Institutional Research 9/9/2010
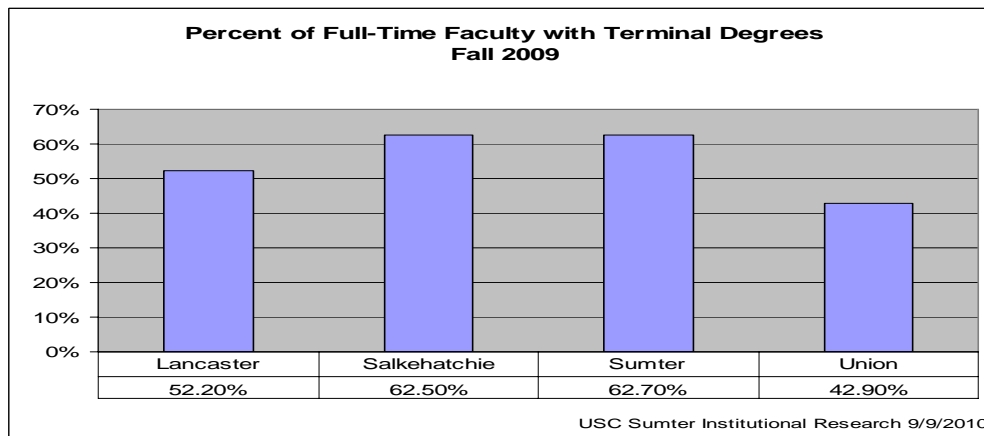
C7.5 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON ORGANIZATIONAL EFFECTIVENESS

🏺 # of applications for Fall 2009 admission, undergraduate, 1486.

🏺 # of admissions for Fall 2009, undergraduate, 772.

7.5-1 Freshmen Retention

Cohort Full-time, First-time, Degree-Seeking Freshmen Retained from Fall 2008 to Fall 2009 & Not Graduated

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
Enrolled 2008	281	329	217	223	76
Retained 2009	168	179	110	119	45
Retention Pct	59.8%	54.4%	50.7%	53.4%	59.2%

Cohort Full-time, First-time, Degree-Seeking Freshmen Retained from Fall 2007 to Fall 2008 & Not Graduated

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
Enrolled 2007	265	330	220	261	78
Retained 2008	152	196	98	148	41
Retention Pct	57.4%	59.4%	45.0%	56.7%	53.8%

Cohort Full-time, First-time, Degree-Seeking Freshmen Retained from Fall 2006 to Fall 2007 & Not Graduated

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
Enrolled 2006	203	259	186	225	67
Retained 2007	111	155	106	135	42
Retention Pct	54.7%	59.8%	57.0%	60.0%	64.2%

Chart 7.5-2 USC Sumter Student Development Transcript Assessment of Activity.
The broad categories of student development outside the classroom included in the Student Development Transcript System include communication skills, community service, critical thinking, cultural and fine arts, leadership development, moral development physical development, social and interactive skills development, and volunteer service to the University.
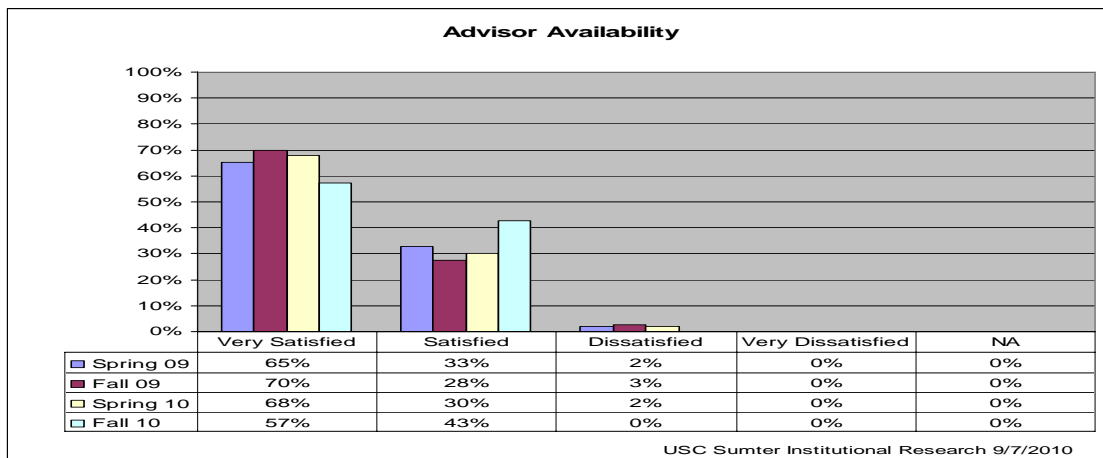
As an assessment tool for institutional effectiveness, the SDT system continues to be valuable in numerous ways. From the aggregated summary data, one can identify levels of student attendance and make crude evaluations about the veracity of participation in planned activities; then analyze those observations in relation to the mission outcomes the events and activities were structured to enhance. When those comparative observations are evaluated, and summarized, a more accurate frame can be gained regarding how students prioritize and value their time, efforts, energy, and resources. In fall 2006, 17.2% of USC Sumter students had one or more activities recorded on their SDT. To enhance the attraction and usefulness of the SDT system, we anticipate the addition of a portfolio system which will allow students to better showcase their particular creative, civic, and academic accomplishments and awards. In addition considerable more staff and resources were devoted this past year to increasing student awareness of the importance of the SDT. That figure was raised to 49% the next year. 2008 and 2009 totals are still being compiled.
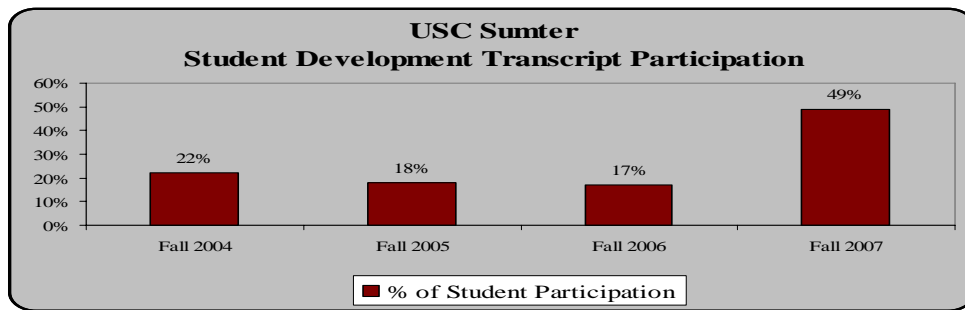
Chart 7.5-3a-b Spring 2008 USC Sumter Advisor Satisfaction
Chart 7.5-3a – USC Sumter is mandated by Act 359 (Performance Funding) to ask students the following question. Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as telephone, e-mail, and other means.)

Advisor Availability

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	NA
Spring 09	65%	33%	2%	0%	0%
Fall 09	70%	28%	3%	0%	0%
Spring 10	68%	30%	2%	0%	0%
Fall 10	57%	43%	0%	0%	0%

USC Sumter Institutional Research 9/7/2010

Chart 7.5-3b USC Sumter students are surveyed on the satisfaction with the manner in which their academic advisement conference is conducted.

Advisement Satisfaction

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Spring 09	59%	27%	14%	0%	0%
Fall 09	60%	40%	0%	0%	0%
Spring 10	65%	29%	6%	0%	0%
Fall 10	71%	14%	14%	0%	0%

USC Sumter Institutional Reserach 9/6/2010
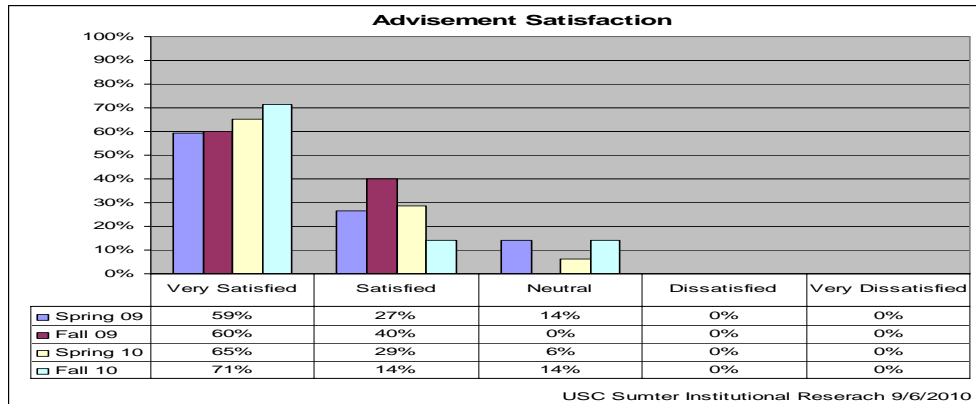
Chart 7.5-4a-b USC Sumter Library Assessment Results:

Up-to-date resources are available in a variety of formats in all subject areas to support the institution's course offerings. Traditional resources continue to be the library's key assets that are further enhanced by electronic resources and other new informational technology. Faculty members actively participate in the development of library's print and electronic resources and are encouraged to select resources in their subject areas which will aid them in teaching, research, and scholarship.

Chart 7.5-4a **USC Sumter Library Resources**

Collection Statistics	2005/06	2006/07	2007/08	2008/09
Total Volumes (Print)	68079	68946	70084	70201
Total Micro text	12938	13163	13658	14158
Total Media	937	937	945	955
Total Periodicals (Print)	116	118	118	118
CD ROMs and Software	330	330	155	*0
E Books	7164	7164	7164	7164
Total Holdings (All Formats)	**89564**	**90658**	**92124**	**92596**

Collection evaluation against standard bibliographies is an ongoing process essential to providing balanced and usable resources. The previous analysis was completed using print resources and was labor intensive and time consuming. That evaluation provided the framework for faculty to select new resources to add to the library's collection. The latest evaluation has been done electronically by comparing our collection to the latest electronic version of **Books for College Libraries** and **Reference Books for College Libraries**. The library has made significant progress in building the collection as evidenced by the following charts:

Chart 7.5-4b

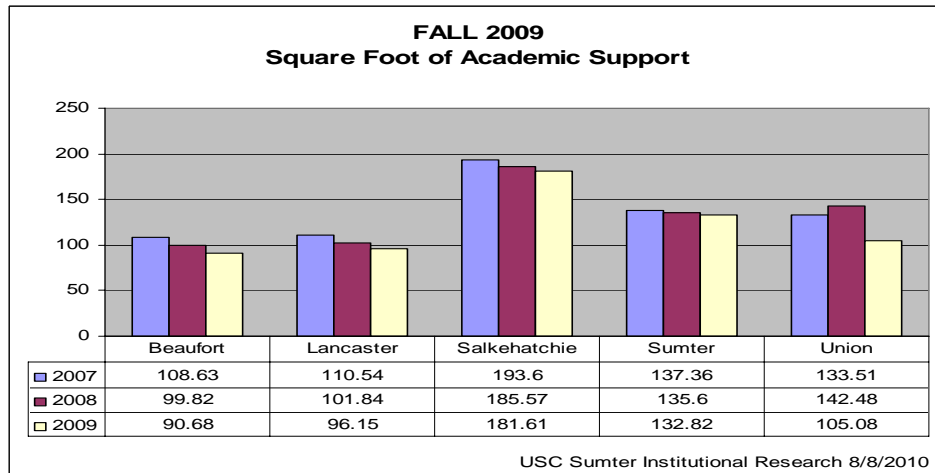| Patron Statistics	2006/07	2007/08	2008/09
Use (Databases)	49400	65732	325213
Circulation (Print)	11449	10526	10526
In-Building Use	2851	2932	2147
Reference Inquiries	25480	36024	37440
Individual Instruction	6370	6500	577
Lectures	65	67	67
Interlibrary Loans	286	211	1429

7.5-5a-c **Facilities**

Charts 7.6.1a-c document the total number of rooms and square footage allocated to academic support, along with the average weekly usage of those facilities.
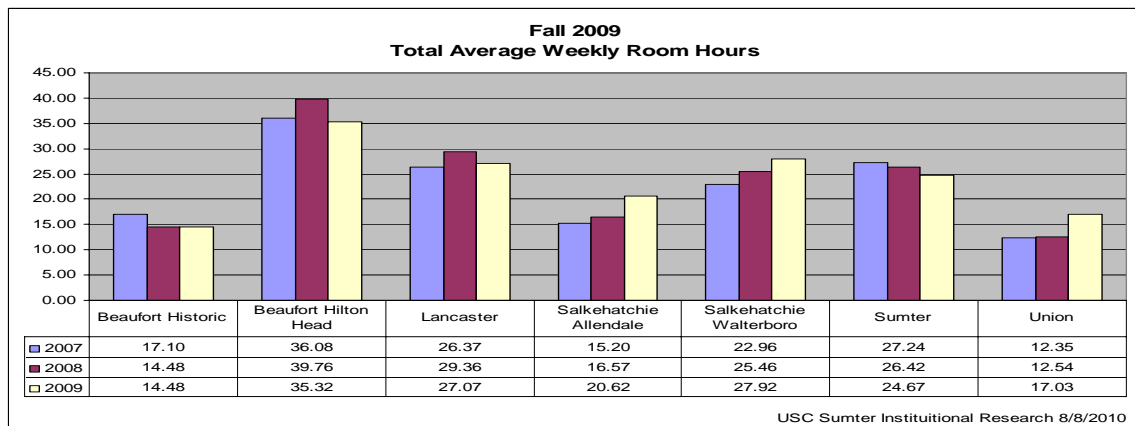
Chart 7.5-5a Total Rooms

FALL 2009
Total Number of Rooms

	Beaufort Historic	Beaufort Hilton Head	Lancaster	Salkehatchie Allendale	Salkehatchie Walterboro	Sumter	Union
2007	13	11	20	11	7	20	9
2008	13	11	24	11	7	20	9
2009	13	14	24	10	7	20	9

USC Sumter Institutional Research 8/8/2009
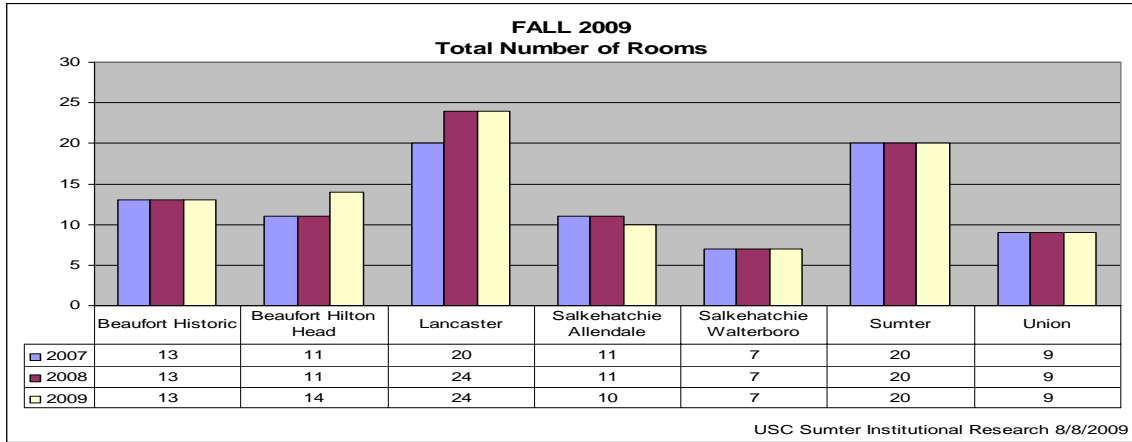
Chart 7.5-5b Square Foot of Academic Support

FALL 2009
Square Foot of Academic Support

	Beaufort	Lancaster	Salkehatchie	Sumter	Union
2007	108.63	110.54	193.6	137.36	133.51
2008	99.82	101.84	185.57	135.6	142.48
2009	90.68	96.15	181.61	132.82	105.08

USC Sumter Institutional Research 8/8/2010

Chart 7.5-5c Average Weekly Room Hours

Fall 2009
Total Average Weekly Room Hours

	Beaufort Historic	Beaufort Hilton Head	Lancaster	Salkehatchie Allendale	Salkehatchie Walterboro	Sumter	Union
2007	17.10	36.08	26.37	15.20	22.96	27.24	12.35
2008	14.48	39.76	29.36	16.57	25.46	26.42	12.54
2009	14.48	35.32	27.07	20.62	27.92	24.67	17.03

USC Sumter Instituitional Research 8/8/2010

TO LEADERSHIP AND SOCIAL RESPONSIBILITY: ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS

Each year employees of the University are asked to support the institution with an annual gift through the University Family Fund. The results for the past two years have been remarkable. USC Sumter led all campuses of the USC System in participation with more than 85% of all staff and faculty making gifts to the fund.

Chart 7.6-1 2009-2019 Family Fund Campaign System Campuses

Campus	# of Employees	# of Donors	Participation	Amount
USC Aiken	359	321	89%	$ 76,756.55
USC Beaufort	140	32	23%	$ 14,420.10
USC Lancaster	115	39	34%	$ 17,433.28
USC Salkehatchie	66	15	23%	$ 3,0111.00
USC Sumter	106	88	83%	$ 20,077.95
USC Union	28	2	7%	$ 642.00
USC Upstate	513	126	25%	$ 60,019.00

Chart 7.6-2 Family Fund Last Three Years

Year	USC Sumter Participation	Total Dollars
2007	85%	$ 29,262.69
2008	76%	$ 29,749.31
2009	83%	$ 20,077.95

Chart 7.6-3 Private Giving

July 2007 – July 2008 $1,217,705.66

July 2008 – July 2009 $182,103.36

July 2009 – July 2010 $307,359.12

Each year USC Sumter participates in a community-wide event to raise money for a health related organization. In 2004 and 2005 the campus participated in the American Heart Association annual Heart Walk and finished as one of the top educational institutions in the event. In 2006 USC Sumter decided to initiate a Great Strides walk on campus for the Cystic Fibrosis Foundation. The impetus for this was the child of an employee who suffers from CF. This walk was also quite successful and plans call for hosting it again in 2009.

USC Sumter, in conjunction with, Morris College, Central Carolina Tech and the Chamber of Commerce sponsors the Martin Luther King Dream Walk each year on the weekend of Martin Luther King, Jr. day. This event has been extremely successful.

USC Sumter has a significant economic impact on the region and community it serves. USC Sumter's academic and community programs and initiatives include:

🔥 **Role Models to Success** which invites middle school and high school students from Sumter, Clarendon, Lee, and Kershaw counties to attend programs that demonstrate the importance of higher education and hard work in being successful.

🔥 **Annual Math-Science Contest** which serves academically gifted high school juniors and seniors from Sumter and surrounding counties. The contest motivates students to pursue higher education in the areas of science and math. The top award for the winning junior contestant is the Charles F. Denny Scholarship for Achievement in Science and Math, which covers half of USC Sumter's tuition for one academic year.

🔥 **USC Sumter's Spring Poetry Contest** which encouraged Sumter area K-12 students to submit original poems for competition and prizes. The contest is intended to instill an appreciation for poetry

Chart 7.6-3a-bUSC Sumter's Long Range planning process and natural progression shows the organizational strategy uses and how action plans progress.
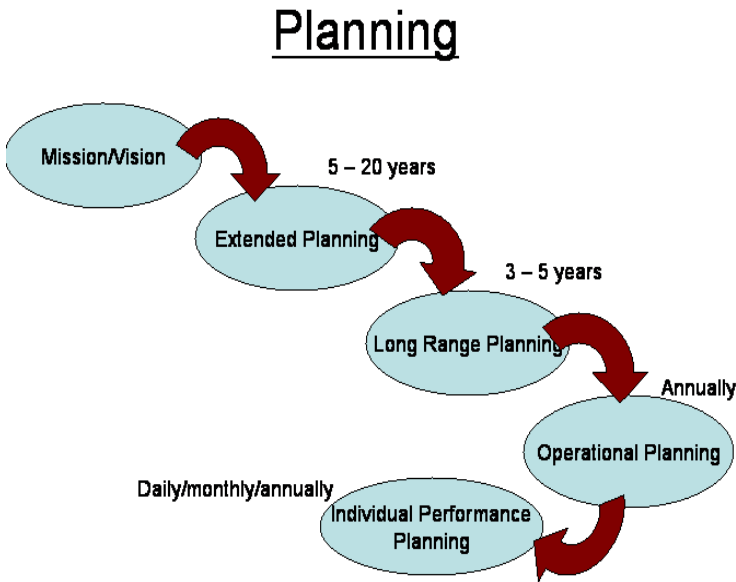Chart 7.6-3a

Planning

Chart 7.6-3b

Natural Progression