AGENCY NAME:	University of South Carolina Sumter		
AGENCY CODE:	H39	SECTION:	20G

Fiscal Year 2013-14
Accountability Report

SUBMISSION FORM

AGENCY MISSION	**Abbreviated Mission Statement** (Approved by the USC Board of Trustees, June 2010) The University of South Carolina Sumter, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. USC Sumter offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Dr. Michael E. Sonntag	803-938-3826	sonntagm@uscsumter.edu
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I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR **(SIGN/DATE):**	*Michael E. Sonntag* 9-10-14
(TYPE/PRINT NAME):	Dr. Michael E. Sonntag

BOARD/CMSN CHAIR **(SIGN/DATE):**	*[signature]*
(TYPE/PRINT NAME):	

AGENCY'S DISCUSSION AND ANALYSIS

The University of South Carolina Sumter is an important, dynamic, regional campus serving a range of communities in the Midlands; many are extremely impoverished small rural communities, and some are economically stable, but static, small metropolitan communities. The University is organized and situated to be a key institutional actor in enabling the future growth and prosperity in the region; a region that is essentially recovering from significant changes in its economic base and a region that is experiencing significant demographic changes in its population. As a regional campus of the University of South Carolina, the USC Sumter provides higher education and intellectual leadership for its service area in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. To accomplish this mission USC Sumter employs a teaching faculty of high quality, dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavors 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. USC 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. The design of the institution incorporates a flexibility that allows changes in institutional capability, so as to meet the ever increasing, and ever changing educational demands of constituents, causing enrollment to vary at times with community needs and changing demographic circumstances. 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.

 USC Sumter was the first Regional Campus to offer fully online asynchronous classes, beginning in the first summer session of 2010. Since the first fully online courses were offered, USC Sumter has continued to offer fully online and hybrid courses every semester that are effective choices for students, enabling greater retention of students. This includes increasing its partnerships within USC Columbia's Palmetto College to offer more diversity in delivery methods, and Baccalaureate degree opportunities, to both its indigenous service area constituents and constituents of the University of South Carolina wherever they may reside. Also, on the USC Sumter Campus, the USC Aiken Business Program at Sumter offers students at the USC Sumter campus the opportunity to earn an AACSB-accredited BSBA degree with the Management concentration from USC Aiken without having to physically go to the Aiken campus. After completing all of their lower level degree requirements at USC Sumter, students who meet the admission requirements for the School of Business Administration (SOBA) Professional Program may enter the Aiken Business Program at Sumter. These students

are then able to complete all of their upper level degree requirements through a combination of face-to-face classes taught by qualified SOBA faculty at USC Sumter and online classes taught by SOBA faculty from either Aiken or Sumter. These students are advised onsite by USC Sumter SOBA faculty. The Aiken Business Program at Sumter has been in existence for over twenty years, and enabling the recruitment and retention of students from the USC Sumter service area. And on the USC Sumter Campus, the USC Upstate College of Education offers the Bachelor of Arts degree with majors in Elementary Education and Early Childhood Education. These programs lead to certification of the State Department of Education. Sumter classes feature both traditional classes and interactive video classes that originate on the Spartanburg campus. Student teaching is done in the Sumter area. Certification programs can also be arranged for students who already have bachelor's degrees. These programs are fully accredited by NCATE, and a significantly large number of highly successful early childhood and elementary educational professionals in the Sumter School districts are alumnus of the Upstate at Sumter program.

Goal 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 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. 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) has allowed for significant progress in defining a new structural organization for the campus, A re-analysis of our staffing needs and the hiring of a new Dean of the University occurred over the past fiscal year, and new administrative policies and procedures are being actively articulated and set into place.

Goal 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 were not involved. A declining budget played a part in the loss of this professional core and faculty were assigned new advisement duties. While the transition period has had its difficulties, the faculty have met the challenge of their new responsibilities, and we expect that 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 were 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.

Goal 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. This has been a fundamental shift in the bureaucratic culture of the campus, causing significant introspection and fundamental changes the strategic trajectory of many operational policies. USC Sumter can and will improve its involvement with Palmetto College. We will continue to develop strategies and tactics aimed at increasing 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.

Academic Dashboard Targets

<u>Enrollment</u> USC Sumter has been experiencing a decline in enrollment over recent years. A number of reasons for this decline have been identified and are continually being addressed. Some of the decline in enrollment has been intentional – the dual enrollment program with the local high schools has been purposefully trimmed to better use existing financial and personnel resources.

<u>Student Retention/Success Rate</u> A portion of the enrollment decline has been a reflection of the decline in the freshmen-sophomore return rate. Part of this decline is actually a mark of success as our students transfer to baccalaureate degree programs. Faculty have recently been more intimately involved in the advisement process as one strategy for addressing the retention issue. The Opportunity Scholar's Program, along with faculty-driven support programs, represents another strategy for increasing retention rates.

<u>Faculty</u> USC Sumter continues to employ a highly qualified and dedicated faculty. Our course offerings are appropriate to our associates degree programs and are in direct support of the Palmetto programs. Scholarship is encouraged and financially supported and is appropriate for a regional campus. We are in the process of filling a faculty vacancy with a tenure-track position and USC Sumter is committed to continue to fill future vacancies with tenure-track positions.

<u>Service</u> USC Sumter faculty continue to engage in service activities. This includes, but is not limited to, service for local, state and national organizations, presentations and creative performances to the community at large as well as in educational institutions. USC Sumter will continue to emphasize that such activity is both expected and a necessary component for the sustainability of our campus.

Key Performance Parameters

<u>Teaching Excellence</u> Teaching excellence remains at the core of USC Sumter's mission. The faculty are highly qualified and are dedicated to the educational process. The courses offered are appropriate to the associate's degree and many are in direct support of Palmetto degrees. Several faculty have developed Palmetto courses and several proposals to develop on-line courses have been submitted for Provost grant funding.

<u>Scholarship</u> USC Sumter continues to expect, encourage and actively support scholarship. Funds exist to support travel to conferences to support presentations. Sabbaticals exist to allow a more concentrated period of time for active research. Funding in support of scholarship also exists through our Educational Foundation.

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

<u>Sustainability</u>   We are addressing sustainability in two ways: continuation of successful activity and the necessity of adapting to a changing environment. USC Sumter continues to be committed to continuing the best practices of higher education. This includes filling tenure-track positions with highly qualified, dedicated professionals, devoted to scholarship and service. It includes continuing to offer rigorous coursework for associate and specific baccalaureate degree programs. It includes USC Sumter continuing to assess its successes in meeting our mission and developing appropriate strategies to address identified weaknesses.
Faculty are routinely assessed according to the guidelines specified in the *Regional Campuses' Faculty Manual* as part of annual review, promotion and tenure, and post-tenure review. For USC Sumter to sustain its effective participation in the greater University it is important that we grow our student population, actively develop course offerings in support of Palmetto College, maximize our existing resources, and evaluate our current structure and financial standing to optimize our ability to best meet our mission.

Type	Item #			Description
	Goal	Strat	Object	
G	1			USC Sumter will better meet student needs and optimize the use of financial and personnel resources.
S		1.1		Administrative, academic and support-services structures will be analyzed and appropriately re-structured
O			1.1.1	A new Campus CEO (Dean) will be hired
O			1.1.2	Functional areas of operation will be reviewed and analyzed by the Executive Council, the Faculty Organization and the Long Range Planning Committee
O			1.1.3	The Campus Community will be engaged in dialogue, through multiple mediums, in the analysis of the operational review and provided with opportunities to engage in the development of a new organizational structure designed to achieve the goal
G	2			USC Sumter will Improve Faculty Advisement
S		2.1		Continue Transition from an Staff to Faculty Advisement through Training & Bureaucratic Cultural Change
O			2.1.1	Appointment of a faculty member to an administrative faculty position - "Head of Advisement"
O			2.1.2	Hiring and training of an administrative assistant to organize and archive advisement records and facilitate assignment of advisors
O			2.1.3	Compilation of Advisement Specialty Areas designed to allow faculty to advise in disciplinary areas that play to their strengths and backgrounds; while also promoting a "culture of mentoring," a key component in _retention_, by matching students with advisors in their chosen areas of concentration as much as feasibly possible
O			2.1.3	Development of recurring advisement workshops to meet the needs of not only new faculty but also the continuation of faculty dialogue on the general discourse of student advisement and best practices
O			2.1.4	Development of recurring specialty area advisement training workshops and meetings for advising Specialists in areas, such as Education, Business and Palmetto Programs, where students may potentially matriculate to cooperative four year Baccalaureate programs whose courses are offered physically on the Sumter Campus
O			_2.1.5_	Increased participation by key Advisement Specialists and the Head of Advisement in the larger USC Advisement "System Advisement Community", List Serve and System Sponsored Workshops
O			2.1.6	Development on an Internal Advisement List Serve to disseminate critical information, changes in policy and procedures, and recurrent affirmation of advisement best practices
O			2.1.7	The development of an Advisement Handbook
O			2.1.8	The reconstruction of the annual advisement survey to more appropriately assess the fundamental changes in advisement policies and procedures
G	3			USC Sumter will increase its active participation in Palmetto College

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Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
S	3.1			**Organizationally Link Policies and Procedures Toward the larger Vision & Mission of Palmetto College**
O			3.1.1	*Design and fill a permanent Palmetto College Coordinator position in the Administration*
O			3.1.2	*Develop and train Palmetto College Advisement Specialists*
O			3.1.3	*Embed within the overall faculty advisement process the working knowledge of Palmetto College*
				degree opportunities and requirements for all advisors, and encourage their discussion of those opportunities
				with their students as appropriate
O			3.1.4	*Work with the Columbia administration to streamline bureaucratic processes associated with the matriculation*
				of students into Palmetto College degrees, and the provision of academic support services and administrative
				support services for Palmetto College Students served on the Sumter Campus
O			3.1.5	*Establish curriculum planning and staffing decisions parameters that better enable not only general education*
				learning outcomes, but also the curriculum needs of Palmetto College Degree learning outcomes
O			3.1.6	*Place into the contracts of all new full-time faculty members, where appropriate, the expectation that they*
				involve themselves in training for distributive education delivery methods, including training in two-way video
				delivery methods and the development of hybrid/blended delivery methods and fully asynchronous on-line
				delivery methods; and stipulate a minimum number, where appropriate, of credits hours to be taught through
				distributive education delivery methods over specifically defined time periods
O			3.1.7	*Encourage, and create extra incentives for, faculty to take advantage of financial and other incentives that*
				are being offered by the Office of the Provost and Palmetto College to widen the range of curriculum available for
				distributive education
O			3.1.8	*Develop additional incentives for faculty to become involved in distributive education and the development*
				of a wider range of curriculum offerings that line up with the curriculum needs of Palmetto College Degree Programs
S	3.2			**Continue to Instill & Reinforce in the Bureaucratic Culture of the University the Importance of Palmetto College**
O			3.2.1	*Increase the University Staff's understanding of the Vision and Mission of Palmetto College through*
				better communication of policies and training regarding new procedures and new degree opportunities
O			3.2.2	*Continue to reinstall within the faculty the importance of aligning our effort at accomplishing our Vision and*
				Mission in such a way as to promote the Vision and Mission of Palmetto College
O			3.2.3	*Continue to reinforce from both within the faculty leadership, and the administration, the importance of*
				participation in the development and ongoing delivery of Distributive Education Courses primary to the needs of
				Palmetto College Degree Programs
O			3.2.4	*Empower faculty who have bought in to the Distributive Education model to be creative and prolific in their*

Type	Item #			Description
	Goal	Strat	Object	
				efforts to develop Distributive Education courses that serve the curriculum needs of Palmetto College
O		3.2.5		*Create informal positions of prestige or honor for faculty prolific in participation in Distributive Education*

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Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.A. Unrestricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 1,951,126	$ 3,544,181	$ -	$ 5,495,307	$ 2,130,714	$ 3,758,987	$ -	$ 5,889,701	
I.B. Restricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 1,943,889	$ 1,966,703	$ 3,910,592	$ -	$ 1,836,822	$ 1,825,088	$ 3,661,910	
II. Auxiliary Services	Self-supporting activities that exist to furnish goods and services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. These activities include student health, student housing, food service, bookstore, vending and concessions, athletics, parking, and other services.	$ -	$ 431,440	$ -	$ 431,440	$ -	$ 232,693	$ -	$ 232,693	
III. C. Employee Benefits: State Employer Contributions	Fringe Benefits associated with Salaries reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 498,969	$ 806,805	$ 38,642	$ 1,344,416	$ 525,276	$ 795,230	$ 39,195	$ 1,359,701	
					$ -				$ -	
Total		$ 2,450,095	$ 6,726,315	$ 2,005,345	$ 11,181,755	$ 2,655,990	$ 6,623,732	$ 1,864,283	$ 11,144,005	

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Enrollment Headcount	924	826	900	July 1 - June 30	CHE, Updated Annually	Annual	Actual DC on Freeze Date	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
2	Degrees Awarded	82	106	110	July 1 - June 31	OIRA, Updated Annually	Annual	Actual Degrees Awarded	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
3	Retention of First Time Freshman	47.60%	60.60%	63.00%	July 1 - June 31	OIRA, Updated Annually	Annual	Fall to Fall Continuation	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
4	Palmetto College Enrollment	48	40	50	July 1 - June 31	Palmetto College	Annual	Fall Enrollments	3.1.2, 3.1.3, 3.1.4, 3.1.5 3.2.1, 3.2.2, 3.2.3. 3.2.4
5	3-Year Graduation Rates	9.00%	14.00%	17.00%	July 1 - June 31	OIRA, Updated Annually	Annual	150% Time Freshman Cohorts	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
6	First Time Freshman HeadCount	216	227	230	July 1 - June 31	OIRA, Updated Annually	Annual	Fall Enrollments	1.1.1, 1.1.2, 1.1.3,
7	ACT Mean Average of First Time Freshman	19	19	19	July 1 - June 31	OIRA, Updated Annually	Annual	Fall Enrollments, Admissions Data	1.1.1, 1.1.2, 1.1.3,
8	SAT Mean Average of First Time Freshman	956	943	960	July 1 - June 31	OIRA, Updated Annually	Annual	Fall Enrollments, Admissions Data	1.1.1, 1.1.2, 1.1.3,
9	Success Rates of First time Freshman	58.70%	62.50%	65.00%	July 1 - June 31	OIRA, Updated Annually	Annual	150% Time Freshman Cohorts	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
10	Student Credit Hours Generated	22,498	20,971	22,500	July 1 - June 31	OIRA, Updated Annually	Annual	Actual Attempted Student Hours	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
11	% of Credit Hours Taught by Faculty with Terminal Degree	48.96%	38.02%	49.00%	July 1 - June 31		Annual	All faculty full time and part time	1.1.1, 1.1.2, 1.1.3
12	% of Credit Hours Taught by Full-Time Faculty	69.83%	70.34%	72.00%	July 1 - June 31	OIRA, Updated Annually	Annual	All faculty full time and part time	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
13	Total Faculty	61	61	65	July 1 - June 31	OIRA, Updated Annually	Annual	All faculty full time and part time	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6
14	Total Full-time Faculty	35	33	36	July 1 - June 31	OIRA, Updated Annually	Annual	Full-time Ranked Faculty	1.1.1, 1.1.2, 1.1.3, 2.1.3,
15	Student to Faculty Ratio	15/1	15/1	15/1	July 1 - June 31	OIRA, Updated Annually	Annual	HDCT Divided by Faculty	1.1.1, 1.1.2, 1.1.3, 2.1.3, 2.1.5, 2.1.6