

Accountability Report Transmittal Form

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UNIVERSITY OF SOUTH CAROLINA SUMTER



Annual Accountability Report Fiscal Year 2012-2013

Table of Contents

Section I:	<u>Executive Summary</u>	<u>4</u>
	<u>Mission and Values</u>	<u>4</u>
	<u>Major Achievements</u>	<u>4</u>
	<u>Key Strategic Goals</u>	<u>4</u>
	<u>Opportunities & Barriers</u>	<u>5</u>
	<u>Improving Organizational Performance</u>	<u>5</u>
Section II:	<u>Organization Profile</u>	<u>6</u>
	<u>Educational Programs</u>	<u>6</u>
	<u>Student Segments</u>	<u>6</u>
	<u>Operating Locations & Regulatory Environment</u>	<u>6</u>
	<u>Governance, Suppliers, Partners & Performance</u>	<u>7</u>
	<u>Accountability Report</u>	<u>8</u>
	<u>Expenditures</u>	<u>8</u>
	<u>Other Expenditures</u>	<u>8</u>
	<u>Major Program Areas</u>	<u>9</u>
	<u>Organizational Structure</u>	<u>11</u>
Section III:	<u>Elements of Malcolm Baldrige Award Criteria</u>	<u>12</u>
	Category 1: <u>Leadership</u>	<u>12</u>
	Category 2: <u>Strategic Planning</u>	<u>14</u>
	Category 3: <u>Customer Focus</u>	<u>23</u>
	Category 4: <u>Measurement, Analysis, and Knowledge Management</u>	<u>26</u>
	Category 5: <u>Human Resources</u>	<u>29</u>
	Category 6: <u>Process Management</u>	<u>32</u>
	Category 7: <u>Business Results</u>	<u>34</u>

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

Approved by the South Carolina Commission on Higher Education – March 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 1000-1200 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:

This document represents the mission strategies and goals associated with USC Sumter's Vision as it was articulated up until the end of the 2012-2013 Fiscal year. However, at the end of the 2011-2012 fiscal year, USC Sumter began a comprehensive restructuring of its unit profile to reposition itself in concert with combined Vision of The University of South Carolina Columbia's [Focus Carolina](#) initiative including the University's [Palmetto College](#) and [Back to Carolina](#) initiatives. That restructuring has just begun this and will be better reflected in next year's fiscal accountability report as changes being brought about take more formative shape.

The faculty, staff, and administration are keenly aware of the need to make this transition as seamless as possible. These processes require a deliberate and informed restructuring of the unit profile, so effective opportunities are created that can expand the Institutional Mission to reflect the Vision associated with Focus Carolina, and the Palmetto Program and Back to Carolina initiatives.

Solid progress toward organizational restructuring is currently underway, and the faculty alongside the Administration are developing and implementing plans at a deliberate but effective pace. The fundamental basic organizational plan for restructuring are more fully reflected in the current FY 2013-2014 Strategic Plan – the University's Blueprint for Quality Enhancement, completed in February 2013.

For the purposes of this Fiscal Accountability Report on FY 2012-2013, the unit profile and assessments will reflect the organizational model and outcomes of the previous structure which is now undergoing change. Where needed, for clarity of explanation, caveats regarding changes, or potential changes, in organizational structure from this previous fiscal year will be noted. However, no comprehensive attempt to document all the changes, or ongoing strategic plans for change, will be made. Instead these will be reflected in the unit profile for next year's 2013-2014 Fiscal Accountability Report.

I.3 Key Strategic goals for the 2013 - 2014 Academic Year – Blueprint for Quality Enhancement

<http://www.uscsumter.edu/index.php/strategic-plans.html>

Over the past year USC Sumter determined that the following long-term goals will allow the campus to progress substantially toward the achievement of the stated vision and mission. However, as noted above under Section I.2, near the end of the academic and fiscal years, that Vision has begun to undergo significant change; and the planning for the future organizational structure of USC Sumter began at the end of the 2011-2012 fiscal year.

The Strategic goals presented here were developed during the early stages of the wider institutional planning of the organizational structure for Palmetto College. Therefore, while the core of these long range goals are still substantially important, and reflect many of the anticipated needs for implementation of Palmetto College, these specific goals were developed too early in the process to anticipate other substantive needs that will become clear over the next year as the structure of Palmetto College is developed and implemented. It is our intended objective to have more concrete, articulated long range goals, as related to Palmetto College and our ongoing efforts to restructure the unit profile to meet mission critical need, in place by the Spring of 2014.

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

- USC Sumter has recently undergone a significant restructuring. Declining enrollment and State funding placed a significant strain on our Campus. The recent loss of faculty, staff and administrative personnel has both improved our fiscal standing and greatly strained our ability to function as effectively as desired. A re-analysis of our staffing needs and the hiring of both a new Dean of the University and also an Associate Dean of Academic Affairs (all within the limits of our existing budget) is needed.
- A temporary administrative structure was created at the beginning of the current fiscal year. The retirement of the previous Dean and the reclassification of the previous Associate Dean for Academic Affairs and the four Division Chairs resulted in a new administrative structure involving an Interim Dean and two Academic administrators, a situation that now has changed to an Interim Dean and an Interim Associate Academic Dean as of July 1st, 2013. Feedback from these individuals, the Executive Council (heads of various planning units for the campus), and the Long-Range Planning Committee (elected faculty, staff and appointed administrators) have already been utilized in defining a new structural organization for the campus. There is an active search for a new Dean at this time. The review of our structure will need to continue for some time and will be influenced by the guidance of the new Dean.
- This goal directly or indirectly addresses all of the key performance parameters, and most directly relates to sustainability.

2) The University of South Carolina Sumter will improve faculty advisement.

- Faculty advisement will play a central role in the continued development of USC Sumter. Prior to the current academic year, advisement at USC Sumter was done by a professional staff and faculty was not involved. A declining budget played a part in the loss of this professional core and faculty was assigned new advisement duties. While the transition period has had its difficulties, the faculty have met the challenge of their new responsibilities, and we view the enhanced engagement of the faculty into the process will actually assist us in improving student enrollment and retention. However, since this is such a new approach, attention needs to be directed at improving the knowledge base and advisement skills of the faculty.
- At the beginning of this fiscal year, faculty was actively involved in the advisement process. Training workshops were conducted. It has become clear that USC Sumter needs to develop additional training sessions and improve the processes for linking students with their advisors. We continue to assess the advisement process by soliciting input from faculty and students.
- This goal directly or indirectly addresses several of the key performance parameters, and most directly relates to service as well as sustainability.

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

- We see the growth of USC Sumter as intimately linked to the development of Palmetto College. Palmetto College will offer new degree options for our students and new courses for our faculty to teach. We are actively engaged in a more aggressive advertisement (to students and faculty) about Palmetto degrees. USC Sumter is actively encouraging its faculty to develop courses (both televised and on-line).
- In previous years, USC Sumter was seemingly more focused on developing its own status as a four-year campus than effectively utilizing the Palmetto Programs. While there has been a fundamental shift in this perceived mindset, USC Sumter can and will improve its involvement with Palmetto College. We will continue to increase the number of USC Sumter students who earn a degree from Palmetto College and we will increase the number of synchronous and asynchronous course offerings.
- This goal directly or indirectly addresses several of the key performance parameters, and most directly relates to teaching excellence as well as sustainability.

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 2004

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.

Organization Profile







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 well 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 Rate & Success 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
-  Cardinal Newman 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 and Executive Dean for Extended University. 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. Note, the Palmetto College Structure will incorporate Extended University into a new governance system through which a Chancellor, instead of the Provost, will report directly to the University President. A search process for this position has begun, but no time frames are currently available for its completion or implementation.





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
-  Faculty/ Staff Satisfaction Surveys

Sumter Accountability Report Appropriations/Expenditures Chart						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General	Total Funds	General	Total Funds	General
		Funds		Funds		Funds
Personal Service	\$ 5,518,321	\$ 1,885,000	\$ 4,448,063	\$ 1,951,126	\$ 6,470,963	\$ 1,954,444
Other Operating	\$ 5,507,912	\$ -	\$ 5,388,247	\$ -	\$ 6,537,640	\$ -
Special Items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 1,604,354	\$ 445,655	\$ 1,345,445	\$ 498,969	\$ 1,917,595	\$ 495,651
Non-recurring	\$ -	\$ -	\$ -	\$ -	\$ 176,270	\$ 176,270
Total	\$ 12,630,587	\$ 2,330,655	\$ 11,181,755	\$ 2,450,095	\$ 15,102,468	\$ 2,626,365
Other Expenditures						
		Sources of	FY 11-12 Actual	FY 12-13 Actual		
		Funds	Expenditures	Expenditures		
		Supplemental Bills	\$ -	\$ -		
		Capital Reserve Funds	\$ -	\$ -		
		Bonds	\$ -	\$ -		
Note:						
FY13-14 Appropriations Act Non-Recurring is Parity Funding.						

II. 11 Accountability Report Appropriations/Expenditures

Program Number and Title	Major Program Area and Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 Budget Expenditures		Key Cross References for Financial Results*
I. Education and General	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:	2,330,655	State:	2,450,095	7.1-1a-o; 7.2-1; 7.2-2a-b; 7.1-3; 7.4-4; 7.4-5; 7.5-1a-d; 7.5-2; 7.5-3a-b; 7.5-4; 7.5.1a-c
		Federal:	0	Federal:	0	
		Other:	1,820,373	Other:	1,030,457	
		Total:	4,151,028	Total:	3,480,552	
		% of Total Budget:	32.86%	% of Total Budget:	31.13%	
I. Education and General	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:	0	State:	0	7.1-1a-o; 7.2-1; 7.2-2a-b; 7.1-3; 7.4-4; 7.4-5; 7.5-1a-d; 7.5-2; 7.5-3a-b; 7.5-4; 7.5.1a-c
		Federal:	0	Federal:	0	
		Other:	950	Other:	2,085	
		Total:	950	Total:	2,085	
		% of Total Budget:	0.01%	% of Total Budget:	0.02%	
I. Education and General	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	7.1-1g; 7.1-1h; 7.17.3-1; 7.5-2; 7.5-3a-b; 7.5-4; 7.5-5a; 7.6-1a-c
		Federal:	0	Federal:	0	
		Other:	1,010,917	Other:	796,232	
		Total:	1,010,917	Total:	796,232	
		% of Total Budget:	8.00%	% of Total Budget:	7.12%	
I. Education and General	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State:	0	State:	0	7.3-1; 7.5; 7.5-2; 7.5-3a-b; 7.5-4; 7.6-1a-c
		Federal:	324,658	Federal:	337,791	
		Other:	1,025,942	Other:	969,755	
		Total:	1,350,600	Total:	1,307,546	
		% of Total Budget:	10.69%	% of Total Budget:	11.69%	
I. Education and General	Operations & Maintenance-Facilities support services to include campus security,	State:	0	State:	0	7.3-1; 7.5-5a-c; 7.6-1a-c
		Federal:	0	Federal:	0	

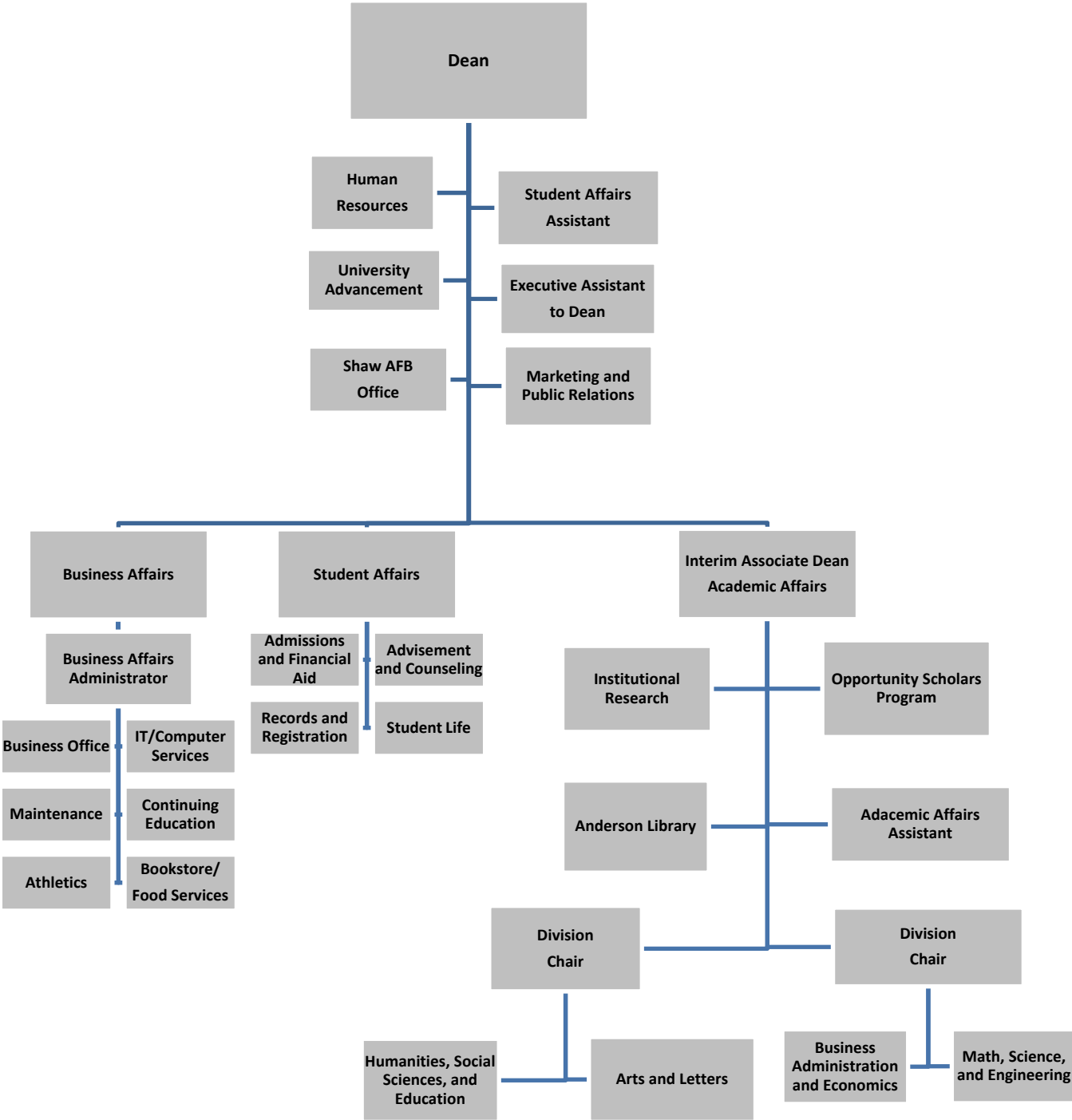
	capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	Other: 827,460 Total: 827,460 % of Total Budget: 6.55%	Other: 773,493 Total: 773,493 % of Total Budget: 6.92%	
I. Education and General	Scholarships-Scholarships and fellowships 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 Federal: 1,694,691 Other: 1,993,001 Total: 3,687,692 % of Total Budget: 29.20%	State: 0 Federal: 1,667,554 Other: 1,907,899 Total: 3,575,453 % of Total Budget: 31.98%	7.1-h; 7.3-1; 7.6-1a-c
II. Auxiliary	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State: 0 Federal: 0 Other: 482,758 Total: 482,758 % of Total Budget: 3.82%	State: 0 Federal: 0 Other: 458,325 Total: 458,325 % of Total Budget: 4.10%	7.3-1
I. Education and General	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 0 Federal: 0 Other: 1,007,920 Total: 1,007,920 % of Total Budget: 7.98%	State: 0 Federal: 0 Other: 678,293 Total: 678,293 % of Total Budget: 6.07%	7.3-1, 7-5-4;7.5-1a-c; 7.6-1a-c
I. Education and General	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 Federal: 0 Other: 111,262 Total: 111,262 % of Total Budget: 0.88%	State: 0 Federal: 0 Other: 109,776 Total: 109,776 % of Total Budget: 0.98%	7.4-1;7.4-2;7.4-3;7.4-4;7.4.5
Grand Total		State: 2,330,655	State: 2,450,095	
Grand Total		Federal: 2,019,349	Federal: 2,005,345	
Grand Total		Other: 8,280,583	Other: 6,726,315	
Grand Total		Total: 12,630,587	Total: 11,181,755	

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

Remainder of Expenditures:	State:	0	State:	0
	Federal:	0	Federal:	0
	Other:	0	Other:	0
	Total:	0	Total:	0
	% of Total Budget:	0.00%	% of Total Budget:	0.00%

	STATE	STATE
DIFFERENCE	<u>0</u>	<u>0</u>
SUMTER PAY PACKAGE	0	
SUMTER BUDGET CUTS	0	0
PARITY	<u>0</u>	0
	0	0

II. 13 Organizational Chart – (please note, this chart represents a temporary organizational chart developed since May 2012 after the retirement of our Dean, Dr. Les Carpenter. This temporary organizational chart will continue undergoing substantive changes as we transition from Interim Dean Watts to a new dean over the next year or so.)
http://www.uscsumter.edu/download/Structure_2013-2014.pdf



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 (note: the position of Budget, Planning, and Grants Director has been eliminated as of June 30, 2012.) 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 specific 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 Chief financial Officer 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 7.6-1a-b for a visual representation of our assessment, planning, and budgeting process.

2013-2014 USC Sumter Strategic Goals, Action Plans, and Performance Indicators

Program Number & Title	USC Sumter Supported Agency Strategic Planning Goals/Objectives	2011-2012 Strategic Plan Related FY 11-12 Key Agency Action Plan/Initiative(s)
Goal I	The University of South Carolina Sumter will analyze its administrative, academic and support-services structure to better meet student needs and optimize the use of financial and personnel resources.	<p>The following strategies will bring USC Sumter closer to this goal over the next year:</p> <ul style="list-style-type: none"> • USC Sumter has recently undergone a significant restructuring. Declining enrollment and State funding placed a significant strain on our Campus. The recent loss of faculty, staff and administrative personnel has both improved our fiscal standing and greatly strained our ability to function as effectively as desired. A re-analysis of our staffing needs and the hiring of both a new Dean of the University and also an Associate Dean of Academic Affairs (all within the limits of our existing budget) will be undertaken. • A temporary administrative structure was created at the beginning of the current fiscal year. The retirement of the previous Dean and the reclassification of the previous Associate Dean for Academic Affairs and the four Division Chairs resulted in a new administrative structure involving an Interim Dean and two Academic administrators, a situation that now has changed to an Interim Dean and an Interim Associate Academic Dean

		<p>as of July 1st, 2013. Feedback from these individuals, the Executive Council (heads of various planning units for the campus), and the Long-Range Planning Committee (elected faculty, staff and appointed administrators) have already been utilized in defining a new structural organization for the campus. There is an active search for a new Dean at this time. The review of our structure will need to continue for some time and will be influenced by the guidance of the new Dean.</p> <ul style="list-style-type: none"> • This goal directly or indirectly addresses all of the key performance parameters, and most directly relates to sustainability.
Goal II	The University of South Carolina Sumter will improve faculty advisement.	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ul style="list-style-type: none"> • Faculty advisement will play a central role in the continued development of USC Sumter. Prior to the current academic year, advisement at USC Sumter was done by a professional staff and faculty was not involved. A declining budget played a part in the loss of this professional core and faculty was assigned new advisement duties. While the transition period has had its difficulties, the faculty have met the challenge of their new responsibilities, and we view the enhanced engagement of the faculty into the process will actually assist us in improving student enrollment and retention. However, since this is such a new approach, attention needs to be directed at improving the knowledge base and advisement skills of the faculty. • At the beginning of this fiscal year, faculty was actively involved in the advisement process. Training workshops were conducted. It has become clear that USC Sumter needs to develop additional training sessions and improve the processes for linking students with their advisors. We continue to assess the advisement process by soliciting input from faculty and students. <p>This goal directly or indirectly addresses several of the key performance parameters, and most directly relates to service as well as sustainability.</p>
Goal III	The University of South Carolina Sumter will increase its active participation in Palmetto College.	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ul style="list-style-type: none"> • We see the growth of USC Sumter as intimately linked to the development of Palmetto College. Palmetto College will offer new degree options for our students and new courses for our faculty to teach. We are actively engaged in a more aggressive advertisement (to students and faculty) about Palmetto degrees. USC Sumter is actively encouraging its faculty to develop courses (both televised and on-line).

		<ul style="list-style-type: none"> • In previous years, USC Sumter was seemingly more focused on developing its own status as a four-year campus than effectively utilizing the Palmetto Programs. While there has been a fundamental shift in this perceived mindset, USC Sumter can and will improve its involvement with Palmetto College. We will continue to increase the number of USC Sumter students who earn a degree from Palmetto College and we will increase the number of synchronous and asynchronous course offerings. <p>This goal directly or indirectly addresses several of the key performance parameters, and most directly relates to teaching excellence as well as sustainability.</p>
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USC Sumter Fiscal Year 12-13 Strategic Plan Assessment

Program Number & Title	USC Sumter Supported Agency Strategic Planning Goals/Objectives	2011-2012 Strategic Plan Related FY 10-11 Key Agency Action Plan/Initiative(s)	Assessment Progressive to Date on Initiatives
Goal I	<p>The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees and Palmetto Programs. Goal I is both a summary of USC Sumter's continued mission and also of the campus's anticipated evolution. Offering a broad variety of learning experiences is at the very heart of the mission statement. The Goal relates to Advance Carolina goals involving: <i>Teaching and Learning; Research, Scholarship and Creative Achievement; Service Excellence; Quality of Life in the University Community; and Recognition and Visibility.</i></p>	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ol style="list-style-type: none"> 1. Utilize Palmetto Programs to the fullest extent in order to provide the most widely varied courses and programs possible. 2. Provide more varied co-curricular opportunities for students. Co-curricular activities support the personal and social development of students, which, in turn, aid in producing highly educated and well-rounded graduates. 	<p>Progress to date for the Initiatives</p> <p>1-2. 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. A Third Video Compression Room has been added for the rapidly growing Palmetto Programs, a Bachelor's Program in Criminal Justice and several other Bachelor Degrees are under consideration and an additional Palmetto Faculty members have been trained. A baseball practice facility has been constructed and is continuing to be upgraded. The campus expanded its athletic program in Fall 2011 with the addition of Men's and Women's Basketball, but after one season temporarily suspended both programs, along with the soccer program, to realign priorities and restructure due to an unexpected enrollment drop and budget constraints. Further Intercollegiate Athletic Opportunities programs and opportunities are currently under consideration.</p> <p>Plans for achieving, retiring, or amending Goal I in light of the current indicators and progress:</p> <p>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</p>

			<p>Strategic Plan. As the Palmetto Programs becomes what is envisioned as Palmetto College 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 now that the vision has changed.</p> <p>While constraints associated with State Appropriations have limited USC Sumter's ability to grow the Sports Program with further additions of Intercollegiate Athletic Teams, and even forced closures of programs 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. And every intention is to begin to rebuild the sports program as part of long range restructuring which include plans for residential housing on campus.</p>
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<p>Goal II</p>	<p>The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollment and to attract and retain an academically talented and diverse student body. Goal II is unchanged. Goal II is of a primary concern both for USC Sumter as a regional campus, and in regards to future expansion of programs. The Goal relates to Advance Carolina goals involving: <i>Teaching and Learning</i>; and <i>Recognition and Visibility</i>.</p>	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ol style="list-style-type: none"> 1. Increase the use of the University's dual enrollment program as a recruitment tool. This program is a direct academic service as well as a direct recruitment tool designed to increase the number of high school students that apply to USC Sumter. 2. USC Sumter, the S.C. Gear-Up program, and the S.C. African Methodist Episcopal Church will continue the partnership to bring USC Sumter's "College Planning Curriculum" to high schools in all regions of the state. This program is a state-wide student service. It is expected that participating students will become more college ready and choose to enroll at the campus because of the exposure created. 3. The Admissions and Recruitment Office will work with the human resource managers and CEOs of area businesses and industries to encourage their participation in programs in which the businesses pay their employees' tuition. 20% of USC Sumter's student body was in the non-traditional age group. Additional recruitment activities that target these potential students are very necessary to the plan to increase enrollment. 4. The Sumter Campus will seek innovative ways to establish ties with the faith-based communities in our service area in order to reach both the parents of traditional students, and the non-traditional student market. Many churches ask directly for seminars for potential students. Since a significant percentage of the student body is non-traditional, there is clearly a market in this segment. This kind of active recruitment is intended to increase enrollment in non-traditional students. USC Sumter will continue to enroll students who became "USC Sumter Scholars" in their senior year of high school and will provide financial assistance using fee waiver "scholarships" where needed to ensure that tuition is covered. 	<p>Progress to date for the Initiatives:</p> <p>1-4. USC Sumter enrollment unfortunately lost an unprecedented amount of students in Fall 2011. That loss continued into fall 2012 for many of the same reasons, but in the Spring of 2013 enrollment began to stabilize. Much of the previous two years' losses, were students at 60+ hours, and much of that loss was due to significant new changes in federal financial aid rules that tighten the availability of funds for many of those students – a situation which encouraged those students to matriculate to a 4 year institution earlier than in the past, or be unable to afford to complete their education. Also a great deal of students were lost to retention, a large number of non-returning students were students who were perfectly eligible to continue, but were found to have temporarily dropped completely out of higher education based on data reporting from the National Student ClearingHouse. And we also saw larger numbers, than past years, transfer to Columbia. In addition, Sumter is experiencing a shift in demographics in its service area, shifts related to the ongoing economic situation and changes in the strategic uses of Shaw Military Base. That shift is lowering the number of students in our traditional recruitment base. This is requiring us to engage in new recruitment strategies and expand our recruitment base. This is something that will take some time to adjust to as economic and demographic shifts stabilize. A flat enrollment or a small increase in degree seeking students is expected this fall 2013. Any further potential loss of overall headcount enrollment that might possibly occur would be the result of a strategic restructuring of our dual enrollment program in high schools, and is expected to be a temporary drop. Once we have restructured our staffing of these programs</p>
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			<p>and courses we expect to regrow that market and continue to expand and excel in that niche within our service area.</p>
			<p>The S.C. Gear-Up Program partnership is officially formed. Since this is a new initiative, there is no substantial progress to be assessed.</p> <p>This year, for the second 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. Such efforts are critical to our mission and the goal of improving recruitment and retention. Therefore, we will continue to proactively pursue this process.</p> <p>Activities in this area have occurred but budget constraints have limited our ability to provide staffing to adequately track progress in this area. This is an area of concern. We need to track this progress to determine its efficacy, and such plans for assigning such responsibilities are part of the ongoing strategic planning associated with our current internal organization restructuring.</p> <p>Fee Waiver use remains a concern as Life Scholarship amounts fail to keep pace with the tuition increases. However, we continue to make it a priority in our budgeting process as we feel it is a viable and important recruitment tool and contributes heavily to our overall mission by</p>

			<p>providing educational access to those who need a and deserve such opportunities</p> <p>An enrollment review is in progress, and more enrollment management best practices need to be instituted and more effectively staffed.</p>
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<p>Goal III</p>	<p>The University of South Carolina Sumter will support and encourage the scholarly and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly activities. USC Sumter also will seek to continue to provide resources for faculty and staff to develop viable grant proposals. Goal III is unchanged. USC Sumter has always supported the scholarly pursuits of the faculty, and continues to treat such pursuits as mission critical by enabling such activity wherever and whenever feasible. The Goal relates to Advance Carolina goals involving: Research, Scholarship and Creative Achievement; and Recognition and Visibility.</p>	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ol style="list-style-type: none"> 1. Implement the Provost's plan to adjust faculty workloads in order to provide more time for faculty research and scholarly activity. The adjustment should positively affect the measurable quantity of research and scholarly pursuits of the faculty. 2. Ensure sufficient allocation of faculty professional development funds for travel and for other expenses incurred in scholarly pursuits. Providing direct support should increase faculty scholarly activity. 3. USC Sumter will seek private funding to add additional endowed professorships that include release time for professional development as well as stipends to support research and the production of scholarly works. 4. Continue to communicate to faculty the numerous grant and training opportunities that are identified daily from the Grant Research Office. This continued communication will encourage faculty to consider more possible grant sources from which to choose, and is intended to increase the number of applications submitted. 	<p>Progress to Date for Initiatives:</p> <ol style="list-style-type: none"> 1. Funds for the initiative are monitored each year and planned for the upcoming year with great care. Although there may never be "enough" money for everything the faculty members care to do, many great strides have been made and we have been able to protect those funds during the current State Appropriations crisis. For much of the second half of the last fiscal year those professional development funds had to be frozen due to severe budgetary shortfalls; but for the upcoming academic we have been able to restore such funding for both faculty and staff. However, further implementation of the Provost's plan is still being deferred because of budget constraints.. 2. Funding for faculty scholarship has remained stable, however funding in this area has been unable to grow as much as needed due to budget constraints. 3. No new endowed professorships have been added. However, efforts continue to accomplish this. While private giving dropped from the 1 million dollar gift from four years previous, we continue to see success in private giving and our actively involved in the new Capital Campaign. 4. We lost a newly trained staff member that been officially trained in Grant Administration for staffing support for researchers and upper level administration writing grants. This loss in staffing has been temporarily assigned to a capable staff member and plans to reestablish this role as a mission critical staffing support role are currently part of ongoing organizational restructuring plans, however that role has yet to be filled.
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Goal IV	<p>The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources. Goal IV remains unchanged. This goal continues to be a prominent one for USC Sumter. The campus works with the service area's legislative delegation so as to encourage increased funding for higher education. USC Sumter also will continue to work with local city and the service area county governments to secure more funding for the campus, and seeks to build on past successes in fund-raising from private sources. The Goal relates to Advance Carolina goals involving: Teaching and Learning; Research, Scholarship and Creative Achievement; Service Excellence; Quality of Life in the University Community; and Recognition and Visibility.</p>	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ol style="list-style-type: none"> 1. Continue to work with USC Sumter's Legislative Delegation to effect positive change in state budgetary priorities for higher education in the state of South Carolina. Although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in state funding. 2. Maintain dialogue with service area governments to increase local funding to the campus. Again, although such political processes are quite slow, the campus must continue this activity in an effort to effect a positive change in local funding. 3. Improve and enhance annual giving campaigns. Enhanced campaigns should result in more dollars raised privately that can be used to support the campus. Participate fully in the upcoming Capital Campaign. Such participation should result in more dollars raised privately that can be used to support the campus. 	<p>Progress to date for the Initiatives:</p> <p>1. Prior to the beginning of the 2012 and 2013 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 2013, the issue was regularly revisited by our Interim Dean Mr. Lynwood Watts is following this same strategy, along with seeking out and visiting in person members of the local Legislative Delegation.</p> <p>2. 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.</p> <p>3. In the FY 12 year the Office of University Advancement and the Sumter Partnership of the USC Foundation received over \$ \$763,141.86 in cash, gifts in kind, philanthropy, and pledges.</p> <p>Meetings with local official and legislative delegations have been carried out as planned.</p>

			The Capital Campaign is underway.
Goal V	<p>The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan and actively seek public and private funding to achieve this goal. This goal is unchanged. As USC Sumter seeks to grow and evolve, all campus personnel must be keenly aware of space and other physical plant needs. Although current facilities could adequately service a sizable increase in student enrollment, plans for future expansion to accommodate the delivery of a wide variety of degree programs are essential. The Goal relates to Advance Carolina goals involving: Teaching and Learning; Research, Scholarship and Creative Achievement; Service Excellence; Quality of Life in the University Community; and Recognition and Visibility.</p>	<p>The following strategies will bring USC Sumter closer to this goal over the next five years:</p> <ol style="list-style-type: none"> 1. Continually work with USC Sumter's Legislative Delegation to encourage a new state bond bill that will fund the campus' planned new Instructional Laboratories Building, which is currently fourteenth on the state's prioritized list of proposed construction. Funding will allow USC Sumter to move forward with the campus Master Plan. 2. Continually work with USC Sumter's Legislative Delegation to support additional state funding for deferred maintenance. Funding will allow the campus to move forward with accomplishing the tasks outlined in the deferred maintenance list. 3. Continue to seek a major naming gift for the Instructional Laboratories Building. A private donation will likely provide more encouragement to the state to provide funding for this project, again, allowing USC Sumter to move forward with its Master Plan. 	<p>Progress to date for the Initiative:</p> <ol style="list-style-type: none"> 1. Prior to the beginning of the 2012 and 2013 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 2013, and the issue is regularly revisited by our Interim Dean Mr. Lynwood Watts as he finds himself with members of the Legislative Delegation at various community functions and venues. Efforts will continue to lobby for additional action on these issues. 2. For this year a small amount of funding for deferred maintenance was appropriated. Efforts for more will continue next year. 3. USC Sumter is still seeking a naming gift for the Instructional Laboratories Building. Efforts will continue as the Capital Campaign moves into its public phase. <p>Plans for achieving, retiring, or amending Goal V in light of the current indicators and progress:</p> <p>The pursuit of fulfilling the master plan is obviously never ending. As the specific initiatives are accomplished, the verbiage of the goal may change in light of the need for new accomplishments and directions.</p>

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 <http://www.uscsumter.edu/index.php/new-admissions.html> 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.

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 (note: Advisement Process have been restructured due to loss of staff from budgetary constraints – the new process, which is still being refined involved faculty taking on the responsibility for the vast majority of student advising.) Because of the five cooperative bachelor degree programs, involvement in the program curriculum of each student goes beyond the general education requirements. Advising 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, as part of its Institutional Effectiveness process, from current, former, and future students and stakeholders which assist in keeping services and programs relevant. This provides 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 are conducted on a recurring basis (<http://kudzu.ipr.sc.edu/effectiveness/accountability/alumni/>), 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 (note: this position was lost last year due to budget cuts and the duties associated with it are in the process of being reassigned as part of the larger restructuring plan.) 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.

- ✿ 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 identified 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 (note: this plan has now become rolled into the Palmetto College initiative which will provide access to four-year degrees on all the regional campuses.)

C4.5 The Office of Institutional Research & Effectiveness (IRE) maintains all data and administers most institutional surveys. 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 unit 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 of 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 plaques) 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
- 🔥 Four 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. In addition, we have now placed emergency defibrillators in all campus buildings, and currently we are training a number of faculty and staff in their usage along with other first aid skills.

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>

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 a Regional Campus wide Program Evaluation of learning outcomes .

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.

Category 7 – Results

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 7.1-1a USC Sumter's students success when "changing campuses" within the USC System to complete bachelor's degree shows that USC Sumter's GPA are typically the highest among regional and comparable to the overall average GPA of all the State's Technical Colleges combined after their first semester of transfer. This represents the most recent data available.

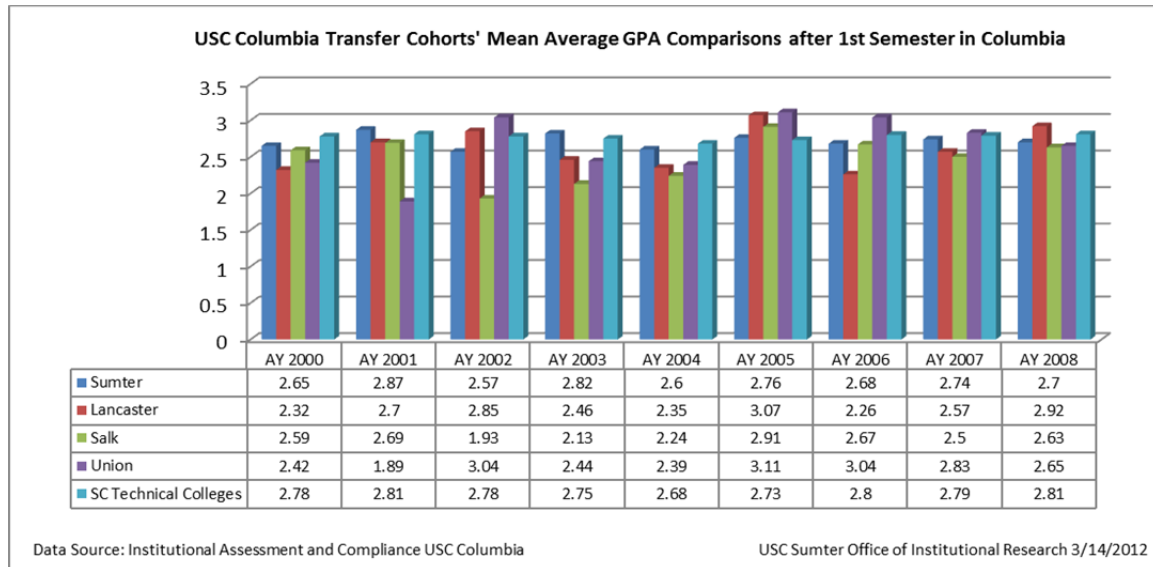


Chart 7.1-1b USC Sumter's students success when "changing campuses" within the USC System to complete bachelor's degree shows that USC Sumter's GPA are typically the highest among regional and above the overall average GPA of all the State's Technical Colleges combined after their penultimate semester before graduation or leaving the University. This represents the most recent data available.

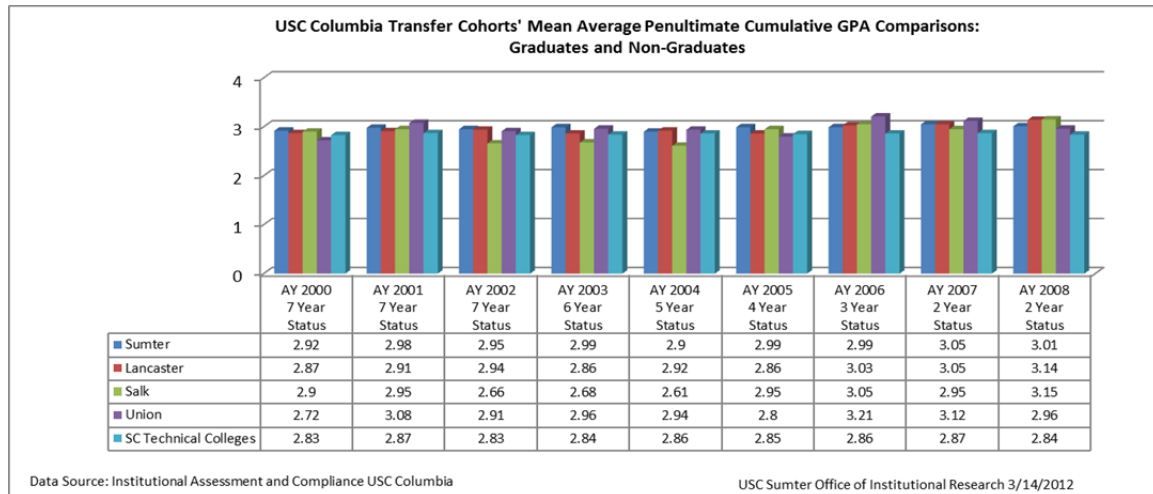


Chart 7.1-1c USC Sumter Student “Success Rate” as reported by the South Carolina Commission on Higher Education (CHE). The student success rate is calculated looking at graduation with a Baccalaureate or continued enrollment after 150% (3 years) of program time. Note: These rates are for in-state transfers only. The CHE, who provided this data, only track in-state transfers. When out of state transfers are added our success rates go up considerably, and while we have begun a practice of tracking those ourselves, starting last through The National Student ClearingHouse, we cannot get comparative data with other institutions unless they voluntarily report it to the CHE, which they have not.

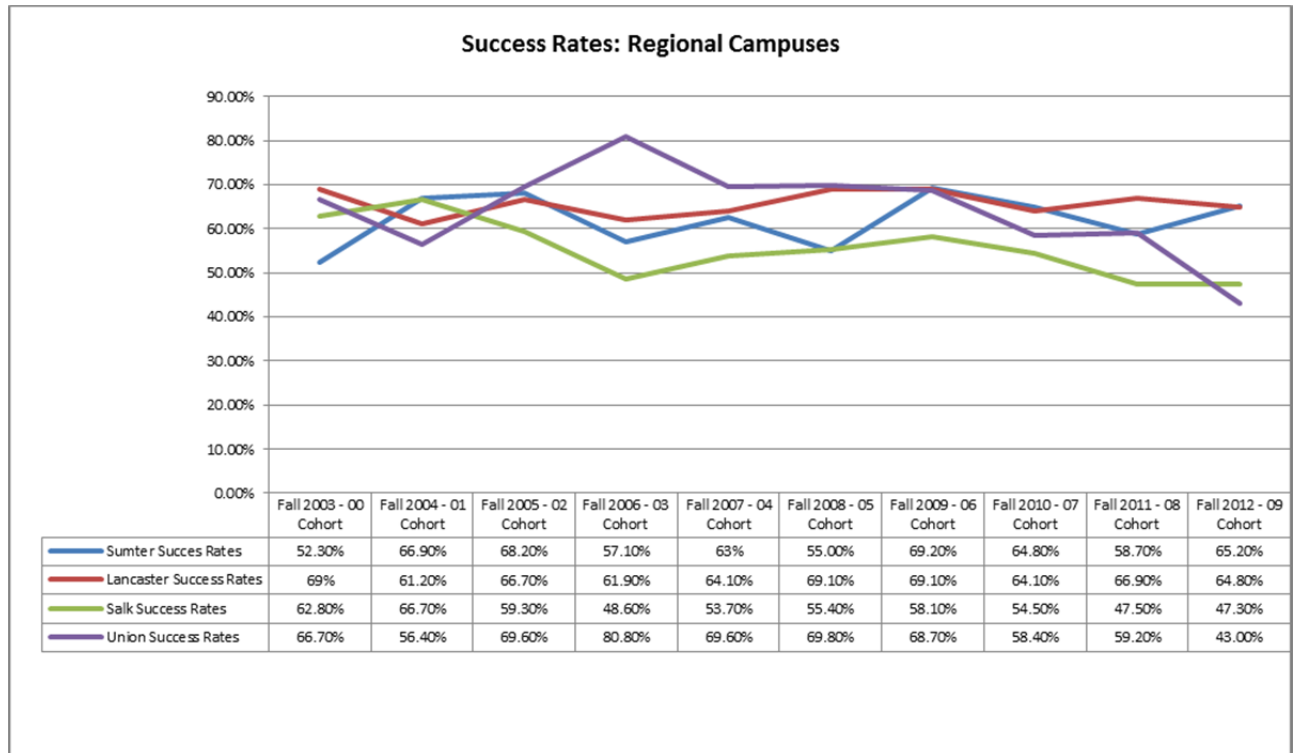


Table 7.1-1d AA/AS Program Graduates – Data Source: CHE

USC-Sumter AA/AS Program Graduates					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
USC Sumter	93	56	71	91	82

Chart 7.1-1e SAT Means of Traditional Freshman – Data Source: CHE

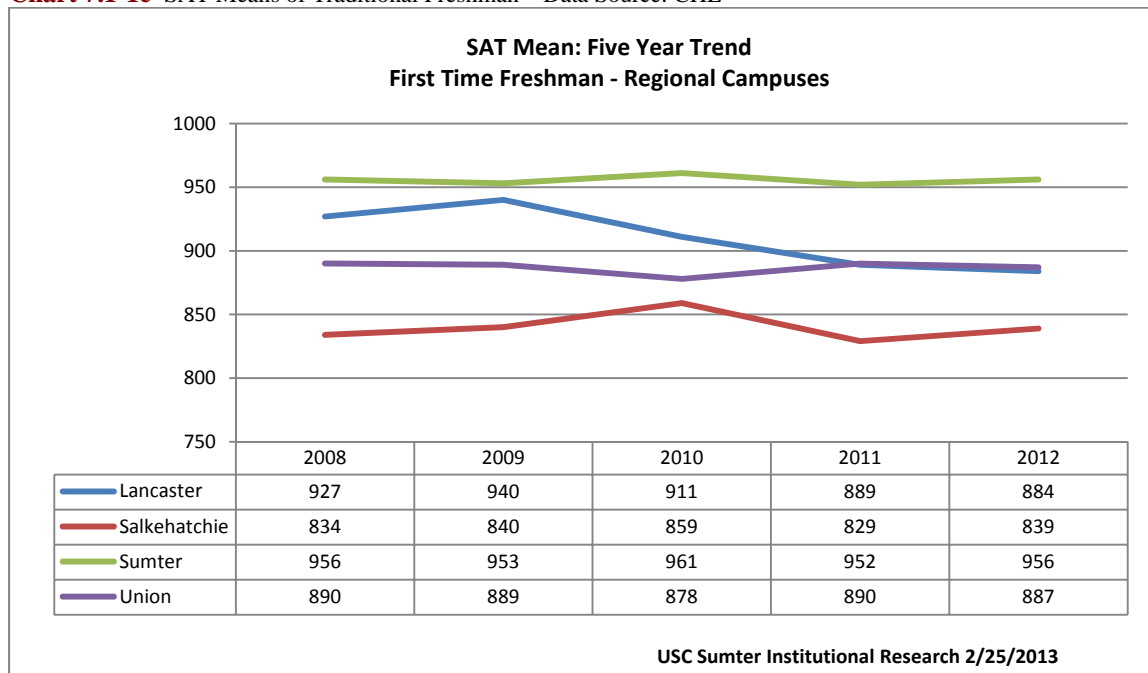


Chart 7.1-1f ACT Means of Traditional Freshman – Data Source: USC Institutional Assessment and Compliance

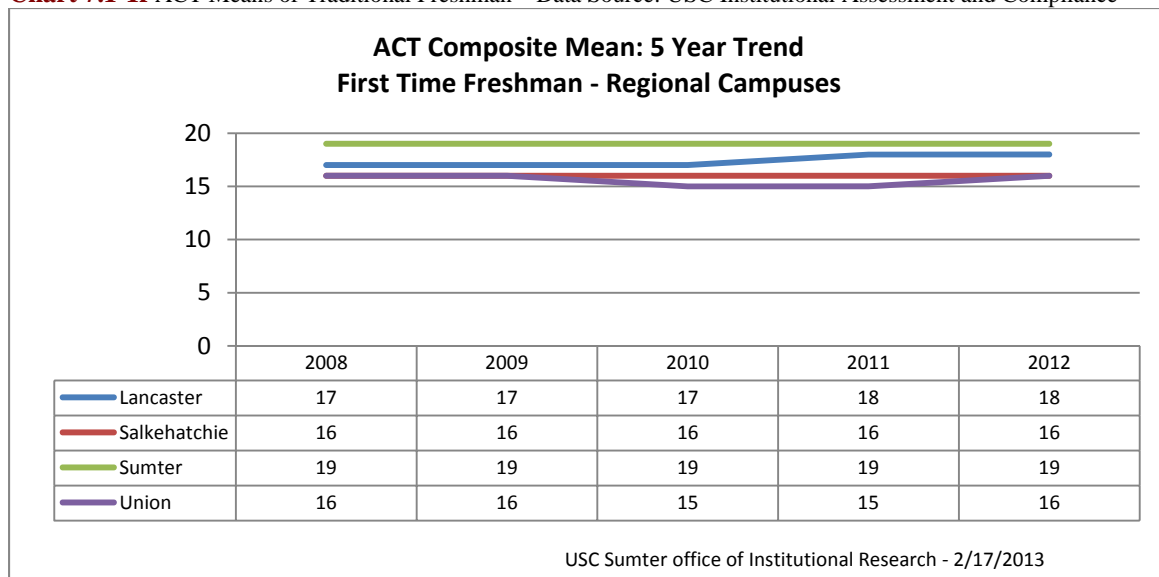


Table 7.1-1g This table is based on coursework at USC Sumter reported to the South Carolina Legislature in the most recent Institutional Effectiveness Report on general education. The general education assessment encompasses students reaching these goals at USC Sumter. Many students achieve these general 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.

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 7.1-1h - Institutionally Supported Scholarship Awards

Fall 2012

Total Students Awarded	44
Total Scholarship Awards	91
Total Amount of Awards	\$39,587

Spring 2013

Total Students Awarded	47
Total Scholarship Awards	91
Total Amount of Awards	\$39,384

Chart 7.1-1i 4 Year Degree Graduation Rates in 150% Time Compared to USC Regional Campuses – Data Source: CHE (Fall 2012 Data For 2006 Freshman Cohort on Regional Campuses Not Yet Available from the CHE)

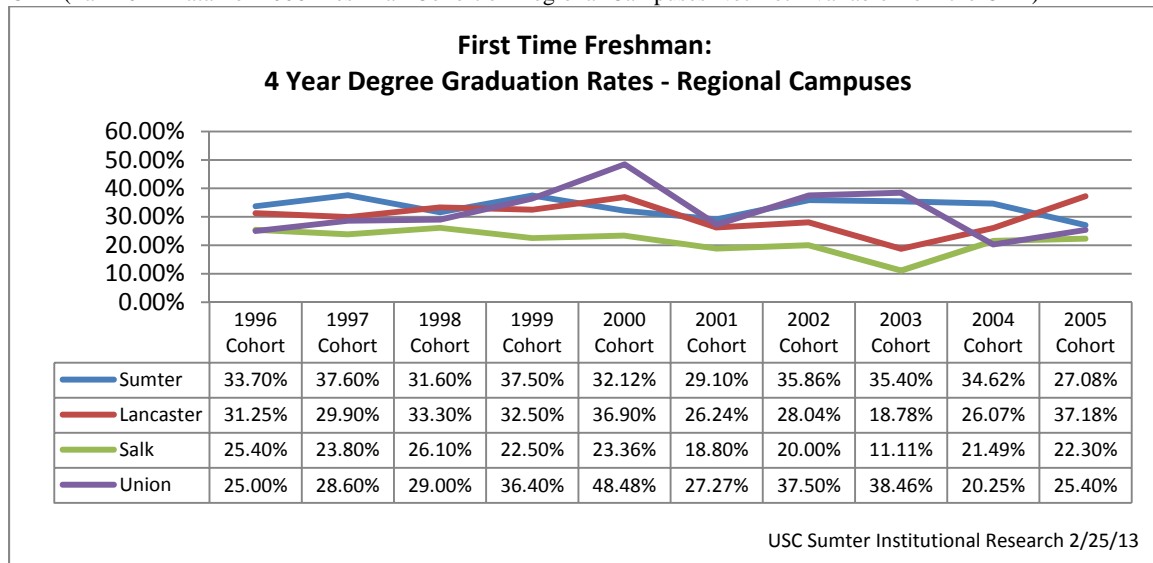


Chart 7-1j 4 Year Degree Graduation Rate Compared to Other Select South Carolina Post-Secondary Institutions in 150% Time- Data Source: CHE (Fall 2012 Data for 2006 Freshman Cohort on Regional Campuses Not Yet Available from the CHE)

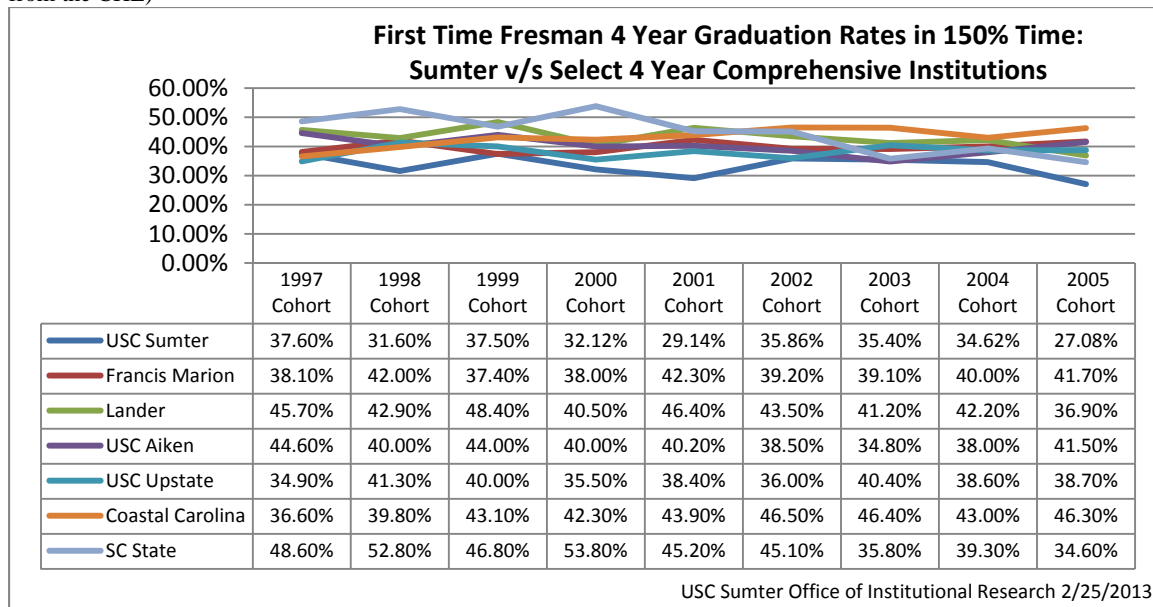


Chart 7.1-1-k 4 Year Degree Graduation Rate Comparison With South Carolina Technical Schools in 150% Time – Data Source CHE (Most Recent Data Available from the CHE)

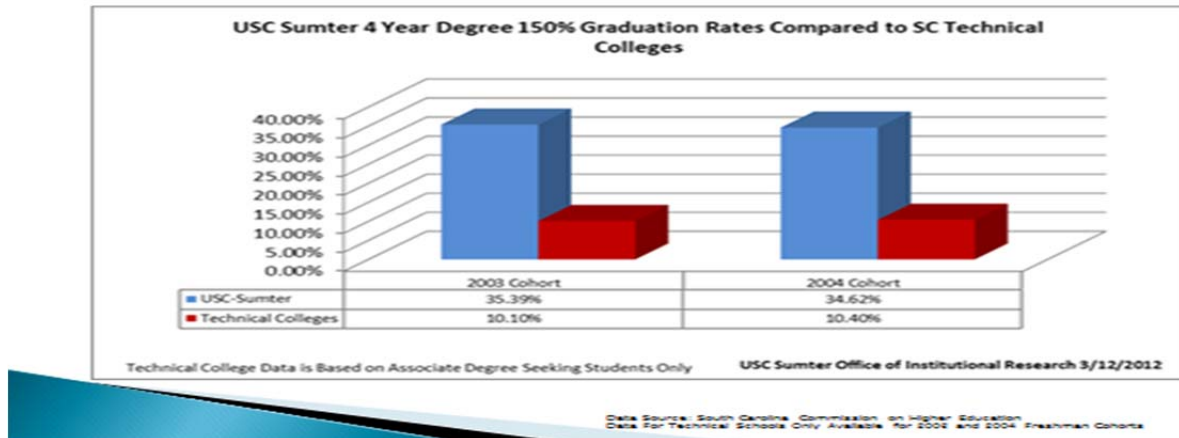


Chart 7.1-1l 4 Year Degree Graduation Rate Comparison with CCTC 150% Time – Data Source: CHE (Most Recent Data Available from the CHE)

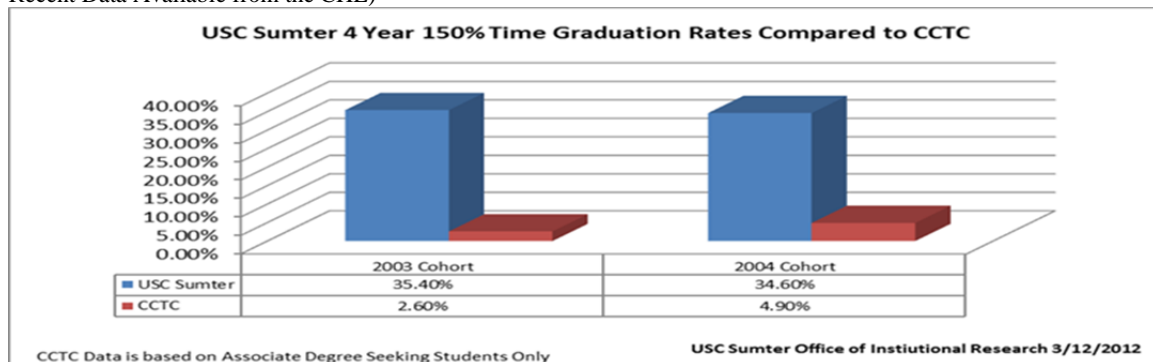


Chart 7.1-1m USC Columbia Transfer Cohorts Graduation Rates – Data Source: IAC (most Recent data Available from IAC)

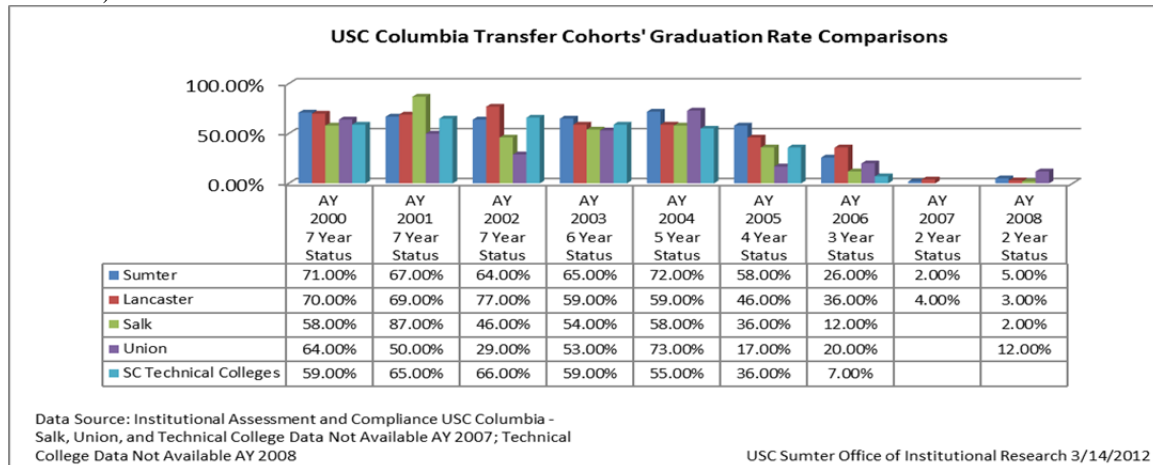


Chart 7.1-1n USC Columbia Transfer Cohorts From regional Campuses – Data Source: IAC (most Recent data Available form IAC)

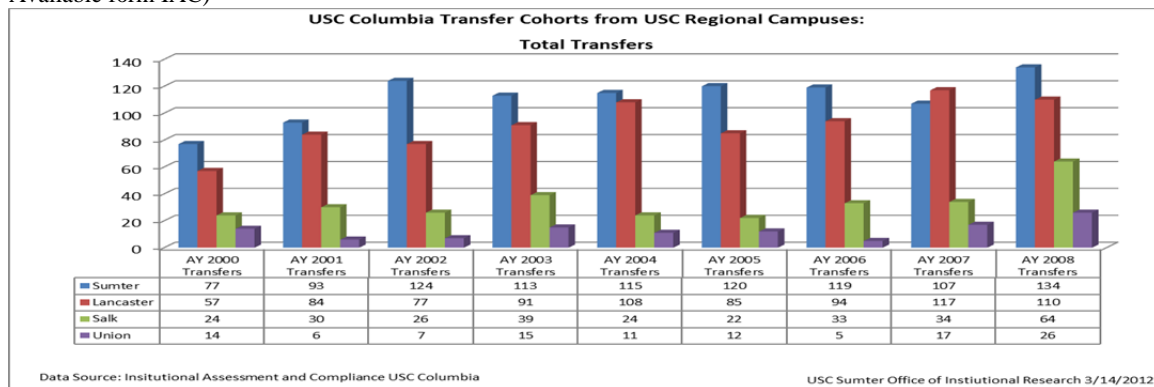
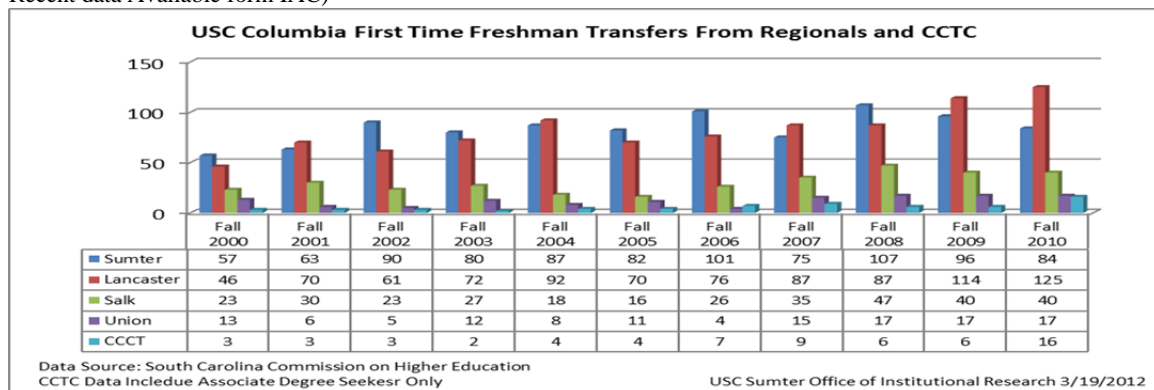


Chart 7.1-1o USC Columbia First Time Freshman Transfers From Regional and CCTC – Data Source: IAC (most Recent data Available form IAC)



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?

Table 7.2-1 - Increasing the cumulative annual FTE Enrollment

YEAR	FTE
2012	1425
2011	1642
2010	1768

Charts 7.2-2a-b Student/Stakeholder Focus

Chart 7.2-2a Demographic breakdown the counties the majority of USC Sumter students come from. 87% of USC Sumter's enrollment comes from the regional service area. Data Source: USC Columbia Student Information Services

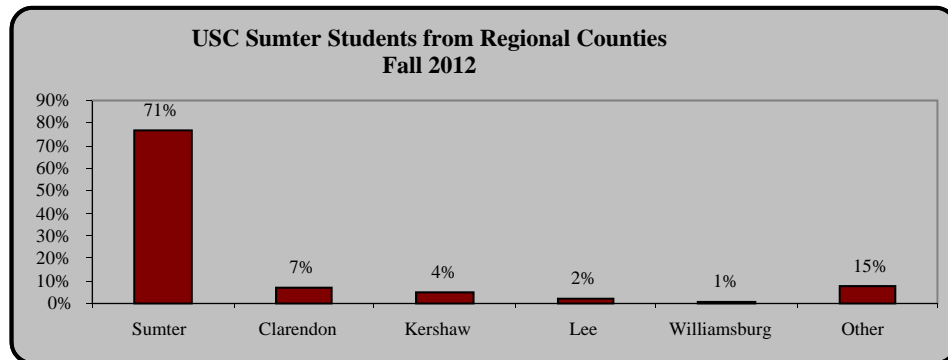
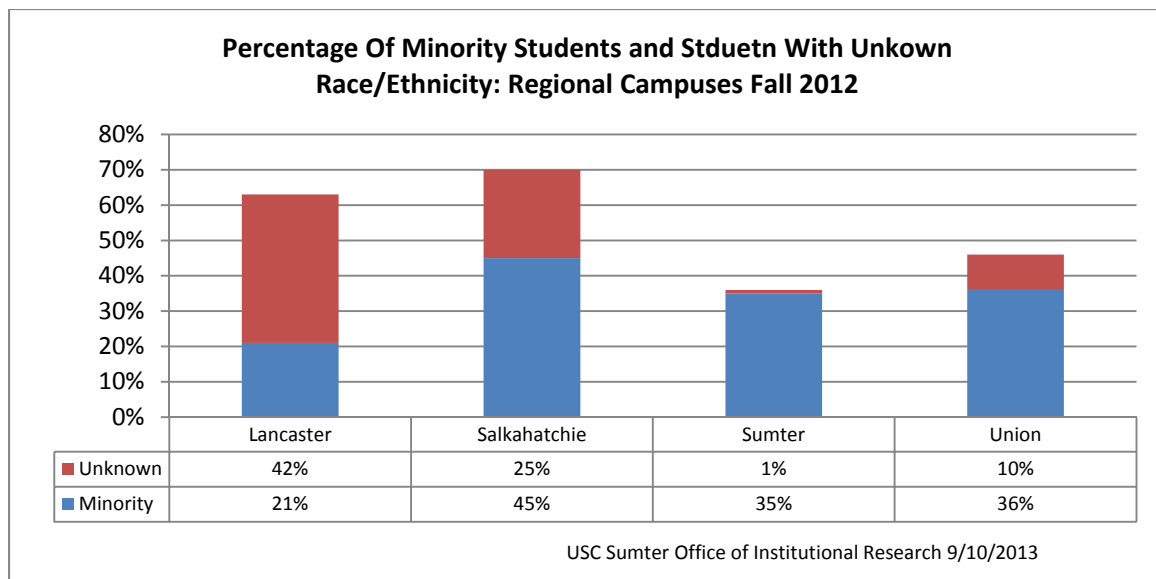


Chart 7.2-2b Part of the Mission of USC Regional Campuses is to serve the minority population in their educational service area. Note: Student may choose 2 Racial/Ethnic Categories and are no longer required to report any Race/Ethnicity – Lancaster had a particularly high number of their student population reporting “unknown” race/ethnicity, 42% , as did Salkahatchie, 25% - Data Source IAC



C7.3 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENT, AS APPROPRIATE

Table 7.3-1 This table shows the dollars spent versus dollars allocated. This reveals good stewardship of the funds with no over expenditures. All data is audited.

Year	Budget	Variation after Expenditures
2009/2010	\$8,894,833	+ \$1,075,459
2010/2011	\$8,749,495	+ \$877,684
2011/2012	\$7,984,957	+ 576,684
2012/2013	\$7,737,668	+1,594,243

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?

Table 7.4-1 Faculty scholarship productivity includes ongoing and completed publications, research, proceedings, presentations, performances and readings, juried exhibitions, and creative endeavors.

YEAR	Faculty Scholarly Activity
2011-2012	199
2010-2011	110

Table 7.4-2 The total amount of grants, contracts and gifts

YEAR	
2103	\$311,789
2012	\$305,624
2011	\$301,982

Table 7.4-3 Scholarly Research FY 2013

Publications	1 Book
	1 Book Chapters
	2 Encyclopedia Entries
	2 Book Reviews
	16 Peer Reviewed Articles
	41 Paper Abstracts/Proceeding Publications
Presentations	54 Refereed Presentations
Performances	7 Invited Readings/Exhibits
Refereed/Panel	17 Refereed presentation and Panels

Chart 7.4-4 Faculty Salaries. Data Source: CHE

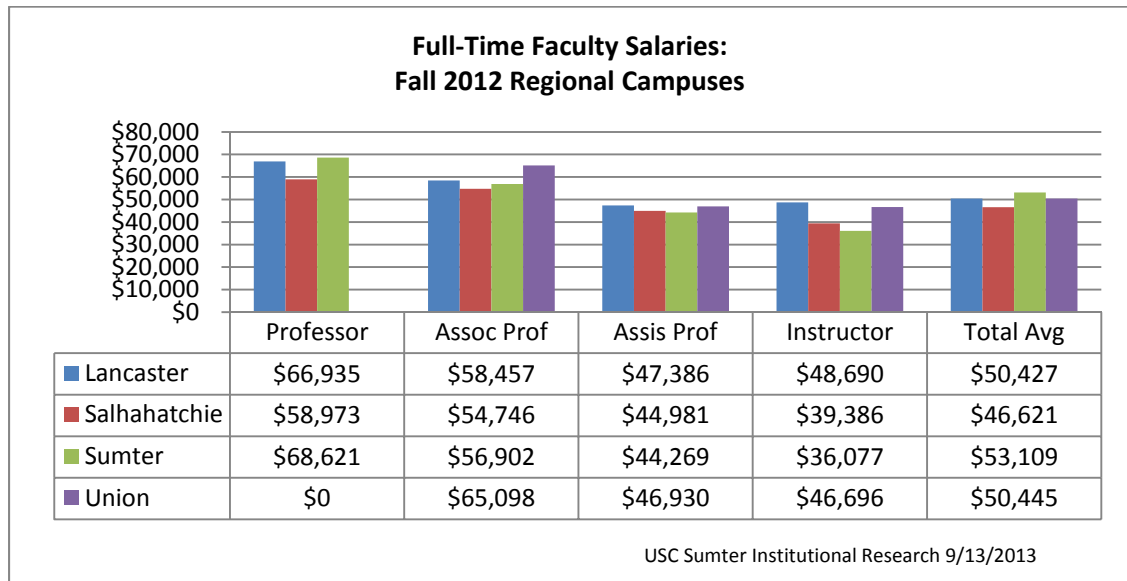
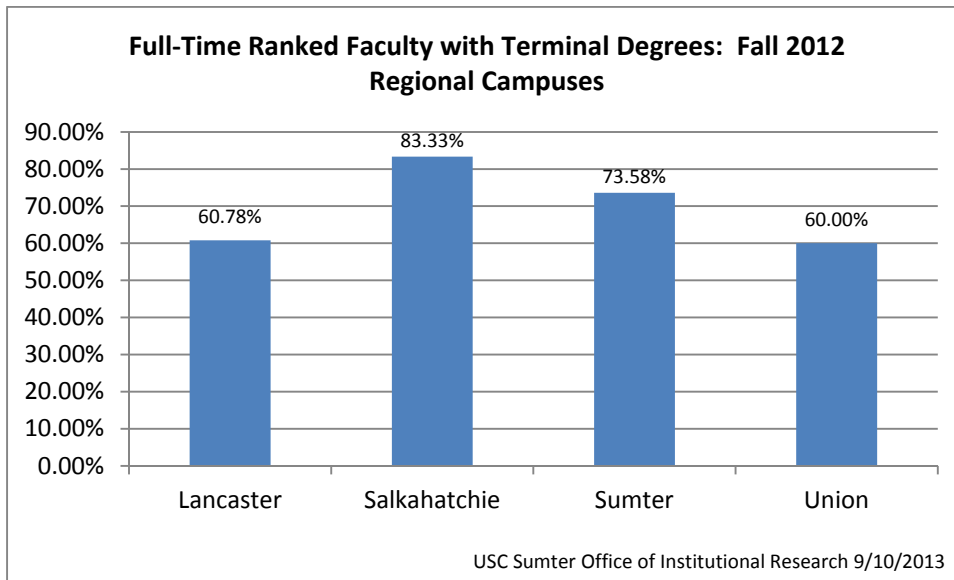


Chart 7.4-5 Faculty with Terminal Degrees – The quality of the faculty is represented by the academic and other credentials of professors and instructors. As defined in Performance Funding - Act 359, the range to meet the average standard of performance is 60% - 74%. USC Sumter is operating within the average standard. In addition, several Instructors completed terminal degrees in the Fall 2012 semester but are not reflected in these data. Data Source CHE.



C7.5 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON ORGANIZATIONAL EFFECTIVENESS

- # of applications for Fall 2012 admission, undergraduate, 1438.
- # of admissions for Fall 2012, undergraduate, 961.
- # of First-Time Freshman Applications for Fall 2012, 611
- # of First-Time Freshman Admissions for Fall 2012, 332
- # of First Time Freshman Enrolled for Fall 2012, 216 (64.1% of First time Freshman Admits)

7.5-1a-d Freshmen Retention

Chart 7.5-1a 2011 -2012

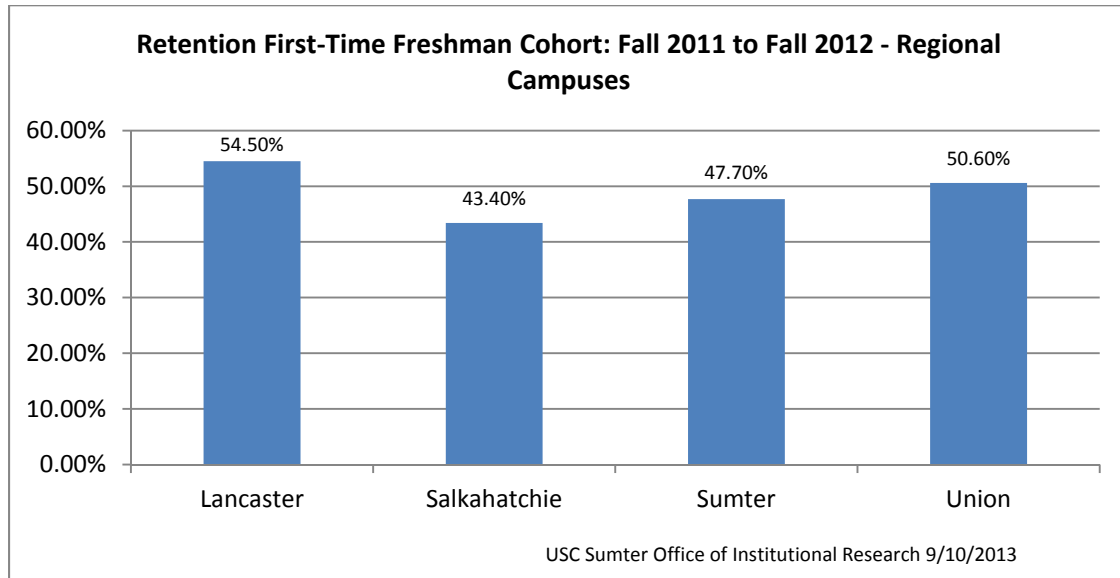


Chart 7.5-1b 2010 - 2011

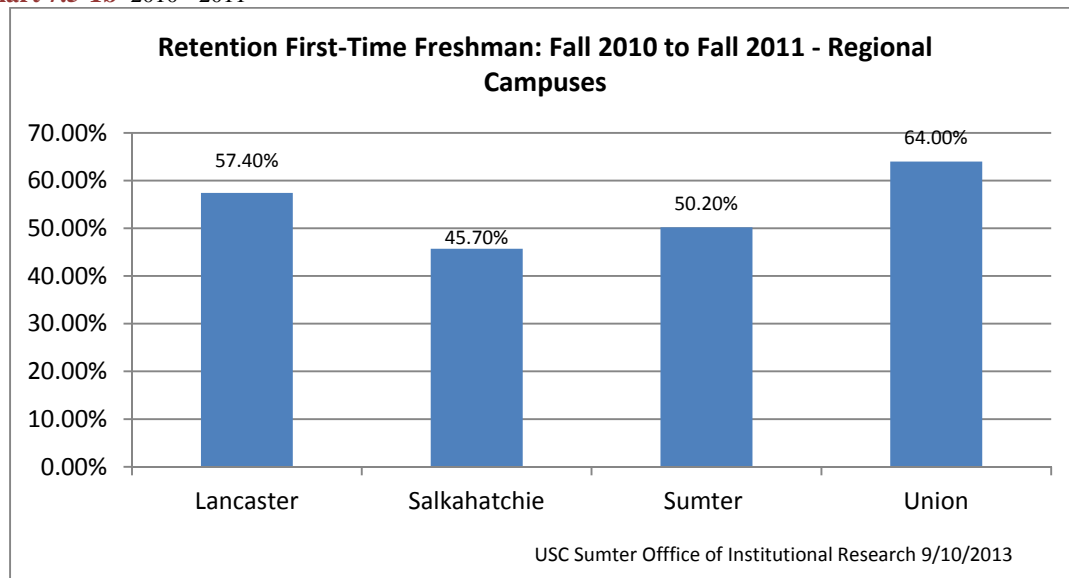


Chart 7.5-1c 2009 -2010

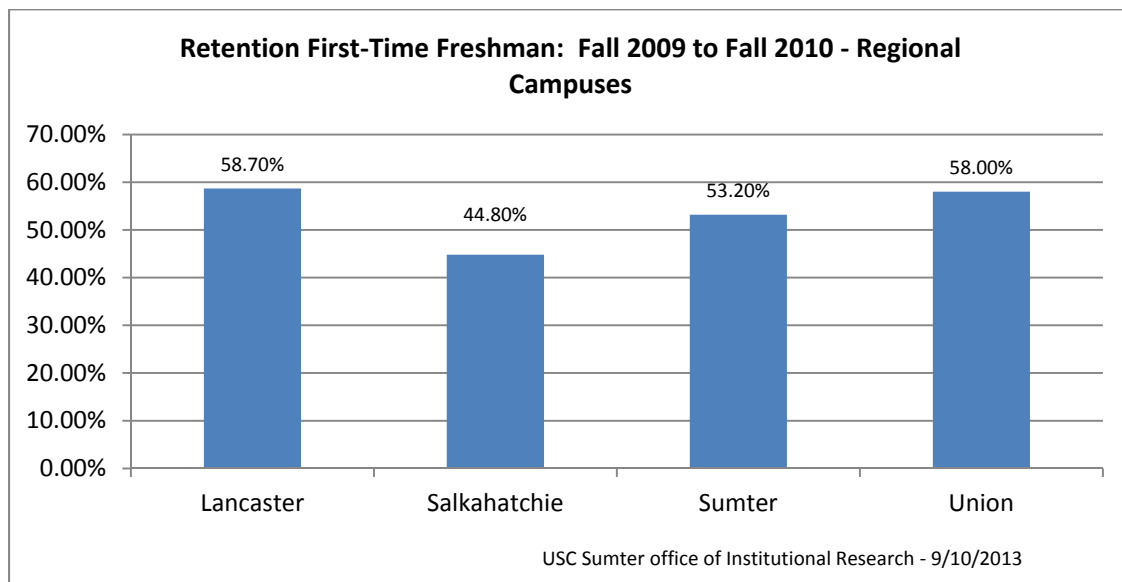


Table 7.5-2 USC Sumter Student Development Transcript Assessment of Activity.

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 number has risen slowly but constantly over the last six years, despite very deep cuts in our Student Life staff, and in the Fall 2012 we had almost a full quarter of our degree seeking students participating in this voluntary extra-curricular Student Development Transcript process.

Fall 2012

Student Development Transcript Participation – 24.20%

Chart 7.5-3a-b Student Advisor Availability and Satisfaction Surveys

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.) Due to a sudden wholesale loss of advising staff and other support staff and IT support services we were unable to gather data for the advisement survey for Spring 2011. This situation was remedied and data collection re-began for Spring of 2012. However, in Fall of 2012 we lost the remainder of Advisement and Counseling Center and Staff, and have had to rapidly put into place a contingency process for Faculty Advisement. This process has been evolving over the course of the last year and we just recently, July 1st of 2013, created a new Administrative position Head of Advisement. Due to this change the Spring 2013 Advisement Survey is still on-going and we will report data for both Spring 2013 and Spring 2014 with next year's cycle.

Chart 7.5-3a –Advisor Availability

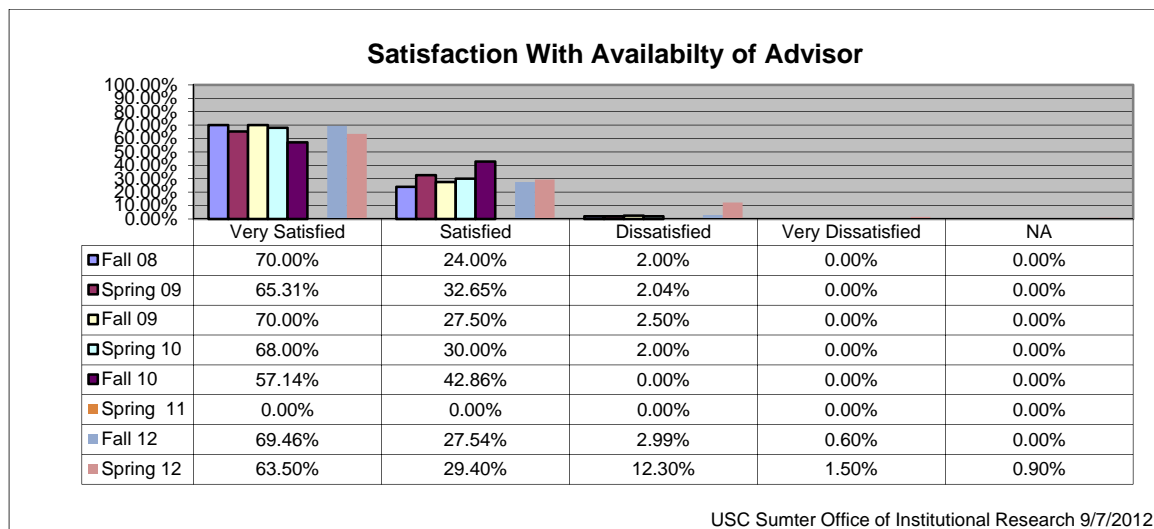


Chart 7.5-3b USC Sumter students are surveyed on the satisfaction with the manner in which their academic advisement conference is conducted.

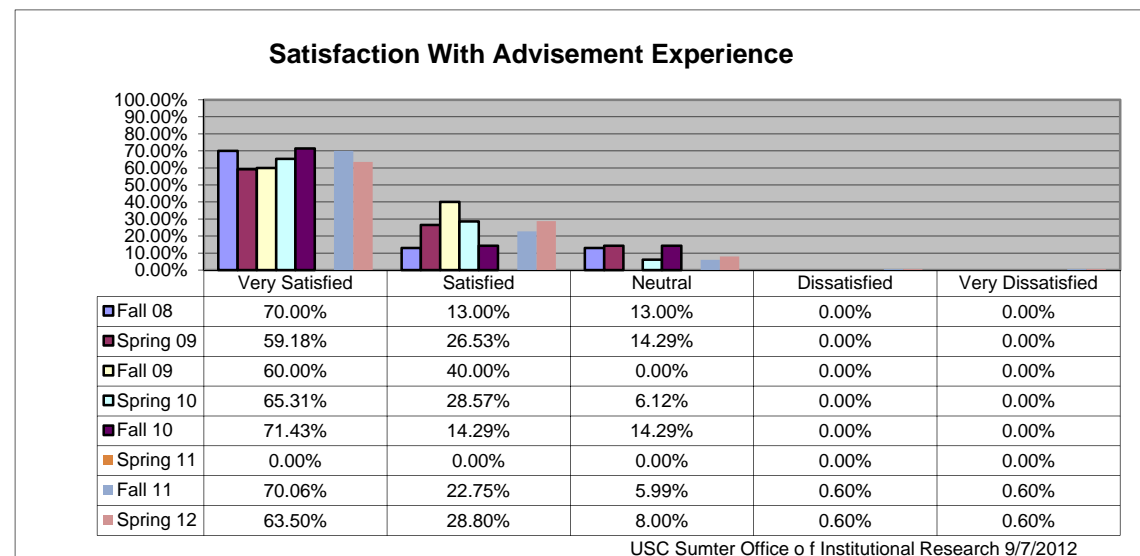


Chart 7.5-4 USC Sumter Library Resources

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. Collection evaluation against standard bibliographies is an ongoing process essential to providing balanced and usable resources.

Patron Statistics	2007-2008	2008-2009	2009-2010	2010-11	2011-12
Use (Databases)	65732	32513	42654	38267	42563
Circulation (Print)	10526	10526	6044	9892	9700
In-Building Use	2932	2147	2548	1874	1833
Reference Inquiries	36024	37440	34212	28104	28222
Individual Instruction	6500	577	519	326	459
Lectures	67	67	75	15	20
Interlibrary Loans	211	1429	1060	530	515
Collection Statistics	2007-2008	2008-2009	2009-2010	2010-11	2011-12
Total Volumes (Print)	70084	70201	71584	72421	72520
Total Micro Text	13658	14158	14153	14153	14300
Total Media	945	955	955	1276	1280
Total Periodicals (print)	118	118	118	118	118
CD ROMs and Software	155	0	0	0	0
E Books	7164	7164	7164	7164	7164
Total Holdings (All Formats)	92124	92124	93974	95132	95382

7.5-5.1a-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. Note: Data for Union Laurens Campus only Available for 2011. Data Source: CHE

Chart 7.5-5a Total Rooms

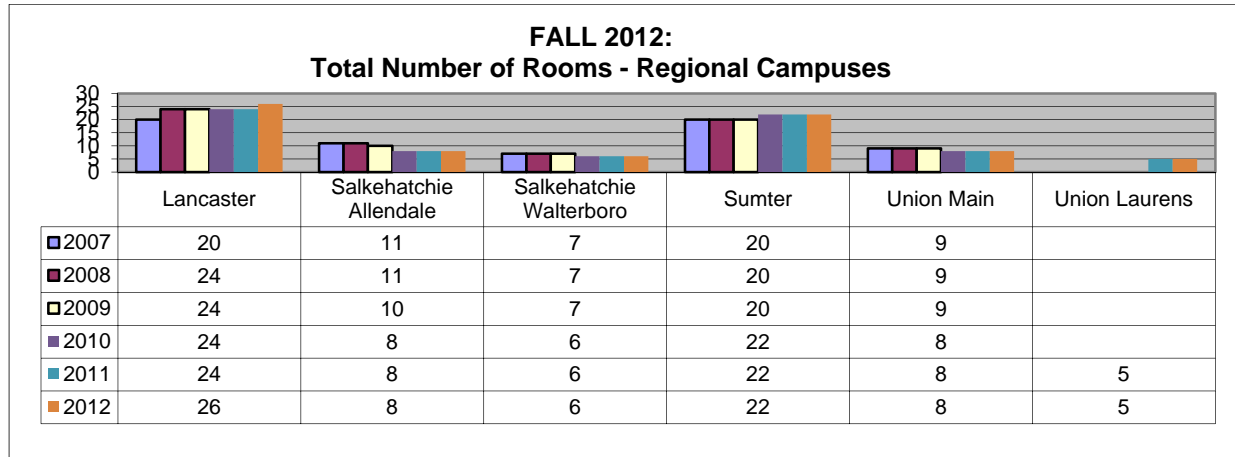


Chart 7.5-5b Square Foot of Academic Support

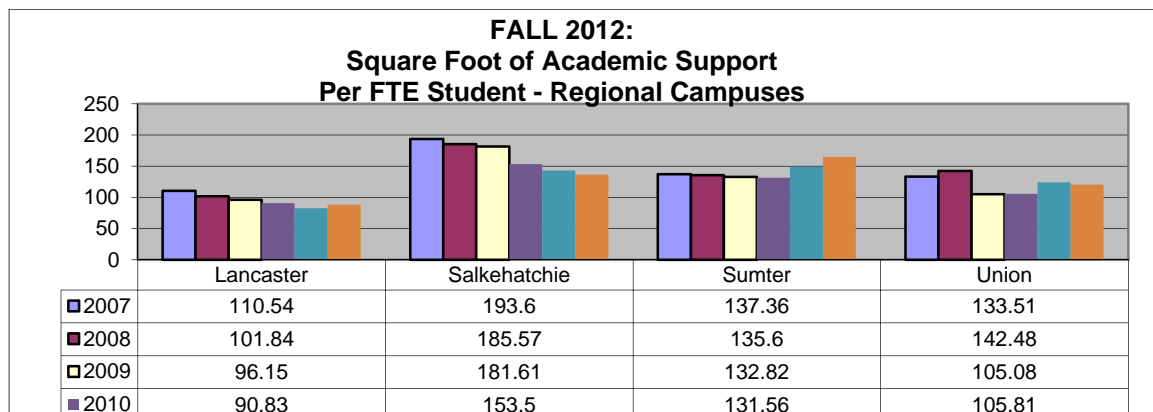
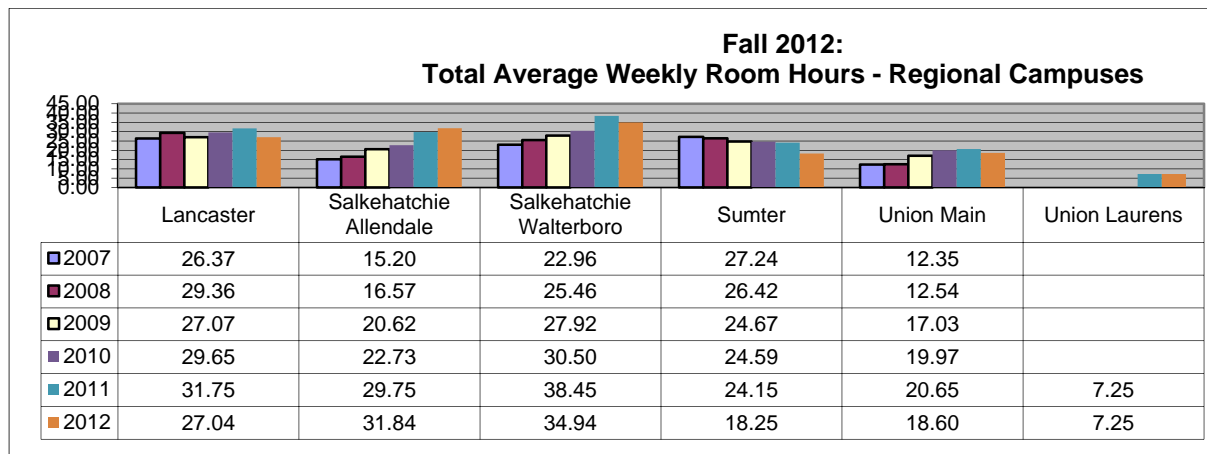


Chart 7.5-5c Average Weekly Room Hours



C 7.6: TO LEADERSHIP AND SOCIAL RESPONSIBILITY: ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS

Tables 7.6-1a-c 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.

Table 7.6-1a 2010-2011 Family Fund Campaign System Campuses

Campus	Participation	Amount
USC Aiken	94%	\$ 68,441.02
USC Beaufort	60%	\$ 23,620.15
USC Lancaster	32%	\$ 13,551.30
USC Salkehatchie	13%	\$ 10,390.00
USC Sumter	59%	\$ 11,660.88
USC Union	3%	\$ 25.00
USC Upstate	28%	\$ 37,816.25

Table 7.6-1b Family Fund Last Three Years

Year	USC Sumter Participation	Total Dollars
2010	80%	\$ 35,517.08
2011	78%	\$ 34,456.70
2012	59%	\$ 11,660.88

Table 7.6-1c Private Giving

July 2009 – July 2010 \$307,359.12

July 2010 – July 2011 \$238,658.06



July 2011 – July 2012 \$763,141.86

July 2012 – July 2013 162,10.50

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 has been held on campus for five straight years..

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 7.6-2a-b USC Sumter’s Long Range planning process and natural progression shows the organizational strategy uses and how action plans progress.

Chart 7.6-2a

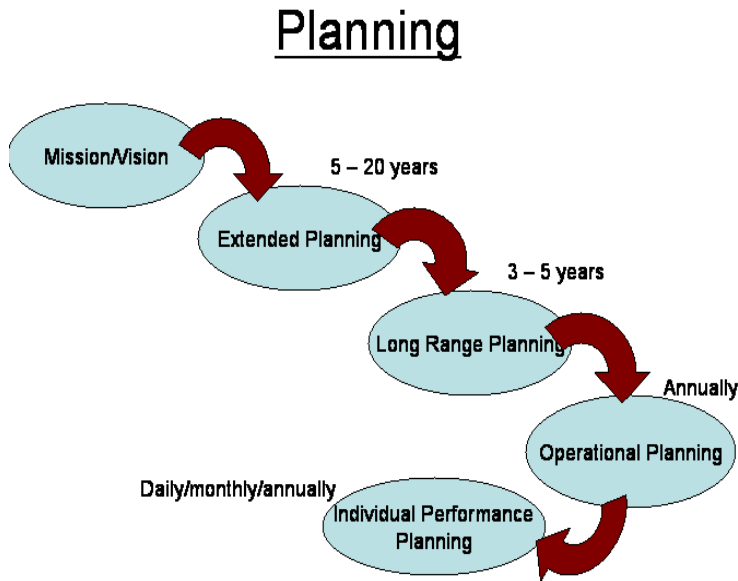


Chart 7.6-2b

