

# Office of the Provost

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## Academic Blueprint System – Academic Year 2017-2018

Palmetto College (central office report) – Extended University and the Palmetto College Campuses follow

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System.

We appreciate your patience as we collect data in parallel systems this year.

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## CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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## COLLEGE/SCHOOL INFORMATION

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### ***Executive Summary***

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

Palmetto College (central office report)

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

This report will be comprised of six individual reports, representing the separate but integrated entities that comprise Palmetto College: Palmetto College Central, Extended University, USC Lancaster, USC Salkehatchie, USC Sumter, and USC Union.

## ***Mission Statement***

### System Statement

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the University of South Carolina system is the largest university in the state, serving more than 41,000 students from its flagship Columbia campus, three senior campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina is a public institution offering degree programs at the associate's, bachelor's, master's, and doctoral levels. Through the primary method of classroom and laboratory instruction and through a secondary method of distance education delivered via the Internet, teleconference and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information studies; music; public health; and social work, and in professional programs such as business, law, medicine, nursing, and pharmacy.

With a flagship campus recognized by the Carnegie Foundation as a top research and service institution and nationally ranked in start-up businesses, and an eight-campus system that confers nearly 40% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. The University of South Carolina provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.

June, 2010

## ***Vision Statement (Optional)***

<enter statement here>

**Date of last update:**

## ***Values Statement (Optional)***

<enter statement here>

**Date of last update:**

## ***Blueprint Goal Statements - Instructions***

Use the guidelines below when reporting Goal Outcomes for each of your unit's Goals from last year.

**University Goal Alignment.** When reporting your unit's goals, please align goals with zero, one, or multiple University Goals where applicable. Refer to the University Goals as enumerated here and in the drop down box in the chart. You may choose more than one university goal if

applicable. If your goal is specific to your unit and does not align with a university goal, simply report “not applicable” or “other”.

- 1) Educating the Thinkers and Leaders of Tomorrow
- 2) Assembling and Supporting a World Class Faculty
- 3) Spurring Innovation, Creative Expression and Community Engagement
- 4) Building Inclusive and Inspiring Communities
- 5) Demanding Institutional Excellence
- 6) Not Applicable
- 7) Other

**Status (where applicable)**

From among the following, please select the appropriate status from the drop down box for the Unit Goal (for the conclusion of the Academic Year for which you are reporting outcomes) from among the following:

- 1) Completed Successfully
- 2) Completed with Mixed Results
- 3) Discontinued / Canceled
- 4) Progressing as Expected (multi-year goal)
- 5) Extended to Following Academic Year
- 6) Not Applicable
- 7) Other

**Achievements (where applicable)**

In a brief narrative, describe the achievements associated with this Goal during the Academic Year.

**Resources Utilized (where applicable)**

Describe budgetary, personnel, and other resources used during the Academic Year in furtherance of this Goal.

**Continuation (where applicable)**

If the Goal will be continued in the following Academic Year, briefly describe its applicability and explain any factors that may have extended the timeframe for completion.

**Resources Needed (where applicable)**

Describe budgetary, personnel, and other resources needed to progress and/or complete the Goal in the following Academic Year. Note whether those resources are in place and sufficient.

**Notes**

Describe notable findings, challenges, surprises, or other significant factors regarding this Goal.

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# LOOKING BACK

## COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2015-2016

#### Goal 1 Enrollment

<b>Goal Statement</b>	Continue to enhance enrollments at all Palmetto College Campuses and in Palmetto College Online programs
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Palmetto College directly addresses the University's mission statement in regards to the "... education of the state's diverse citizens..." through its four campuses, its online degree completion programs that utilize and link all USC campuses, and its programs and courses for military and dependents at Ft. Jackson
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	A comparison of fall 2014 to fall 2015 reveals a slight decrease in overall enrollment (campuses and online) from 5221 fall 2014 to 5201 fall 2015. Spring enrollments reflect an increase from 4433 spring 2015 to 4786 spring 2016. Therefore, for the academic year 2015-2016 PC enrolled 282 more students than the previous academic year. 2016-17 results will be covered in the Quantitative Outcomes sections.
<b>Resources Utilized</b>	In addition to each PC Campus Enrollment Management office, the PC Central Enrollment Services Office provided coordinated efforts to attract potential online students. Fully described in 2016-2017 Recruitment narrative. Consultants utilized for PC Campuses
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time and funds for consultants
<b>Plans for upcoming year if not completed</b>	Encouraging efforts to increase enrollments in all programs housed in Palmetto College will always be a priority and therefore an ongoing goal. Incorporation of vendor solution – see Recruitment discussion in 2016-2017 section.

#### Goal 2 Student Retention/Success Rate

<b>Goal Statement</b>	Increase student success rate at PC Campuses. Assess retention and graduation of PC Online Students. Success Rate is defined by the SC CHE as students transferring, remaining enrolled, or graduating. We believe this is superior metric of our efforts at the PC Campuses than solely focusing on retention from one year to the next.
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<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	The University mission statement states that it "... provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success..." Knowing that many of our students are first generation or "stop out" returnees, providing them with the support in and out of the classroom to be successful and continue their educational pursuits constitutes a significant component of our mission to the University.
<b>Status</b>	Extended to following academic year
<b>Achievements</b>	The implementation of Banner in fall 2013 compromised our data reporting to the CHE and this is reflected in our Success Rate, as we believe internal transfers within the USC System are not being captured correctly. See 2016 -2017 goal report for Achievement toward addressing this goal.
<b>Resources Utilized</b>	Efforts of PC Central, OIRA and the CHE staff to research and locate data issues
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Continued staff effort
<b>Plans for upcoming year if not completed</b>	Continue to engage with OIRA to correct

### Goal 3 - Faculty

<b>Goal Statement</b>	Continue to attract, develop, reward and retain faculty who embrace alternative as well as traditional course delivery methodology. Work with the faculty on faculty governance issues related to the full implementation of Palmetto College.
<b>Linkage to University Goal( s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practioners Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Palmetto College embraces both the primary (classroom/laboratory) and secondary (distance education) methods of instruction stated in the University mission statement.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	See campus reports.
<b>Resources Utilized</b>	Hiring: Campus search committees with HR support provided by PC Central office. Note that it is established practice to invite a Columbia campus faculty member in the discipline for which the campus is searching to serve on the search committee. Support: See 2016-17 Faculty Development narrative for ongoing, yearly efforts.
<b>Continuation</b>	Ongoing

<b>Resources Needed</b>	Adequate funding for competitive hiring and retaining faculty; faculty/staff time devoted to search effort
<b>Plans for upcoming year if not completed</b>	Faculty hiring and development is a core ongoing goal for Palmetto College

Goal 4 - Service

<b>Goal Statement</b>	Encourage faculty, staff and students to engage in service and to demonstrate how such service relates to their discipline or course of study in enhancing the relationship between University and community
<b>Linkage to University Goal(s)</b>	Building Inclusive and Inspiring Communities Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	This goal addresses the component of the University’s stated mission to provide “... all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, service, and artistic creation.”
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p>A founding principle of Palmetto College is to bring educational opportunity to the state’s citizens residing outside of Columbia. The offering of the online programs for baccalaureate degree completion has expanded this goal past the “primarily two year” opportunities provided by the Palmetto College Campuses. We have experienced success in this endeavor as we now have had online majors from all counties of South Carolina enrolled in the programs since the start on Palmetto College in 2013. See Quantitative Outcomes (Online Programs section) chart 4 for complete information.</p> <p>The campuses were active participants in delivering service to their respective communities, with the many student organizations, advised by faculty and staff, engaging in numerous service and fund-raising activities. Faculty and staff reported 548 service activities with 282 representing service to the University, 95 service to the discipline and 171 service to the community. Further, some of the University-based grants awarded are in direct support of the USC Connect Initiative with faculty serving as mentors to students participating in USC Connect’s Graduation with Leadership Distinction opportunity, resulting in 15 graduates with such distinction this year.</p>
<b>Resources Utilized</b>	Continued effort of Faculty, Staff, Students
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Effort of faculty, staff and students

<b>Plans for upcoming year if not completed</b>	Ongoing, continual goal
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*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

Goal 5 Organizational/Financial

<b>Goal Statement</b>	Continue to develop the organizational structure of Palmetto College to assure efficiency, accountability, and fiscal responsibility
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Not specifically aligned, but serves as “underpinning” for optimal achievement of University mission
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	The following organizational/financial action items were completed during the third year of operation: (1) Continued to focus on enrollment growth by utilizing consultation services of Enrollment Management professionals in efforts to improve marketing, recruitment, enrollment, retention, and graduation rates across Palmetto College. (2) Developed a budget dashboard with goals for the Palmetto College campuses with a focus on improved system efficiencies and cost savings/containment, resulting in a more strategic use of resources. (3) Continued implementation of the Tuition Revenue Sharing Model for Palmetto College Online, resulting in substantial new revenue for each system campus, with over \$32.2 million in new revenue raised and distributed across the system since the launch of Palmetto College in Fall 2013. See Quantitative Measures (Online Programs section) charts 6 and 7 for complete information. (4) Continued to develop and improve the new Palmetto College organizational structure. (5) Implemented recommendations of the Peer Review of Palmetto College in conjunction with SACSCOC requirements. (6) Continued to develop organizational infrastructure and unit budgets in alignment with reduction of appropriations from the Office of the Provost at USC Columbia for Extended University, coupled with the movement of Continuing Education and the Evening School from Palmetto College to the Office of the Provost. (7) Initiated development of Strategic Planning and Budgeting Committee beginning in FY16, coupled with a top to bottom review process of all units.
<b>Resources Utilized</b>	Palmetto College staff
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	See 2016-2017 Challenges narrative
<b>Plans for upcoming year if not completed</b>	Ongoing, continual goal

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**REAL TIME**  
**COLLEGE/SCHOOL'S GOAL STATEMENTS**

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**AY 2016-2017**

*Please provide information on any new goals that you have for this current academic year.*

Goals of Enrollment, Student Retention/Success, Faculty, Service, Organizational/Financial remain in place for 2016-2017. Coverage of current year activity will follow in the narrative sections provided and in the Quantitative Outcomes section.

**Goal 1 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

**Goal 2 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	



<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

**Goal 3 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

**Goal 4 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

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# LOOKING AHEAD

## COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

Goals of Enrollment, Student Retention/Success, Faculty, Service, Organizational/Financial will remain in place for 2017-2018, with the addition of a Planning Goal described below

#### Goal 6 - Planning

<b>Goal Statement</b>	The academic year 2017-2018 will represent the fifth year of Palmetto College's existence. At this important juncture, Palmetto College will engage in an all-units and functions Planning effort to assess what is working and what needs strengthening, in conjunction with the University's new five-year plan.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	This review of the structure and function of all of Palmetto College positions Palmetto College to optimally serve "... the state's diverse citizens through teaching, research, creative activity, and service.
<b>Action Plan</b>	Develop action plan by the conclusion of the 2017-2018 academic year for implementation for the 2018-2019
<b>Resources Needed</b>	Staff time
<b>Academic Years for Goal</b>	2017-2018
<b>Notes</b>	

#### Goal 2 - < type brief Title for goal here> (No more than 100 characters)

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	

<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 3 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 4 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

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## **ACADEMIC PROGRAMS AY2016-2017 ONLY**

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### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

To Palmetto College by the Association for Continuing Higher Education (ACHE), 2016 Distinguished Program Award for Credit Programs, awarded October 2016

To Palmetto College by The Best Schools, #46 (of 100) Best Online Colleges for 2017, January 2017

### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

Asynchronous delivery of coursework in new programs listed below

### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

BS Accounting, USC Aiken

BA Health Information, USC Upstate

BS Health Promotion, USC Beaufort

BS Hospitality Management, USC Beaufort

BA Information Management and Systems, USC Upstate

BS Information Science, USC Columbia

BA Special Education, USC Aiken

## ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

None

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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# **ACADEMIC INITIATIVES AY2016-2017 ONLY**

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## ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Palmetto College is an active supporter of USC Connect, the University's current QEP and during this academic year, 36 Palmetto College Campuses students have applied for Graduation with Leadership Distinction (GLD).

Individual campus activity will be reported in campus reports.

## ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not Applicable

## ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

Palmetto College Online degree tuition is \$4941 per semester which is the second lowest tuition (along with Aiken (to which PC Online tuition is aligned) among the Columbia (\$5727) and senior campuses (Beaufort - \$4890. Upstate - \$5355). PC Central continues to work with University officials to maintain this lower cost. It should be noted that a lower tuition is but one factor in assuring affordability as students enrolled in our programs remain in their respective locales, therefore achieving the efficiencies of not having to "uproot" to pursue a baccalaureate degree.

Campus reports will address respective campus efforts to assure affordability.

### ***Reputation Enhancement***

Describe your unit's contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

See Program Rankings section above for recognitions acknowledging Palmetto College's goal of providing "the quality of USC online."

### ***Challenges***

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

PC Central is in need of financial resources as a result of the University's decision to remove the Evening School from under Palmetto College's direction. Doing so has resulted in significant challenges for the unit to provide leadership, management, and coordination in the areas of new program development, current program enhancement, budget, development/monitoring, HR, compliance, financial aid, marketing, enrollment services and outreach. We have taken significant steps this academic year including not hiring for open positions and reviewing the percentage share of PC revenue distribution to the degree programs. We will continue our examination when we execute an internal examination of our operations in the Planning effort described in Goal 6 for 2017-2018. Once completed, we anticipate this resulting in a request to the central administration for a review of our efforts and the restoration of funding appropriate for our efforts to realize the vision of Palmetto College, as articulated six years ago.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.

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## **FACULTY INFORMATION**

### **AY2016-2017 ONLY**

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#### ***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

Provided in campus reports

#### ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

During 2016-2017, the following faculty development opportunities were sponsored or supported by Palmetto College:

Palmetto College Campuses Tenure and Promotion Workshop: Reviewing administrators and previously successful tenure and promotion candidates presented information on the process of developing a substantial tenure and promotion file.

Tenure and Promotion New Candidate Workshop: Training was offered on the electronic procedures of the Palmetto College Tenure and Promotion submission site.

Online Course Development Grants: Eight faculty members were awarded grants to develop online courses for Palmetto College.

Palmetto College Faculty Assembly: Information and presentations by subject matter experts was disseminated on topics of relevance to Palmetto College faculty at this fall 2016 conference.

Blackboard training: Training on Blackboard is offered at regional campuses for beginners and advanced users.

e-Learning Conference: The first annual regional e-Learning conference will be hosted spring 2017 by Palmetto College, USC Aiken, USC Beaufort, USC Upstate, and the USC Center for Teaching Excellence for faculty and staff within South Carolina.

The Center for Teaching Excellence training workshops: In addition to individual assistance in online course development for Online Course Development Grant recipients, Palmetto College faculty are informed of and encouraged to utilize USC's Center for Teaching Excellence for many on-campus workshops as well as online courses for faculty.

## ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, name of activity, month and year.

Provided in campus reports

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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# **TEACHING AY2016-2017 ONLY**

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## ***Faculty to Student Ratios\****

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

\*The student to faculty ration calculation is as follows:  $(Total\ FT\ Students + 1/3PT\ Students)/(Total\ FT\ Instructional\ Faculty + 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach$ .

Palmetto College Campuses: See campus reports for individual campus ratio discussion.

Online programs: Because the Palmetto College Online Programs reside at the senior campuses, a traditional student/faculty ratio is no calculated. However, we do monitor the average class size for all Palmetto College online course offerings. The average class size for both fall and spring of the current academic year (2016-2017) is 25. The average size since the beginning of the Palmetto College Online Programs is 27. See Quantitative Outcomes (Online Programs section), chart 5 for additional information.



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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### ***Student Recruitment***

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

Palmetto College marketing and communications continues to yield good ROI. The general brand awareness campaign continues with an increase in targeted individual program marketing from FY16. Current media buy inventory includes television, radio, web, social media, and sponsorships. Outdoor display advertising inventory was purged to further expand targeted online marketing to better reach an online audience. The majority of student leads result from television and online advertising. Social media engagement to our respective audiences has increased. Primary sponsorships include advertising/signage at largely attended minor league baseball parks in the Columbia, Charleston, and Myrtle Beach markets, respectively. Two of the four commercials in the current campaign have also earned American Advertising Awards.

Palmetto College's central office Student Enrollment Services (PCSES) provides assistance to Palmetto College coordinators located on each regional Palmetto College campus in their respective efforts to inform and recruit students to the University's online undergraduate degree-completion programs, providing an integrated recruitment solution that allows our recruiters to foster relationships with future online students. The Customer Relation Management (CRM) system provides powerful automation capabilities to trigger email campaigns, tasks, events and other recruitment activities to improve efficiency and grow enrollment. PCSEC manages prospective online degree completion students through the process of pre-qualification, referral to a program advisor for an unofficial evaluation, program eligibility and application submission. PCSES participates in recruitment initiatives at SC Technical Colleges, sponsors degree completion program relatable conferences, is active members in SC Chamber events, and attends various education and benefit fairs to promote the quality of a University of South Carolina degree online.

PCSES' implementation of a system wide CRM enterprise with Target X allows the campuses, PC Coordinators and PC Recruiters to better communicate, track, and report on prospective students for upcoming terms.

Student recruitment efforts for 2016-2017 included the following: Strategies to maximize online degree completion programs visibility with decreased funding and staffing. Marketing resources were designed to prompt interest in the seven original programs and introduce the seven new program and geared toward specific target populations. The one recruiter in the central office conducted webinars and maintained contact/visitation with assigned technical colleges. With one PC Central recruiter vacancy and transition within the ranks of Palmetto College Coordinators (located on Lancaster, Salkehatchie, Sumter and Union), a temporary re-assignment of responsibility for engaging with the sixteen technical colleges was instituted to ensure we maintained a presence at each location. The CRM was utilized more extensively by the recruiter, PC Coordinators and online degree program managers to enhance communication with inquiries, applications and newly enrolled students. Additional communication plans were implemented to contact dormant inquiries with the hope of reconnecting for potential enrollment. The Call Center has been unstaffed with a designated employee and during this time other staff members adjusted field work to ensure staffing of incoming inquiries but also increased outbound communication. All efforts were successful creating continued enrollment growth fall 2016 and spring 2017.

Our efforts have yielded positive results as we have seen online majors increase by 48 from Spring 2016 to fall 2016 and another from Fall 2016 to Spring 2017. See Quantitative Outcomes (Online Programs section) chart 1 for complete enrollment numbers. See also, Online Course offerings/enrollments (Quantitative Outcomes, Online Programs section) chart 5 for complete information.

Finally, PC Central has been directly engaged with consultants in working on actions and solutions to USC Sumter's enrollment issues.

## ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

Services: Palmetto College coordinated an all-campus budget request directed to the more formal establishment and/or enhancement of student success efforts on each campus. These efforts will be addressed in campus reports. PC Central has contracted beginning this academic year with a vendor-resolution online tutoring service (Brainfuse), with this service being made available to students enrolled in all PC Online programs as well as all students enrolled at the four PC Campuses.

Evaluation of efforts:

Online programs: Retention efforts are the responsibility of the degree-granting campus or college/school. A retention study for the two original seven Palmetto College programs was conducted for those entering (as transfers) in fall 2013. An overall retention rate (defined as returning fall 2014, unless graduated) of 79% was ascertained. With 14 degrees now being offered by Palmetto College, an expanded study will be conducted during 2017-2018. Further, a Survey of BOL and BLS Graduates is conducted each semester to assess program strengths and opportunities for improvement.

Palmetto College established Palmetto College Innovation Grants in 2016-17. The grants were intended to foster creativity and enhance interdepartmental/unit/cross campus collaborations, thus creating critical synergies and long-term positive impact, particularly on enrollment growth and student success, the two selected goals from the Palmetto College Blueprint for Academic Excellence. Twelve grants were awarded based on ratings by three external reviewers. The total awarded was \$204,234.99. Final reports by the principal investigators are due May 15, 2017.

The online programs continue to produce significant numbers of graduates with over 800 graduates through spring 2017. See Quantitative Outcomes (Online Programs section) chart 2 for complete graduation numbers.

Palmetto College Campuses:

Retention: Specific campus rate will be addressed in campus reports.

Success Rate: As stated in the goal section, another measure of achievement, as opposed to retention is the "Success Rate" of Regional Campus students at time "markers." A legislatively mandated Performance Funding Indicator (7A) was established to report this information. Specifically, this indicator measures the achievement of first-time, full time students after three years (150% of a two year program). Success is defined as 1) still enrolled, 2) transferred, and 3) earned an associate's degree. The success rates for the regional Palmetto College campuses for the latest three cohorts available (2011, 2012, and 2013) are, respectively, 58.8%, 50.3%, and 45.5%. While trending downward, we have concerns about the validity of the data as the last two year's results appear to us to be resultant of data conversion issues brought about by the fall 2013 implementation of a new enterprise solution at USC. To explore our concerns, we submitted the 2013 cohort to the National Clearinghouse in order to: 1. hopefully capture the students (internal USC transfers) we suspect were not being included and 2. Capture students transferring to or graduating from institutions out-of-state, an additional finding not captured but accepted as additional information by the CHE. Our preliminary

internal review seems to confirm our concerns for the integrity of the cohort file as we found a substantial number of internal transfers, who raise the success rate to levels (60% plus) we traditionally have come to expect. The National Clearinghouse data further supports this finding as the additional number of internal and external transfers reported increases our overall rate to 63%. We will continue our analysis efforts to confirm and examine these data on a more granular, campus-specific level in order to verify these preliminary results.

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## FACULTY AWARDS AY2016-2017 ONLY

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List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Not directly applicable to Palmetto College Central – will be reported in campus reports. However, it should be noted that the central Palmetto College office sponsors the Duffy, Plyer, and Shaw awards to recognize and reward teaching, scholarship, and service.

Date	Award Type	Nominated Last Name	Nominated First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		

*Add more rows as needed*

# FACULTY AWARDS AY2016-2017 ONLY

List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Not Applicable to Palmetto College Central – will be reported in campus reports. However, it should be noted that the central Palmetto College office sponsors the Duffy, Plyer, and Shaw awards to recognize and reward teaching, scholarship, and service.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
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	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		

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# ALUMNI ENGAGEMENT AND FUNDRAISING

## AY2016-2017 ONLY

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### ***Alumni***

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

PC Central engages alumni in the promotion of the online degrees. An example during this academic year is participation in USC Day at the State House.

### ***Development, Fundraising and Gifts***

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

Palmetto College has developed over 30 unique case statements to convey the strategic development initiatives being pursued on behalf of its four regional campuses, extended University/Fort Jackson and Palmetto College online. Each initiative falls into one of four major fund raising efforts including: funds for student support, such as endowed scholarships and internships; support for faculty needs, including travel expenses related to research; capital expenditures for new facilities and campus improvement/beautification; and targeted programmatic investment.

In 2016-2017, we have had particular success in relation to the USC Salkehatchie Nursing simulation lab where we have raised \$325,000 toward the \$550,000 needed to upgrade that facility to include high fidelity manikins and patient monitoring equipment. Additionally, at USC Sumter we have had almost immediate success in raising \$100,000 toward the renovation of their science building for STEM education, and recently received a \$340,000 planned gift to be used toward USCS scholarships in the future. As of March 2017, the Palmetto College development team, including our Chancellor, regional campus deans and CFR development officers, have solicited 38 new funding proposals to a mix of individuals, corporations and foundations for ~\$2,300,000 in total solicitation value. We have numerous active, unfunded proposals in our pipeline and anticipate more asks over the balance of the year.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## **COMMUNITY ENGAGEMENT AY2016-2017 ONLY**

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

Palmetto College has established a Board of Visitors consisting of community leaders representing the PC campuses service areas and PC Online. The existence of the BOV assures two-way communication between Palmetto College and its constituents. A meeting is held each semester.

The Chancellor maintains an active outreach schedule in promoting the availability of online degree completion programs to leaders statewide through invited presentations to civic, business and volunteer organizations.

PC Central has engaged in the Lexington Library pilot project, which is devoted to research about using local libraries to support adult higher education. The particular focus is on the online bachelor's degree completion programs of Palmetto College, but the overarching goal is to get local libraries to showcase possibilities for continuing higher education. The partnership with Lexington is going well.

Campus reports will address specific campus service area activity.

### ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

While an imprecise "cause and effect" measure, increasing enrollments in the online programs provides feedback as to the efficacy of the above-listed efforts.

Campus reports will address specific campus service area assessment.

## ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

Will be addressed in campus reports. Also, the central Palmetto College office sponsors the Duffy, Plyer, and Shaw awards to recognize and reward teaching, scholarship, and service.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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# **COLLABORATIONS AY2016-2017 ONLY**

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## ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

Palmetto College is, by definition, a collaborator with USC Columbia and the three senior institutions as these institutions offer the online degrees and coursework our students pursue.

## ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

Palmetto College works with State Technical College System and its campuses (as well as Spartanburg Methodist) to pursue alignment of their respective degrees and courses with our online degrees.

## ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.

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## **CAMPUS CLIMATE AND INCLUSION AY2016-2017 ONLY**

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### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

While not, as narrowly defined, a campus climate issue, the online programs (Fall 2016 search) attract a population that is more female (+ 11%), and more minority (+8%) than the undergraduate population of the eight USC campuses combined (OIRA Table Generator, Fall 2015 undergraduate population search). See Quantitative Outcomes (Online Programs section), chart 3 for more information, including age distribution.

Campus results will be addressed in campus reports

### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## **CONCLUDING REMARKS AY2016-2017 ONLY**

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### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

Online programs: Embedded within Goal and narrative sections with references to ensuing Quantitative Outcomes data section.

Palmetto College Campuses: While we would not categorize it as a surprise due to the exhaustive efforts of all campuses and units, we are nonetheless please to have experienced a 325 increase in enrollments from the previous academic year (2015-2016). See Quantitative Outcomes data (Palmetto College Campuses section), chart 1a. for more information.

### ***Cool Stuff***

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.



## QUANTITATIVE OUTCOMES

*The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.*

- 1) Student Enrollment Headcount by Level & Classification, Fall 2014, Fall 2015, Fall 2016
- 2) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 3) Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2008, Fall 2009, Fall 2010
- 4) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16
- 5) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015
- 6) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014
- 7) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016
- 8) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 9) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016
- 10) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

### A. Online Programs

Chart 1  
Online Bachelor's Degree Completion Programs  
Fall 2013 – 2017 – Enrolled Majors

Program	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Business Admin. Mgmt.– Aiken	28	40	34	78	88	52	118	122	59	146	158
Business Admin. Acct. - Aiken	-	-	-	-	-	-	-	-	-	-	-
Criminal Justice – Upstate	17	23	21	57	70	34	79	78	38	78	82
Elementary Ed. – Columbia	12	11	8	33	25	3	46	40	9	56	47
Health Informatics - Beaufort	-	-	-	-	-	-	-	-	-	-	0
Health Promotion – Beaufort	-	-	-	-	-	-	-	-	-	5	10
Hospitality Mgmt. – Beaufort	-	-	-	-	-	-	-	-	-	1	5
Human Services – Beaufort	6	14	10	42	49	16	54	61	1	70	69
Info. Mgmt. & Systems – Upstate	-	-	-	-	-	-	-	-	-	5	9
Information Science - Columbia	-	-	-	-	-	-	-	-	-	-	0
Liberal Studies – Columbia	184	186	90	216	205	47	218	216	49	210	191
Org. Leadership – Columbia	119	118	50	124	130	40	124	118	39	127	125
RN to BSN – Upstate	137	150	140	139	138	127	112	123	116	108	157
Special Education - Aiken	-	-	-	-	-	-	-	-	-	-	1
<b>UNDERGRADUATE TOTAL</b>	<b>503</b>	<b>542</b>	<b>353</b>	<b>689</b>	<b>705</b>	<b>319</b>	<b>751</b>	<b>758</b>	<b>311</b>	<b>806</b>	<b>854</b>

Chart 2  
 Online Bachelor's Degree Completion Programs  
 Fall 2013 – 2017 – Graduated Majors

Program	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017*	TOTALS
Business Admin. Mgmt.– Aiken	-	-	-	-	-	-	-	-	-	-	-	-
Business Admin. Acct. - Aiken	-	-	-	-	2	9	5	15	9	10	11	61
Criminal Justice – Upstate	-	-	-	-	4	-	5	11	5	12	11	48
Elementary Ed. – Columbia	-	-	-	-	-	-	-	4	-	1	10	15
Health Informatics - Beaufort	-	-	-	-	-	-	-	-	-	-	-	-
Health Promotion – Beaufort	-	-	-	-	-	-	-	-	-	-	-	-
Hospitality Mgmt. – Beaufort	-	-	-	-	-	-	-	-	-	-	-	-
Human Services – Beaufort	-	-	-	-	1	-	2	6	2	6	5	22
Info. Mgmt. & Systems – Upstate	-	-	-	-	-	-	-	-	-	-	-	-
Information Science - Columbia	-	-	-	-	-	-	-	-	-	-	-	-
Liberal Studies – Columbia	15	15	4	20	30	5	14	37	1	23	47	211
Org. Leadership – Columbia	12	17	4	7	12	3	16	22	3	17	24	137
RN to BSN – Upstate	-	-	114	1	-	105	1	-	87	14	13	335
Special Education - Aiken	-	-	-	-	-	-	-	-	-	-	-	-
<b>UNDERGRADUATE TOTAL</b>	<b>27</b>	<b>32</b>	<b>122</b>	<b>28</b>	<b>49</b>	<b>122</b>	<b>43</b>	<b>95</b>	<b>107</b>	<b>83</b>	<b>121</b>	<b>829</b>

Chart 3

Palmetto College Degree Completion Student Profiles  
 Fall 2016

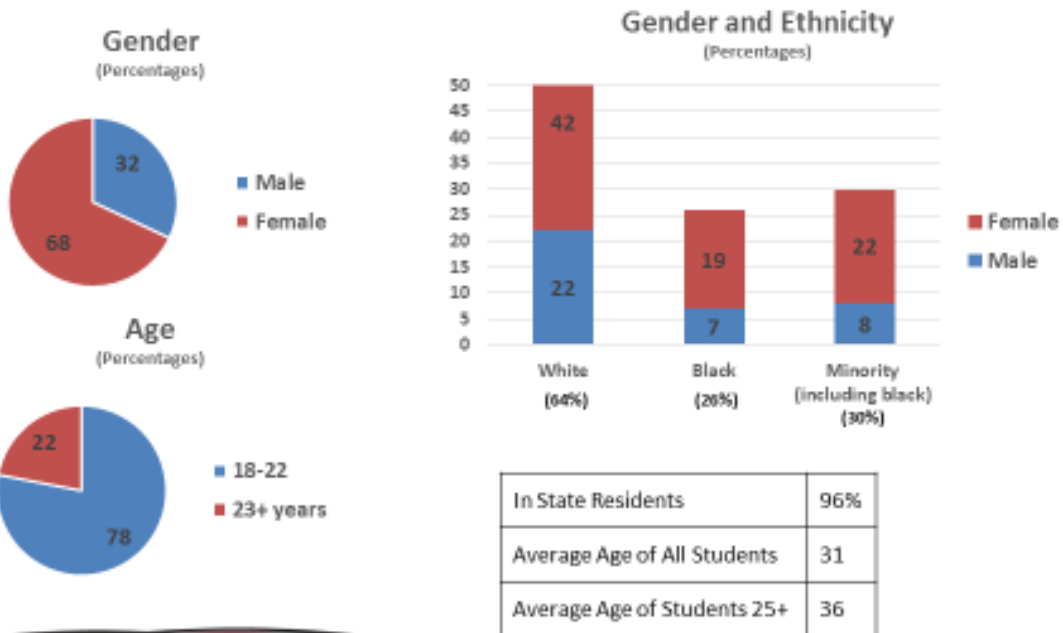


Chart 4

Fall 2013 – Spring 2017  
**2075 Students (Majors) Served by County**  
*In 45 of the 46 Counties in South Carolina*  
*As of March 15, 2017*

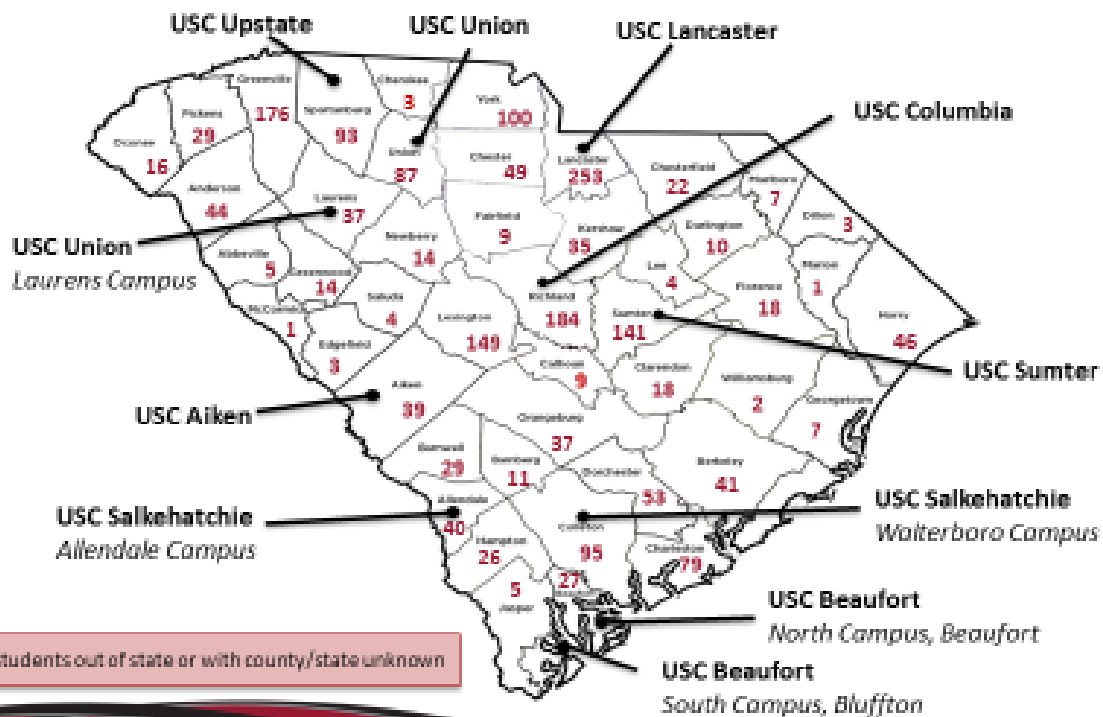


Chart 5  
 Enrollments (Seats Filled) in Palmetto College Online Courses

<u>Semester</u>	<u>Courses</u>	<u>Total Enrollments</u>	<u>Enrolled</u>	<u>Average Enrollments Per Course</u>
Fall 2013	57	1649		29
Spring 2014	64	1668		26
Summer 2014	15	542		36
Fall 2014	78	2249		29
Spring 2014	81	2351		29
Summer 2014	25	580		23
Fall 2015	80	2131		27
Spring 2016	84	2119		25
Summer 2016	30	524		18
Fall 2016	115	2927		25
Spring 2017	137	3,375		25

Chart 6

# Tuition Generated by Each Campus

FY13-FY16

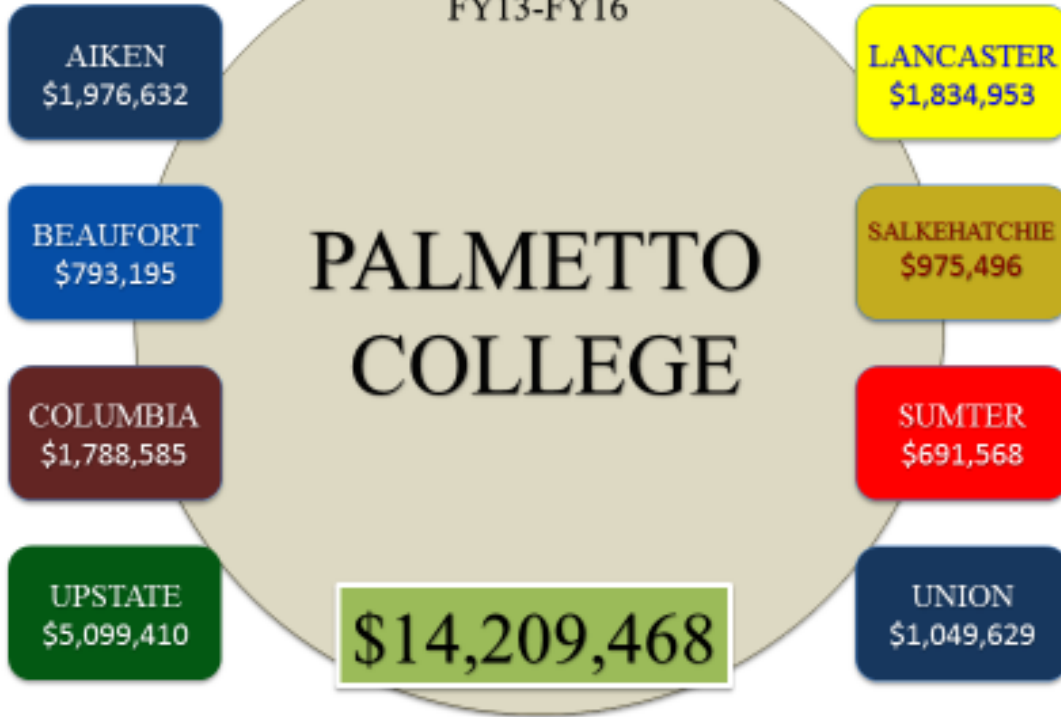
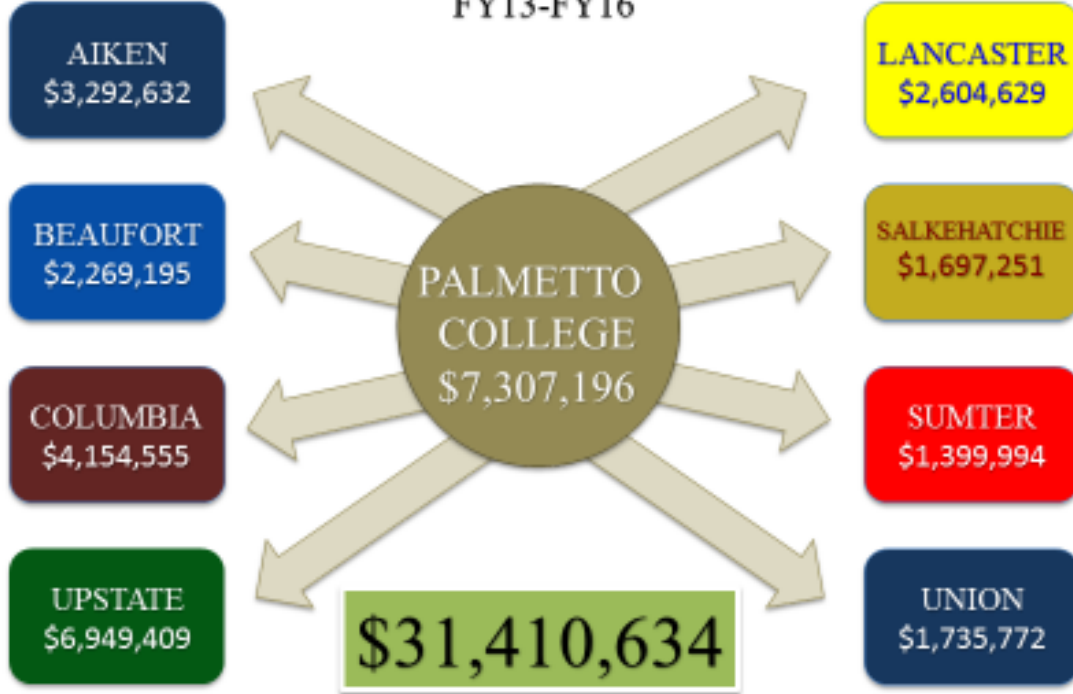


Chart 7

# Total Financial Benefit to Each Campus

FY13-FY16



B. Palmetto College Campuses

1a Student Enrollment Headcount by Level Fall 2014, Fall 2015, Fall 2016

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Student Level					
A. Fall 2014	Freshman	552	457	401	206	1616
	Sophomore	258	196	207	65	726
	Junior	114	52	83	22	271
	Senior	39	18	38	1	96
	Non-Degree U/G	775	353	150	385	1663
	<b>TOTAL</b>	<b>1738</b>	<b>1076</b>	<b>879</b>	<b>679</b>	<b>4372</b>
B. Fall 2015	<b>Student Level</b>					
	Freshman	1018	740	505	430	2693
	Sophomore	282	147	206	81	716
	Junior	82	54	95	15	246
	Senior	53	19	50	1	123
	Non-Degree U/G	287	149	45	42	523
	<b>TOTAL</b>	<b>1722</b>	<b>1109</b>	<b>901</b>	<b>569</b>	<b>4301</b>
C. Fall 2016 *	<b>Student Level</b>					
	Freshman	1381	925	490	770	3566
	Sophomore	311	142	181	61	695
	Junior	96	47	83	8	234
	Senior	57	23	51		131
	Non-Degree U/G					
	<b>TOTAL</b>	<b>1845</b>	<b>1137</b>	<b>805</b>	<b>839</b>	<b>4626</b>

\* Note: Fall 2016 Non-Degree U/G students are reported in the Freshman category.

1b Enrollment by Classification Fall 2014, Fall 2015, Fall 2016

**Campus(es): Lancaster Salkehatchie Sumter Union**

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Full-Time or Part-Time Enrollment Status					
A. Fall 2014	Full-time	700	542	524	254	2020
	Part-time	1038	534	355	425	2352
	TOTAL	1738	1076	879	679	4372
B. Fall 2015	Full-Time or Part-Time Enrollment Status					
	Full-time	733	498	485	207	1923
	Part-time	989	611	416	362	2378
	TOTAL	1722	1109	901	569	4301
C. Fall 2016	Full-Time or Part-Time Enrollment Status					
	Full-time	657	545	457	249	1908
	Part-time	1163	581	341	587	2672
	TOTAL	1845	1137	805	839	4626

2. Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Gender (M/F)					
A. Fall 2014	Female	989	659	485	416	2549
	Male	749	417	394	263	1823
	TOTAL	1738	1076	879	679	4372
B. Fall 2015	Gender (M/F)					
	Female	1008	681	497	352	2538
	Male	714	428	404	217	1763
	TOTAL	1722	1109	901	569	4301
C. Fall 2016	Gender (M/F)					
	Female	1061	710	448	495	2714
	Male	784	427	356	344	1911
	TOTAL	1845	1137	805	839	4626

semester	Race/Ethnicity (new definition)					
A. Fall 2014	Hispanic	60	30	42	16	148
	American Indian/Alaska Native	7	.	6	1	14
	Asian	15	10	10	5	40
	Black or African American	259	450	220	89	1018
	Hawaiian or Pacific Islander	4	.	.	.	4
	White	1092	520	432	157	2201
	Two or More Races	46	30	22	11	109
	N/R Alien	13	14	.	2	29
	Unknown	242	22	147	398	809
	<b>TOTAL</b>	<b>1738</b>	<b>1076</b>	<b>879</b>	<b>679</b>	<b>4372</b>
B. Fall 2015	<b>Race/Ethnicity (new definition)</b>					
	Hispanic	70	31	33	6	140
	American Indian/Alaska Native	6	4	4	.	14
	Asian	20	13	7	3	43
	Black or African American	237	383	223	89	932
	Hawaiian or Pacific Islander	3	.	1	.	4
	White	1055	606	400	157	2218
	Two or More Races	50	32	31	6	119
	N/R Alien	11	18	2	4	35
	Unknown	270	22	200	304	796
<b>TOTAL</b>	<b>1722</b>	<b>1109</b>	<b>901</b>	<b>569</b>	<b>4301</b>	
B. Fall 2016	<b>Race/Ethnicity (new definition)</b>					
	Hispanic	70	28	30	20	148
	American Indian/Alaska Native	5	4	4	1	14
	Asian	28	10	12	13	63
	Black or African American	283	394	208	167	1052
	Hawaiian or Pacific Islander	2	2	.	.	4
	White	1187	622	397	545	2751
	Two or More Races	49	31	23	25	128
	N/R Alien	13	26	4	.	43
	Unknown	208	20	127	68	423
<b>TOTAL</b>	<b>1845</b>	<b>1137</b>	<b>805</b>	<b>839</b>	<b>4626</b>	

3. Graduation Rates at 2-3-4 years (available for Fall 2012 Cohort), available information for FTFT Cohorts for Fall 2011, Fall 2012, Fall 2013

IPEDS 2016-17 as submitted – Winter Collection  
Palmetto College Campuses

LANCASTER



**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Lancaster (218672)	
<b>Overall Graduation Rate</b>	
Graduation Rate	16%
Total number of students in the Adjusted Cohort	341
Total number of completers within 150% of normal time	54
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	35%
Total number of students in the Adjusted Cohort	341
Total number of transfers-out within 150% of normal time	119

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Lancaster (218672)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	11%
Graduation Rate – 150% of normal time	19%
Graduation Rate – 200% of normal time	21%

**Graduation Rate 2011 Cohort**

150% of Normal Time 19%

SALKEHATCHIE

**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Salkehatchie (218681)

<b>Overall Graduation Rate</b>	
Graduation Rate	25%
Total number of students in the Adjusted Cohort	275
Total number of completers within 150% of normal time	69
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	13%
Total number of students in the Adjusted Cohort	275
Total number of transfers-out within 150% of normal time	37

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Salkehatchie (218681)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	19%
Graduation Rate – 150% of normal time	25%
Graduation Rate – 200% of normal time	26%

**Graduation Rate 2011 Cohort**

150% of Normal Time 22%

SUMTER

**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Sumter (218690)	
<b>Overall Graduation Rate</b>	
Graduation Rate	22%
Total number of students in the Adjusted Cohort	215
Total number of completers within 150% of normal time	47
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	47%
Total number of students in the Adjusted Cohort	215
Total number of transfers-out within 150% of normal time	102

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Sumter  
(218690)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	12%
Graduation Rate – 150% of normal time	18%
Graduation Rate – 200% of normal time	21%

**Graduation Rate 2011 Cohort**

150% of Normal Time 12%

UNION

**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Union  
(218706)

<b>Overall Graduation Rate</b>	
Graduation Rate	14%
Total number of students in the Adjusted Cohort	99
Total number of completers within 150% of normal time	14
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	25%
Total number of students in the Adjusted Cohort	99
Total number of transfers-out within 150% of normal time	25

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Union  
(218706)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	19%
Graduation Rate – 150% of normal time	19%
Graduation Rate – 200% of normal time	22%

**Graduation Rate 2011 Cohort**

150% of Normal Time

26%

**4. Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16**

University of South Carolina  
 Campus(es): Lancaster Salkehatchie  
 Sumter Union Beginning Term: Fall  
 2013  
 Number of terms selected: 9

<b>Degrees Awarded</b>	<b>Campus</b>								<b>TOTAL</b>
	<b>USC Lancaster</b>		<b>USC Salkehatchie</b>		<b>USC Sumter</b>		<b>USC Union</b>		
	<b>Degree Level</b>		<b>Degree Level</b>		<b>Degree Level</b>		<b>Degree Level</b>		
	<b>Associate</b>	<b>TOTAL</b>	<b>Associate</b>	<b>TOTAL</b>	<b>Associate</b>	<b>TOTAL</b>	<b>Associate</b>	<b>TOTAL</b>	
	<b>number</b>	<b>number</b>	<b>number</b>	<b>number</b>	<b>number</b>	<b>number</b>	<b>number</b>	<b>number</b>	
<b>semester</b>									
<b>A. Fall 2013</b>	20	20	24	24	12	12	12	12	68
<b>B. Spring 2014</b>	93	93	177	177	50	50	33	33	353
<b>C. Summer 2014</b>	19	19	3	3	11	11	13	13	46
<b>D. Fall 2014</b>	25	25	32	32	19	19	13	13	89
<b>E. Spring 2015</b>	90	90	187	187	73	73	24	24	374
<b>F. Summer 2015</b>	15	15	8	8	19	19	7	7	49
<b>G. Fall 2015</b>	16	16	12	12	15	15	13	13	56
<b>H. Spring 2016</b>	77	77	130	130	86	86	30	30	323
<b>I. Summer 2016</b>	20	20	4	4	16	16	12	12	52
<b>TOTAL</b>	375	375	577	577	301	301	157	157	1410

**5. Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015 (source: CHE)**

	Fall 2013 – 2014	Fall 2014 -2015	Fall 2015 -2016
USC Lancaster	52.2%	60.3%	61.6%

USC Salkehatchie	43.3%	41.2%	44.0%
USC Sumter	60.5%	60.2%	53.8%
USC Union	46.5%	26.0%	26.4%
Total	50.9%	50.1%	51.2%

6. Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014

Not applicable

7. Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016

EMPL_TYPE	Faculty Full-Time		EMPL_TYPE	Faculty Part-Time
USC LANCASTER	Total		USC LANCASTER	Total
Fall 2014	55		Fall 2014	28
Fall 2015	43		Fall 2015	48
Fall 2016	57		Fall 2016	30
USC SALKEHATCHIE			USC SALKEHATCHIE	
Fall 2014	20		Fall 2014	37
Fall 2015	19		Fall 2015	44
Fall 2016	20		Fall 2016	33
USC SUMTER			USC SUMTER	
Fall 2014	37		Fall 2014	15
Fall 2015	25		Fall 2015	34
Fall 2016	35		Fall 2016	24
USC UNION			USC UNION	
Fall 2014	13		Fall 2014	23
Fall 2015	10		Fall 2015	33
Fall 2016	11		Fall 2016	33

8. Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

EMPL_TYPE	Faculty Full-Time			EMPL_TYPE	Faculty Part-Time		
USC LANCASTER	F	M	Total	USC LANCASTER	F	M	Total

Fall 2014	24	31	55	Fall 2014	13	15	28
Fall 2015	18	25	43	Fall 2015	25	23	48
Fall 2016	26	31	57	Fall 2016	12	18	30

USC SALKEHATCHIE				USC SALKEHATCHIE			
Fall 2014	5	15	20	Fall 2014	11	26	37
Fall 2015	6	13	19	Fall 2015	20	24	44
Fall 2016	4	16	20	Fall 2016	16	17	33

USC SUMTER				USC SUMTER			
Fall 2014	12	25	37	Fall 2014	9	6	15
Fall 2015	7	18	25	Fall 2015	15	19	34
Fall 2016	14	21	35	Fall 2016	10	14	24

USC UNION				USC UNION			
Fall 2014	8	5	13	Fall 2014	8	15	23
Fall 2015	6	4	10	Fall 2015	14	19	33
Fall 2016	6	5	11	Fall 2016	19	14	33

EMPL\_TYPE Faculty Full-Time

		TWO OR MORE RACES				Unknow n		Grand Total	
USC LANCASTER	Asian	Black/African Am	Hispanic	NRA			White		
Fall 2014		9	2			3	41	55	
Fall 2015		6	2			1	34	43	
Fall 2016		9	2			1	45	57	
		24	6			5	120	155	

USC SALKEHATCHIE								
Fall 2014	2	1		1		2	14	20
Fall 2015	2	2					15	19
Fall 2016	2	1					17	20
	6	4		1		2	46	59

USC SUMTER								
Fall 2014	1	1	5		1	4	25	37
Fall 2015	2		2		2		19	25
Fall 2016	3	1	4		2		25	35

	6	2	11		5	4	69	97	
USC UNION									
Fall 2014						4	9	13	
Fall 2015		1					9	10	
Fall 2016		1					10	11	
		2				4	28	34	
EMPL_TYPE Faculty									
Part-Time									
						TWO OR MORE RACES	Unknown	White	Grand Total
USC LANCASTER									
Fall 2014	Asian	Black/African Am	Hispanic	NRA			10	16	28
Fall 2015		3	1				7	37	48
Fall 2016		2	1				6	21	30
		6	3				23	74	106
USC SALKEHATCHIE									
Fall 2014		4				1	11	21	37
Fall 2015	1	6	1			1	4	31	44
Fall 2016		5				1	5	22	33
	1	15	1			3	20	74	114
USC SUMTER									
Fall 2014	1	2	1	1			3	7	15
Fall 2015	1	2	3			1	6	21	34
Fall 2016	1	2	1				6	14	24
	3	6	5	1	1		15	42	73
USC UNION									
Fall 2014		1	1	1	1		8	11	23
Fall 2015	2	3	1			1	9	17	33
Fall 2016		2	1			1	14	15	33
	2	6	3	1	3		31	43	89

9. Faculty-to-Student Ratio— Fall 2014, Fall 2015, Fall 2016 Source: IPEDS

	Fall 2014	Fall 2015	Fall 2016
USC Lancaster	17	18	Not available
USC Salkehatchie	20	19	Not available

USC Sumter	16	16	Not available
USC Union	18	15	Not available
Total average	18	17	Not available

10. Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

Not available at time of submission

***The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.***

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.
- 2) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 3) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

Available information to date for Palmetto College Campuses for 2016 -2017

	Number	Source	Purpose	Top Federal Sponsors
Lancaster	3 (\$278,236)	Fed (\$272,236) State (\$6,000)	Service (both)	USDE (\$264,153)
Salkehatchie	1 (\$12,467)	Federal	Training	DOE
Sumter	2 (\$292,156)	Federal (\$289,956) Philanthropic \$2,200	Service	USDE (\$289,956)

Union – none

Extended University - none

# Office of the Provost

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## Academic Blueprint System – Academic Year 2016-2017

### Palmetto College Extended University

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System.

We appreciate your patience as we collect data in parallel systems this year.

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## CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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## COLLEGE/SCHOOL INFORMATION

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### ***Executive Summary***

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

Palmetto College Extended University

The Extended University unit, incorporated within Palmetto College, originated as part of the Columbia campus's outreach efforts in the 1960s, to provide adult and non-traditional learners more opportunities to take classes and to earn degrees outside of the traditional daytime schedule. In the early 1970s this mission grew to include providing associate degrees and student services at Fort Jackson, located approximately 10 miles from the Columbia campus. Today, this faculty unit's responsibilities have once again expanded to include teaching in Palmetto College as well as at Fort Jackson, both of which focus on serving students with nontraditional needs. The unit's 10 faculty members teach in the fields of English, philosophy, political science, history, psychology, speech, languages, management, computer science, sociology, and women's and gender studies.

### ***Mission Statement***

Extended University, as a unit within Palmetto College, falls under both the System and USC Columbia mission statements. The System statement is addressed in the Palmetto College central office report. The USC Columbia statement is below.

The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. Among America's oldest and most comprehensive public universities, USC Columbia is the major research institution of the University of South Carolina system and its largest campus, enrolling approximately 21,000 undergraduate students and approximately 8,000 students in graduate and professional programs. At the heart of its



mission lies the University's responsibility to state and society to promote the dissemination of knowledge, cultural enrichment, and an enhanced quality of life.

The University serves a diverse population of students with widely varying backgrounds, career goals, and levels of aspiration. USC Columbia offers over 320 degrees at the bachelor's, master's, doctoral, and professional program levels, affording students the most comprehensive array of educational programs in the state. Additional opportunities for personal and career development, including an associate degree program at Fort Jackson, are provided to the citizens of South Carolina through outreach and continuing education activities.

Through the primary method of classroom and laboratory instruction, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, degree programs are offered in the following areas: arts and sciences; education; engineering and computing; hospitality, retail, and sport management; mass communications and information studies; music; public health; and social work; and in professional programs such as business, law, medicine, nursing, and pharmacy. The depth and breadth of its graduate programs in the arts and sciences, international business, public health, social work, and library and information science distinguishes USC Columbia from all other institutions of higher learning in South Carolina.

Recognized by the Carnegie Foundation as a top research and service institution, nationally ranked in start-up businesses, and conferring over 30% of all bachelor's and graduate degrees awarded at public institutions in South Carolina, the University has a profound relevance, reach, and impact on the people of the state. As the flagship institution of the state system, USC Columbia leads the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world through engagement in nationally and internationally ranked research, scholarship, community outreach, and artistic creation.

July 2010

### ***Vision Statement (Optional)***

<enter statement here>

**Date of last update:**

### ***Values Statement (Optional)***

<enter statement here>

**Date of last update:**

### ***Blueprint Goal Statements - Instructions***

Use the guidelines below when reporting Goal Outcomes for each of your unit's Goals from last year.

**University Goal Alignment.** When reporting your unit's goals, please align goals with zero, one, or multiple University Goals where applicable. Refer to the University Goals as enumerated here and in the drop down box in the chart. You may choose more than one university goal if

applicable. If your goal is specific to your unit and does not align with a university goal, simply report “not applicable” or “other”.

- 8) Educating the Thinkers and Leaders of Tomorrow
- 9) Assembling and Supporting a World Class Faculty
- 10) Spurring Innovation, Creative Expression and Community Engagement
- 11) Building Inclusive and Inspiring Communities
- 12) Demanding Institutional Excellence
- 13) Not Applicable
- 14) Other

**Status (where applicable)**

From among the following, please select the appropriate status from the drop down box for the Unit Goal (for the conclusion of the Academic Year for which you are reporting outcomes) from among the following:

- 8) Completed Successfully
- 9) Completed with Mixed Results
- 10) Discontinued / Canceled
- 11) Progressing as Expected (multi-year goal)
- 12) Extended to Following Academic Year
- 13) Not Applicable
- 14) Other

**Achievements (where applicable)**

In a brief narrative, describe the achievements associated with this Goal during the Academic Year.

**Resources Utilized (where applicable)**

Describe budgetary, personnel, and other resources used during the Academic Year in furtherance of this Goal.

**Continuation (where applicable)**

If the Goal will be continued in the following Academic Year, briefly describe its applicability and explain any factors that may have extended the timeframe for completion.

**Resources Needed (where applicable)**

Describe budgetary, personnel, and other resources needed to progress and/or complete the Goal in the following Academic Year. Note whether those resources are in place and sufficient.

**Notes**

Describe notable findings, challenges, surprises, or other significant factors regarding this Goal.

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## LOOKING BACK COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2015-2016

Goal 1 - Enrollment

<b>Goal Statement</b>	Extended University contributes to the university's overall enrollment growth by increasing new students admitted to the AA/AS online degree program through the USC Fort Jackson, and continuing to grow and expand Palmetto College's BLS and BOL programs.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Palmetto College directly addresses the University's mission statement in regards to the "... education of the state's citizens..." through its four campuses, its online degree completion programs that utilize and link all USC campuses, and its programs and courses for military and dependents at Ft. Jackson.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	Fort Jackson degree-seeking student numbers are up versus this time last year; the USC Fort Jackson staff have instituted a number of new initiatives aimed at increasing visibility on post; new recruiting initiatives in coordination with the central Palmetto College office have been instituted. Liberal Studies and Organizational Leadership degree recruitment is coordinated out of the Palmetto College Enrollment Management office.
<b>Resources Utilized</b>	Staff time and funds for consultants
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time and funds for recruitment activities and items
<b>Plans for upcoming year if not completed</b>	Increasing enrollment is an ongoing priority.

Goal 2 – Faculty: support and enhance faculty quality

<b>Goal Statement</b>	Quality faculty: continue to develop faculty and to support faculty research and scholarly productivity.
<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Educating the Thinkers and Leaders of Tomorrow
<b>Alignment with Mission, Vision, and Values</b>	This impacts the university's primary mission of educating the state's citizens through teaching, research, creative activity, and service.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	The Extended University faculty unit consists of 10 full-time faculty members; one part-time faculty member; and three full-time administrative/faculty members. Of these, 9 hold the Ph.D., and the others master's degrees. While small in number, this faculty's scholarship and service is both visible and significant—especially considering a heavy teaching responsibility.

<b>Resources Utilized</b>	Funds to support faculty research and travel
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Funds to hire additional faculty, where positions lost to attrition have gone unfilled over the past two years due to budget concerns. Continued support for faculty research and travel.
<b>Plans for upcoming year if not completed</b>	Faculty support and development is an ongoing goal for the unit and for Palmetto College.

Goal 3 – New Extended University outreach model

<b>Goal Statement</b>	With the changes to the Extended University unit in 2014, our goal is to work toward the development of our office as a “fifth” regional campus serving the Midlands of South Carolina. This office would serve the Midlands region through Palmetto College by developing and providing distinctive educational opportunities to students from diverse backgrounds who need greater flexibility and options both in course delivery modes and programs. In addition to the students currently being served through Fort Jackson-- military students, veterans, and their dependents—we would also target: working adults over the age of 25, exceptional high school students interested in earning college credit, and returning students who need an academic “fresh start” for a second chance at their college career.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	The University mission statement states that it “... provides all students with the highest-quality education, including the knowledge, skills, and values necessary for success...” Knowing that many of our students are first generation or “stop out” returnees, providing them with the support in and out of the classroom to be successful and continue their educational pursuits constitutes a significant component of our mission to the University.
<b>Status</b>	Completed with mixed results
<b>Achievements</b>	The goal was not vigorously pursued due to a number of constraints
<b>Resources Utilized</b>	Staff time
<b>Continuation</b>	Some modified version may be developed as part of Palmetto College’s future long-range strategic plan.
<b>Resources Needed</b>	Continued staff effort and time
<b>Plans for upcoming year if not completed</b>	Incorporate into Palmetto College’s strategic planning efforts for the future.

Goal 4 - <type brief Title here> (No more than 100 characters)

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Status</b>	Choose an item.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Continuation</b>	
<b>Resources Needed</b>	
<b>Plans for upcoming year if not completed</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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# REAL TIME COLLEGE/SCHOOL'S GOAL STATEMENTS

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## AY 2016-2017

*Please provide information on any new goals that you have for this current academic year.*

Goals of Enrollment, Faculty and Strategic Planning remain in place for 2016-17.

**Goal 1 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

**Goal 2 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	

<b>Academic Year(s) for Goal</b>	
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**Goal 3 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

**Goal 4 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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# LOOKING AHEAD

## COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

Goals of Enrollment and Faculty, will remain in place for 2017-2018, with the addition of a Planning Goal described below (which will incorporate and replace the prior year's Goal 3 on developing a new model for Extended University.)

#### Goal 3 - Planning

<b>Goal Statement</b>	The academic year 2017-2018 will represent the fifth year of Palmetto College's existence. At this important juncture, Palmetto College will engage in an all-units and functions Planning effort to assess what is working and what needs strengthening.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	The review of the structure and function of Extended University and of Palmetto College in general will be to optimally serve "... the state's citizens through teaching, research, creative activity, and service."
<b>Action Plan</b>	Develop action plan by the conclusion of the 2017-2018 academic year for implementation for the 2018-2019
<b>Resources Needed</b>	Staff time
<b>Academic Years for Goal</b>	2017-2018
<b>Notes</b>	

#### Goal 2 - < type brief Title for goal here> (No more than 100 characters)

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	



<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 3 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 4 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## **ACADEMIC PROGRAMS AY2016-2017 ONLY**

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### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

To Palmetto College by the Association for Continuing Higher Education (ACHE), 2016 Distinguished Program Award for Credit Programs, awarded October 2016

To Palmetto College by The Best Schools, #46 (of 100) Best Online Colleges for 2017, January 2017

### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

New asynchronous courses were developed for the Associates degrees at Fort Jackson, as well as the Liberal Studies and Organizational Leadership degrees.

### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

None

### ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

None

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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## **ACADEMIC INITIATIVES**

### **AY2016-2017 ONLY**

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#### ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Palmetto College and the Extended University office which houses and manages the Liberal Studies and Organizational Leadership degrees, is an active supporter of USC Connect, the University's current QEP.

We offer two courses (which are both options to fulfill a requirement within both the BLS and BOL degrees)—PALM 494, Internship, and PALM 495, Service-Learning. The Internship course has been a staple of the curriculum since the BLS was introduced in 2007. Service-Learning was added in Fall 2016.

For AY 2016-17, we have had 70 students participate in the Internship course, and for Spring 2017 there are 21 students in the Service-Learning course.

#### ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not applicable.

#### ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

The Fort Jackson tuition rate (military tuition rate) is aligned with the USC Sumter tuition rate. As such it is a significant cost savings for students. We are actively pursuing funding for military students to cover their out-of-pocket expenses. For the Liberal Studies and Organizational Leadership degree programs, Palmetto College Online degree tuition is \$4941 per semester which is the second lowest tuition (along with Aiken (to which PC Online tuition is aligned) among the Columbia (\$5727) and senior campuses (Beaufort - \$4890. Upstate - \$5355).

#### ***Reputation Enhancement***

Describe your unit's contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

See Program Rankings section above for recognitions acknowledging Palmetto College's goal of providing "the quality of USC online." The USC Columbia campus is recognized as a "military-friendly" institution, and the Fort Jackson program plays a significant and central role in earning that recognition each year.

#### ***Challenges***

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

Extended University is in need of financial resources as a result of the University's decision to remove the Evening School from under Palmetto College's direction. Under the "Value Centered Management"

funding model the unit was self-supporting. Prior to the re-organization, the unit had received a frozen, flat budget for several years. After the reorganization that funding was reduced, yet the majority of faculty and staff remained on our budget, with no mechanism to increase additional revenue through our own entrepreneurial efforts. We have addressed this by freezing hiring for all open positions, and not hiring adjunct instructors—except in a very few critical need courses.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.

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## **FACULTY INFORMATION AY2016-2017 ONLY**

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### ***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

Extended University Faculty Scholarly Productivity—2016-2017 (From summer 2016 to present):

Books 2

Book chapters 1

Articles 10

Editorships 3

Scholarly presentations 17

### ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

During 2016-2017, the following faculty development opportunities were sponsored or supported by Palmetto College, which were organized by the Associate Provost/Dean for Extended University and staff, and included the Extended University faculty:

Palmetto College Campuses Tenure and Promotion Workshop: Reviewing administrators and previously successful tenure and promotion candidates presented information on the process of developing a substantial tenure and promotion file.

Tenure and Promotion New Candidate Workshop: Training was offered on the electronic procedures of the Palmetto College Tenure and Promotion submission site.

Online Course Development Grants: Eight faculty members were awarded grants to develop online courses for Palmetto College.

Palmetto College Faculty Assembly: Information and presentations by subject matter experts was disseminated on topics of relevance to Palmetto College faculty at this fall 2016 conference.

### ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, name of activity, month and year.

Elliott, Julia	Fiction Reading and Signing	at Vanderbilt University	March, 2016
Elliott, Julia	Fiction Reading and Signing	at M. Judson, Greenville, SC	Apr., 2016
Elliott, Julia	Fiction Reading and Signing	at Hub City, Spartanburg, SC	July, 2016
Elliott, Julia	Fiction Reading and Signing	at Malaprops, Asheville, NC	July, 2016
Elliott, Julia	Fiction Reading and Signing	at Sulfur Studios, Savannah, GA	Aug., 2016

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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## TEACHING AY2016-2017 ONLY

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### ***Faculty to Student Ratios\****

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

Due to the multidisciplinary nature of our degree programs across multiple campuses, we do not currently calculate Faculty to Student Ratios using this formula.

Fort Jackson average class size:

Fall 2014, total headcount 578/ average class size 17/ 34 classes/ 23 taught by adjuncts

Fall 2015, total headcount 562/ average class size 16.5/ 33 classes/ 21 taught by adjuncts

Fall 2016, total headcount 309/ average class size 15/ 21 classes/ 8 taught by adjuncts\*\*

\*\*See "Challenges" section for information on the cut to class offerings.

\*The student to faculty ration calculation is as follows:  $(Total\ FT\ Students + 1/3PT\ Students)/(Total\ FT\ Instructional\ Faculty + 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach.$

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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### ***Student Recruitment***

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

Palmetto College at the Fort Jackson Education Center began a series of new activities in 2016, intensifying in 2017. These activities were promulgated by discussions with the Education Services Officer at the fort, and collaboration across Palmetto College. They include:

A monthly table at the Newcomers Orientation, attended by newly-assigned soldiers and their spouses.

Twice weekly presentation at the In-processing Briefing, attended by newly-assigned soldiers in the Education Center.

Presentations to the 369th AG Battalion building, offering to establish courses on-site for soldiers.

Recruit Military Fair, off-base.

Open House at the Education Center on 10/14/2016.

Table in Education Center lobby for National Education Week, USC Day

Table at College and Career Fair in the Solomon Center at Fort Jackson, which included soldiers, family members, and Department of Defense civilians.

Recurring e-mail distributions, through the Education Center office, to the base.

Extended University and Fort Jackson also benefit from the student recruiting efforts as outlined in the Palmetto College Central plan, repeated below:

Palmetto College marketing and communications continues to yield good ROI. The general brand awareness campaign continues with an increase in targeted individual program marketing from FY16. Current media buy inventory includes television, radio, web, social media, and sponsorships. Outdoor display advertising inventory purged to further expand targeted online marketing to better reach an online audience. The majority of student leads result from television and online advertising. Social media engagement to our respective audiences has increased. Primary sponsorships include advertising/signage at largely attended minor league baseball parks in the Columbia, Charleston, and Myrtle Beach markets, respectively. Two of the four commercials in the current campaign have also earned American Advertising Awards.

Palmetto College's central office Student Enrollment Services (PCSES) provides assistance to Palmetto College coordinators located on each regional Palmetto College campus in their respective efforts to inform and recruit students to the University's online undergraduate degree-completion programs, providing an integrated recruitment solution that allows our recruiters to foster relationships with future online students. The Customer Relation Management (CRM) system provides powerful automation capabilities to trigger email campaigns, tasks, events and other recruitment activities to improve efficiency and grow enrollment. PCSEC manages prospective online degree completion students through the process of pre-qualification, referral to a program advisor for an unofficial evaluation, program eligibility and application submission. PCSES participates in recruitment initiatives at SC Technical Colleges, sponsors degree completion program relatable conferences, active members in SC Chamber events, and attends various education and benefit fairs to promote the quality of a University of South Carolina degree online.



PCSES' implementation of a system wide CRM enterprise with Target X allows the campuses, PC Coordinators and PC Recruiters to better communicate, track and report on prospective students for upcoming terms. This central office activity has been initiated in part in as a result of three consultancies addressing enrollment management over the past several years.

## ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

Services: As part of the Palmetto College central office for academics, Extended University participates in and receives benefits from Palmetto College: namely, PC Central has contracted beginning this academic year with a vendor-solution online tutoring service (Brainfuse), with this service being made available to students enrolled in all PC Online programs as well as all students enrolled at the four PC Campuses.

At Fort Jackson specifically, the USC Fort Jackson office provides continual advising for potential students, active students, and students interested in any USC program.

The office also serves ALL active-duty military students at USC Columbia (and not just at Fort Jackson) by processing USC students' Tuition Assistance (TA), and serving as the university's Point of Contact with the Department of Defense for the GoArmy Education Portal.

Evaluation of efforts for online programs: With Liberal Studies and Organizational Leadership being part of the original seven online degree completion programs, an overall retention rate (defined as returning fall 2014, unless graduated) of 79% was ascertained. With 14 degrees now being offered by Palmetto College, an expanded study will be conducted during 2017-2018. Further, a Survey of BOL and BLS Graduates is conducted each semester to assess program strengths and opportunities for improvement.

## FACULTY AWARDS AY2016-2017 ONLY

List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

<b>Date</b>	<b>Award Type</b>	<b>Nominated Last Name</b>	<b>Nominated First Name</b>	<b>Region</b>	<b>Award Title</b>	<b>Awarding Organization</b>
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
Jan. 30, 2017	Teaching	Jones	Shelley	Local/State	Garnet Apple Teaching Award	USC Columbia Provost's Office
Feb. 1, 2017	Research	Elliott	Julia	Local/State	Denise Shaw Excellence in Research Award	USC Palmetto College
Feb. 1, 2017	Service	Lehn	Melody	Local/State	Chris Plyler Excellence in Service Award	USC Palmetto College
March 30, 2017	Teaching	Hjelm	Mary	Local/State	Integrity Award	USC Office of Student Conduct and Academic Integrity
May, 2016	Research	Elliott	Julia	National	Prince of Tides Fiction Prize (Finalist)	Southern Independent Book Association
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		

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## FACULTY AWARDS AY2016-2017 ONLY

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List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
Nov. 6, 2016	Research	Lehn	Melody	Regional	Ray Camp Prize for Outstanding Faculty Research Paper	Carolinas Communication Association Convention
June, 2016	Research	Elliott	Julia	National	Amazon Writer in Residence	Shared World Teen Writers Camp, sponsored by Wofford College
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
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*Add more rows as needed*

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# ALUMNI ENGAGEMENT AND FUNDRAISING

## AY2016-2017 ONLY

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### ***Alumni***

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

PC Central engages alumni in the promotion of the online degrees and Fort Jackson program. An example during this academic year is participation in USC Day at the State House, which included a military alumnus of USC Fort Jackson. Also, each year current and alumni students are invited to the annual reception for the Stephen Dalton Award for Excellence in Teaching at USC Fort Jackson.

### ***Development, Fundraising and Gifts***

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

Fort Jackson/ Extended University development efforts in FY'17

Developed 3 new case statements focused on scholarship, technology needs and civilian internship stipend initiatives

Solicited the following donors for support for FJ/EU:

David Spinazzolo- EU- Organizational leadership scholarship- pending. If funded this would be a planned gift \$25,000-\$50,000 range

Aflac- FJ- technology support- pending \$59,000 ask

Gen. Stan Spears- FJ- pending, \$25,000 ask

Gary Senise Foundation- FJ- \$25,000 ask declined

John Hubich- FJ- \$25,000 ask, non-responsive- declined

Dr. Pat Naylor- FJ- \$27,000 scholarship was funded through Student Affairs, also proposed for FJ

Sodexo- FJ- \$25,000-\$100,000 range ask, declined at this time

Darrell Godfrey- FJ- \$25,000 ask, non-responsive- declined

Allen House- FJ-\$25,000 ask, non-responsive- declined

BAE Intelligence and Security- FJ- \$25,000 ask declined- interested in a separate part of the USC proposal, pending

Sally Boyd- EU- both outright and planned gifts confirmed, \$28,000 planned gift this FY, following prior \$25,000 pledge commit

10 prospective donor visits made and several more pending in April

Good results with recent prospect list pursuing USC alumni/donors with military attributes in Millennium, 6/30 responded for visits. A strong response rate reflecting affinity.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## COMMUNITY ENGAGEMENT AY2016-2017 ONLY

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

Through the Liberal Studies and Organizational Leadership degree programs, a new course was created and approved through Faculty Senate—PALM 495, Service-Learning. Since first being offered in spring 2016, the course works with community partners by rotating through partners near each Palmetto College campus. The class is fully online with the bulk of the work on a class-wide service project. To meet student need, each semester's project is completed asynchronously. There are no on-site hours; instead, all hours are completed digitally. Past classes have worked on website revisions for a literacy project, developed summer curriculum for children living in transitional housing, and prepared a student emergency aid plan for Palmetto College.

In addition, an Internship is required for both Liberal Studies and Organizational Leadership programs, which are developed for each student with a local business, industry, or organization, based on the student's interests and career goals. For 2016-17, we have had 70 students participate in the Internship course, and for Spring 2017 there are 21 students currently in the Service-Learning course.

Another required course in the Liberal Studies program is a Senior Capstone Course, which requires students to write a 35-page research paper aimed at "Finding a solution to local problem." Several of these research papers have become the basis for continued community projects after the class was completed.

### ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

USC Fort Jackson is well known on post. According to the Fort Jackson Community Resource Guide, "12,000 military families make Fort Jackson their home, close to 3,500 civilians are employed at Fort Jackson and 46,000-plus retirees and their families receive services from this base." For many stationed there, the USC Fort Jackson office IS the University of South Carolina. As such, many of the above who come by the office are not seeking information about the specific programs or services that the office provides, but other information (such as graduate programs). The office staff understand their role as representing the entire university on post, and serve as a tremendous asset to the university in this regard.

The university—through its many collaborations with Fort Jackson—has a strong reputation on post, and the USC Fort Jackson office does its part to maintain and to strengthen those perceptions.

The Liberal Studies and Organizational Leadership programs are offered online and through interactive smart classrooms. As such, the community perception is largely dependent on the local campus where the student is located. One piece of anecdotal evidence: the Lancaster County Sherriff's office has hired many local graduates of the Liberal Studies degree, with an emphasis in criminal justice and sociology, and has told us they prefer these graduates to other nearby criminal justice program graduates.

### ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

Palmetto College and the Liberal Studies and Organizational degree programs encourage faculty to emphasize the USC Connect Graduation with Leadership Distinction program. The new "Service-Learning" course (PALM 495) mentioned above under Community Engagement, was developed with support of a Palmetto College course development grant. Another faculty member is currently working on a plan to implement electronic portfolios into both the BLS and BOL curricula, for purposes of encouraging more graduates with Leadership Distinction—again, with a grant he received, this time from the Center for Teaching Excellence.

Service and engagement with students—whether through research or community service, or clubs and activities that engage students with the community—are weighted heavily in our Tenure and Promotion criteria, and are rewarded as such.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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## **COLLABORATIONS AY2016-2017 ONLY**

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### ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.



Bachelor of Arts in Liberal Studies (an interdisciplinary degree which requires support from many academic units across campuses).

Bachelor of Organizational Leadership (an interdisciplinary degree which requires support from many colleges and academic units across campuses).

### ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

USC Fort Jackson Program is engaged with the US Army Chaplain School at Fort Jackson and USC's Religious Studies department. (Finalized agreement is in process and has not been signed).

### ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.

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## **CAMPUS CLIMATE AND INCLUSION**

### **AY2016-2017 ONLY**

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#### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

As noted above, USC Fort Jackson enjoys a strong reputation with the university as a whole at the Fort Jackson location. Open-houses, meet and greets, weekly briefings, and other activities are routinely engaged in to heighten awareness of the educational opportunities available at the Education Center, and to foster stronger ties to the military community there.

#### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## **CONCLUDING REMARKS AY2016-2017 ONLY**

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### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

### ***Cool Stuff***

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

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## **QUANTITATIVE OUTCOMES**

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***The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.***

- 11) Student Enrollment Headcount by Level & Classification, Fall 2014, Fall 2015, Fall 2016
- 12) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 13) Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2008, Fall 2009, Fall 2010
- 14) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16
- 15) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015
- 16) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014
- 17) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016
- 18) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 19) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016
- 20) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

**USC Fort Jackson associates degree-seeking students:**

**Fall 2014, 19; Fall 2015, 19; Fall 2016, 15; Spring 2017, 17. Four graduates for each year 12/13, 13/14, 14/15**

**Liberal Studies:**

**Fall 2014, 216; Fall 2015, 219; Fall 2016, 210. Graduates: 211 to date. See PC Central report for graduate history**

**Organizational Leadership:**

**Fall 2014, 124; Fall 2015, 123; Fall 2016, 127. Graduates: 137 to date. See PC Central report for graduate history**

**For the 2016-17 academic year, the Extended University faculty unit currently consists of 10 full-time faculty members and five full-time administrative/faculty members. Of these, 9 hold the Ph.D., and the others master's degrees. Additionally, Extended University utilized 4 adjuncts**

**Demographically, 6 of the 10 full-time faculty are white females, four are white males; two of the four full-time administrative/faculty members are white females and three are white males.**

For the 2016-17 academic year, the Extended University faculty unit currently consists of 10 full-time faculty members and five full-time administrative/faculty members. Of these, 9 hold the Ph.D., and the others master's degrees. Additionally, Extended University utilized 4 adjuncts

Demographically, 6 of the 10 full-time faculty are white females, four are white males; two of the four full-time administrative/faculty members are white females and three are white males.

***The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.***

- 4) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.
- 5) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 6) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

**None**

# Office of the Provost

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## Academic Blueprint System – Academic Year 2016-2017

### USC Lancaster

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System. We appreciate your patience as we collect data in parallel systems this year.

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### CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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### COLLEGE/SCHOOL INFORMATION

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#### *Executive Summary*

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

USC Lancaster

#### **Unit activities overview**

USCL continues steadily in pursuit of our primary mission, teaching excellence. We provide a range of associate degree offerings and bachelor's degree completion programs through Palmetto College. This year we continue to improve advising services, as well as offering an array of student support services. Faculty remain engaged in high quality research on all levels from local to international. And while community engagement and outreach has always been a high priority for the campus, we are intentionally developing new partnerships to serve residents of Lancaster and our surrounding service areas.

#### **Highlights**

AY16-17 saw historic student enrollment highs for both fall and spring semesters. We now offer 5 associate degrees and 14 baccalaureate degree completion programs. Travel study and GLD programs represent enhanced study opportunities for students. The campus increased financial support for faculty scholarship, and we are developing new programs with the J. Marion Sims Foundation and others in community health and in support of providing greater access to higher education for area secondary school students. Another banner year!

#### ***Mission Statement***

The University of South Carolina Lancaster, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to 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 Lancaster 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 Lancaster 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 University of South Carolina Lancaster was established to encourage higher education in the counties of Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents. Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, 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 Lancaster 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 Lancaster. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Lancaster 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 Lancaster 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.

**Date of last update:**

Approved by the University of South Carolina Board of Trustees on June 24, 2016

Approved by the South Carolina Commission on Higher Education on October 19, 2016.

***Vision Statement (Optional)***

In fulfilling the mission of the campus stated above in the USC Lancaster Mission Statement, we look to the tenets of the USC System statement for the overarching vision for our mission to our campus' service area. USC Lancaster aspires to be a leader among the university's Palmetto College campuses as a comprehensive learning center offering equal access to high-quality university programs and services. USC Lancaster must be a

dynamic, forward-looking and proactive institution of higher learning that relates productively to its community and to the greater University of South Carolina. USC Lancaster seeks to continuously enhance its intellectual environment and expand access to its academic programs.

Date of last update: 9/14/2016

### ***Values Statement (Optional)***

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community:

- \* the pursuit of knowledge is a life-long endeavor;
- \* to be admitted as a student to USC Lancaster is a privilege and an opportunity;
- \* to graduate from USC Lancaster is to commence service to future generations;
- \* USC Lancaster faculty and staff maintain an uncompromising commitment to excellence and integrity;
- \* USC Lancaster faculty are committed to teaching excellence and scholarly activity, which exemplify the core values of the University;
- \* USC Lancaster faculty and staff are dedicated to facilitating student success;
- \* USC Lancaster faculty and staff are dedicated to providing public service; and,
- \* A well-educated citizenry is vital to economic and community well-being.

**Date of last update: 2008**

### ***Blueprint Goal Statements - Instructions***

Use the guidelines below when reporting Goal Outcomes for each of your unit's Goals from last year.

**University Goal Alignment.** When reporting your unit's goals, please align goals with zero, one, or multiple University Goals where applicable. Refer to the University Goals as enumerated here and in the drop down box in the chart. You may choose more than one university goal if applicable. If your goal is specific to your unit and does not align with a university goal, simply report "not applicable" or "other".

- 15) Educating the Thinkers and Leaders of Tomorrow
- 16) Assembling and Supporting a World Class Faculty
- 17) Spurring Innovation, Creative Expression and Community Engagement
- 18) Building Inclusive and Inspiring Communities
- 19) Demanding Institutional Excellence
- 20) Not Applicable
- 21) Other

#### **Status (where applicable)**

From among the following, please select the appropriate status from the drop down box for the Unit Goal (for the conclusion of the Academic Year for which you are reporting outcomes) from among the following:

- 15) Completed Successfully
- 16) Completed with Mixed Results
- 17) Discontinued / Canceled



- 18) Progressing as Expected (multi-year goal)
- 19) Extended to Following Academic Year
- 20) Not Applicable
- 21) Other

**Achievements (where applicable)**

In a brief narrative, describe the achievements associated with this Goal during the Academic Year.

**Resources Utilized (where applicable)**

Describe budgetary, personnel, and other resources used during the Academic Year in furtherance of this Goal.

**Continuation (where applicable)**

If the Goal will be continued in the following Academic Year, briefly describe its applicability and explain any factors that may have extended the timeframe for completion.

**Resources Needed (where applicable)**

Describe budgetary, personnel, and other resources needed to progress and/or complete the Goal in the following Academic Year. Note whether those resources are in place and sufficient.

**Notes**

Describe notable findings, challenges, surprises, or other significant factors regarding this Goal.

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**LOOKING BACK**  
**COLLEGE/SCHOOL'S GOAL STATEMENTS**

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**AY 2015-2016**

**Goal 1 - Increase enrollment and retention.**

<b>Goal Statement</b>	USCL will increase and enhance enrollment efforts, increasing freshman applications, increasing yield rate of application into enrolled students, holding strategic recruitment events, promoting associate and baccalaureate degree offerings, and adding scholarship funds.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USCL admits all students who show promise of academic success. Most of USCL's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, a variety of weekday and evening course offerings, and online degree programs, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p>USC Lancaster's enrollment remains stable and strong, with 1722 registered students in the Fall of 2015. Fall 2014 the campus enrolled 1738 students. Along with higher education institutions across the nation in the last several years, the campus has experienced some enrollment decline due in large part to demographic changes in traditionally aged, college-ready high school graduates.</p> <ul style="list-style-type: none"> <li>* Achieved a Fall 2015 retention rate of 61.6%, a steady increase and well above the 51.7% rate for all 20 South Carolina two-year public institutions.</li> <li>* Increased scholarship funds and awards increased in FY15-16 as well, providing greater opportunities for students demonstrating academic excellence and/or financial need. Scholarships awarded increased from 233 F14 to 251 F15.</li> <li>* Hired a Palmetto College Coordinator, responsible for recruiting on and off campus.</li> <li>* Consulted with an education strategies firm, Kennedy &amp; Company, to target enrollment strategies.</li> </ul>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for

	Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	This ongoing goal remains an institutional priority.

**Goal 2 - Expand academic offerings.**

<b>Goal Statement</b>	Working within Palmetto College, USCL will expand the number of degree programs in order to meet student expectations and community needs.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	The expansion of academic offerings is critical to sustain USC Lancaster’s mission and core values. Palmetto College has provided outstanding opportunities for growth in academic offerings, allowing students to complete baccalaureate degrees both on and off our campus.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p>For FY15-16, USCL had a targeted objective to increase the number of Palmetto College degrees available to students from 7 to 11, which was achieved in a collaborative partnership with USC, USC comprehensive campuses, and other Palmetto College campuses. Beginning Fall 2016, bachelor’s degree offerings included Business Administration, Criminal Justice, Elementary Education, Health Promotion, Hospitality Management, Human Services, Information Management and Systems, Information Sciences, Liberal Studies, Nursing, and Organizational Leadership. Each of these areas has documented need for students in and beyond our service area. USC Lancaster continues to lead the Palmetto College Campuses in enrollment in Palmetto College BLS and BOL degree programs.</p> <p>Beyond expanded degree offerings, USC Lancaster seeks to grow the wide range of individual courses we offer. With the largest full-time faculty body of the four Palmetto College campuses, USC Lancaster offers the greatest variety of courses to its students. As the campus hires new faculty, the administration counts it beneficial to identify excellent faculty with credentials in more than one discipline to multiply our offerings and those we can offer through Palmetto College. In FY15-16, we hired new faculty members in English, Economics, and History / Native American Studies to provide greater offerings both in our two- and four-year programs.</p>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	This ongoing goal remains an institutional priority.

### Goal 3 – Enhance educational experience.

<b>Goal Statement</b>	Prepare USCL graduates for the challenges and opportunities of the 21st century, as well as support community education and health and wellness.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	In addition to recruiting and retaining students, and offering them valuable programs, institutions of higher education must also support and sustain students throughout their academic work into successful careers or further studies.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p>USCL is proud to have had the first and longest-operating Academic Success Center on the Palmetto College Campuses. USCL dedicated financial resources to expanding and improving tutoring space to provide for better academic tutoring in FY15-16. Individual tutoring sessions declined somewhat during renovations and relocation, but the new Academic Success Center is now fully staffed and operational, and looking to expand tutoring services in FY16-17.</p> <p>USCL promoted a new program, Graduation with Leadership Distinction (GLD). Students earn this distinction by fulfilling specific requirements related to leadership training and by participating in specific co-curricular experiences. In FY15-16, 4 graduates received this prestigious honor.</p> <p>Career Services continued to offer assistance to students with making and achieving both short-term and long-term career goals, by providing professional goals assessments and inventories, as well as job search skills.</p> <p>To provide students with access to high caliber expert faculty, USCL continued stable funding of the faculty travel budget and the USCL Research and Productive Scholarship Program.</p>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	This ongoing goal remains an institutional priority.

**Goal 4 – Improve physical plant.**

<b>Goal Statement</b>	USCL will continue to improve the physical plant to sustain enrollment growth, expand public services, and provide a well-equipped learning environment.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Well-maintained facilities are essential to our educational mission, whether in face-to-face or online instruction. As the campus becomes increasingly a center for community activities, it is imperative that we provide appropriate and pleasant facilities.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	In FY 2015-2016, USCL completed a series of major campus improvements, including the following:  * the addition of a Nursing Simulation Lab to strengthen classroom instruction and student success in our BSN program.  * a renovation of the Academic Success Center, providing increased tutoring space as well as private spaces for academic counseling for students on academic suspension  * Phase II of renovations to the Gregory Health and Wellness Center). Phase I (renovations and upgrades to the natatorium) and Phase II (renovations of the lobby and membership services suite) are now complete, allowing for improved use of the facility for students, faculty, staff and community members
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster, private donations.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	While the particular projects for each year may vary, this goal is ongoing and completion is an institutional priority.

**Goal 5 – Strengthen financial condition and sustainability.**

<b>Goal Statement</b>	USC Lancaster will continue to strengthen the financial condition, efficiency, and operations of the campus, ending FY 2015-2016 under budget for expenditures and increasing reserve funds to \$700,000.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	A stable financial condition and operational budget is essential for sustaining the campus’s primary educational mission.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	In FY 2015-2016, USC Lancaster experienced a revenue increase of approximately \$200,000 above budgeted revenue. That increase due to enrollment along with a general tuition increase, the Palmetto College revenue sharing model, and an increase to recurring parity funding by the legislature improved the financial health of the campus during 2015-2016. USC Lancaster received an increase of approximately \$100,000 in recurring parity funding. At year’s end, almost \$845,000 in carry-forward money was available towards rebuilding the campus reserve funds to a recommended \$1.5 million (equivalent to two months of campus operating expenses.)
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	While the particular emphasis for each year may vary, this goal is ongoing and completion is an institutional priority.

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

**REAL TIME**  
**COLLEGE/SCHOOL'S GOAL STATEMENTS**

**AY 2016-2017**

*Please provide information on any new goals that you have for this current academic year.*

**Goal 1 - Increase enrollment and retention.**

<b>Goal Statement</b>	USCL will increase and enhance enrollment efforts, increasing freshman applications, increasing yield rate of application into enrolled students, holding strategic recruitment events, promoting associate and baccalaureate degree offerings, and adding scholarship funds.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USCL admits all students who show promise of academic success. Most of USCL's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, a variety of weekday and evening course offerings, and online degree programs, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.
<b>Action Plan for Achieving the Goal</b>	<p>At the reporting freeze date for Spring 2017, USCL has already documented a historic high enrollment for AY 2016-2017.</p> <ul style="list-style-type: none"> <li>* Fall 2016 enrollment reached 1845, an increase over 1722 F15.</li> <li>* Spring 2017 enrollment reach 1511, an increase over 1470 S16.</li> </ul> <p>Major strategies for Goal 1 have been two-pronged: first, increasing resources for recruiting, and second, focusing on retention and student success for continuing students, which will also be addressed in Goals 2 and 3.</p> <p>With a fully staffed enrollment management office and with recruiters now in place for both associate and bachelor's degrees, USCL is developing a series of targeted recruitment and retention efforts, such as new outreach to primary feeder high schools, as well as new initiatives to reach underserved populations, such as GED graduates.</p> <p>Meanwhile traditional recruitment strategies continue as well, such as visits to area high schools and county councils by faculty, staff, and administration, including the Dean, and continued outreach to students denied USC Columbia admission through the Denied Columbia Students Recruitment Initiative.</p>



<b>Plans for upcoming year</b>	Continued monitoring of enrollment and retention, increased recruiting efforts coordinated with both two-year and four-year degree programs, continued development of new recruiting strategies.
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

**Goal 2 – Support expanded academic offerings.**

<b>Goal Statement</b>	Working within Palmetto College, USCL will support recently expanded degree programs to meet student expectations and community needs.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Palmetto College has provided outstanding opportunities for growth in academic offerings, allowing students to complete baccalaureate degrees both on and off our campus. With expanded academic offerings available to students now, it is critical to sustain those programs with consistent recruiting, strengthening advising and student support services, and facilitating communication across campuses.
<b>Action Plan for Achieving the Goal</b>	<p>Palmetto College established three additional degrees for students in the Spring 2017 semester, bringing the total number of Palmetto College degree completion programs to fourteen including the three new degrees, Bachelor of Science in Business Administration, Accounting, Bachelor of Arts in Health Informatics, and Bachelor of Arts in Special Education.</p> <p>Advising services are undergoing an extensive review, including surveys of faculty and students; local campus work is also being supplemented with greater access to system-wide Palmetto College advisor meetings and training. Student support services facilities have been renovated, and beginning in April 2017, all such services will be centrally located on campus to provide easy access to students. Three faculty searches will be concluded by the end of AY16-17 in support of degree offerings, including faculty in philosophy, history and Native American studies, and chemistry.</p> <p>USCL also has established a FY16-17 goal to increase the number of non-credit course offerings available for community members, to include courses in computer skills and literacy, Spanish for medical professionals, and a South Carolina Studies course for Sun City residents, in addition to our long-standing course Health Fitness for Seniors.</p>
<b>Plans for upcoming year</b>	With recruitment positions fully staffed now in general admissions and Palmetto College, previously existing and new degree offerings will be widely promoted across our service region. The USCL Hiring Priorities Committee continues to review needed appointments for faculty and support staff positions. New advisors will be brought on board in AY 17-18.

<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

**Goal 3 – Enhance educational experience.**

<b>Goal Statement</b>	Prepare USCL graduates for the challenges and opportunities of the 21st century, as well as support community education and health and wellness.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	In addition to recruiting and retaining students, and offering them valuable programs, institutions of higher education must also support and sustain students throughout their academic work into successful careers or further studies.
<b>Action Plan for Achieving the Goal</b>	The Academic Success Center will begin tracking not only the number of tutoring sessions, but how many discrete clients take advantage of tutoring services; in addition, a new administrative support person in the center will allow for an expanded and targeted marketing campaign on campus to make students aware of the many resources available for their support. Providing support and training for faculty advising students will remain an administrative priority. Sustain current levels of Career Services support, and increase GLD opportunities for students. Currently 13 students have applied for graduation in Spring 2017 with GLD distinctions, including 3 Bachelor of Arts in Liberal Studies and 10 at the associate's degree level. In addition, the campus will continue support of faculty scholarship, increasing funding available for travel money related to research.
<b>Plans for upcoming year</b>	Continue and monitor current action plan. Expand Career Services offerings, including a Career Fair for students.
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

#### Goal 4 – Improve physical plant.

<b>Goal Statement</b>	USCL will continue to improve the physical plant to sustain enrollment growth, expand public services, and provide a well-equipped learning environment.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Well-maintained facilities are essential to our educational mission, whether in face-to-face or online instruction. As the campus becomes increasingly a center for community activities, it is imperative that we provide appropriate and pleasant facilities.
<b>Action Plan for Achieving the Goal</b>	<p>USCL has made significant progress on several major physical plant improvements thus far in FY 2016-2017.</p> <ul style="list-style-type: none"> <li>* Renovations are complete to the Office of Academic and Student Affairs, which has been moved to Starr Hall thereby centralizing all student-centered administrative operations in one building; office staff will move in April.</li> <li>* Construction is on schedule with Gregory Phase III renovations, including replacing the gymnasium floor, repairing and upgrading the showers and locker rooms, and replacing windows in natatorium.</li> <li>* Additional deferred maintenance money will be dedicated to the Bradley building to replace an outdated system with a new energy efficient HVAC system.</li> <li>* Campus administration is also seeking renovation of the Bradley physics teaching lab to accommodate chemistry instruction as well. Comporium Communications, a generous donor to the campus many times over the years, has presented a gift of \$25,000 for this renovation. An additional \$250,000 has been requested for FY 17-18 from state appropriations for this project.</li> <li>* And finally, the Educational Foundation of USC Lancaster has a Medford fund to fund improvements to the library and a \$750,000 endowed Bradley maintenance fund which yields approximately \$25,000 annually to help offset the costs each year of maintenance projects in Bradley.</li> </ul>
<b>Plans for upcoming year</b>	Continue monitoring current construction projects for timely completion under budget; continue fundraising for upcoming projects
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

**Goal 5 – Strengthen financial condition and sustainability.**

<b>Goal Statement</b>	USC Lancaster will continue to strengthen the financial condition, efficiency, and operations of the campus, ending FY 2016-2017 under budget for expenditures and increasing reserve funds from \$845,000 to \$1,245,000.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	A stable financial condition and operational budget is essential for sustaining the campus’s primary educational mission.
<b>Action Plan for Achieving the Goal</b>	Expenditures are closely monitored in quarterly budget meetings with local campus administration and Palmetto College budget officers, in addition to regular meetings of a local campus Budget Advisory Group.  At mid-fiscal year review, USCL was on track with percentage of budgeted expenditures for the year at 50.01%, and slightly ahead of goal on reserve funding, with between \$200,000 to \$300,000 added to carry over funds.
<b>Plans for upcoming year</b>	Continued monitoring of expenses and continued strong efforts in student recruitment. The campus will hire a full-time business manager. Long term goal is rebuilding campus reserve funds to approximately \$2.2 million, equivalent to three months of campus operating expenses.
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## LOOKING AHEAD

### COLLEGE/SCHOOL'S GOAL STATEMENTS

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## AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

Goals 1-5 (Increase enrollment and retention, support expanded academic offerings, enhance educational experience, improve physical plant, strengthen financial condition) are recurring annual goals. This section therefore addresses only one new AY 2017-2018 planning goal.

#### Goal 6 – Strategic Planning

<b>Goal Statement</b>	Palmetto College will be engaged in a system-wide planning process, and as part of this venture, USC Lancaster will work with all units and community partners to develop a new long-term strategic plan, assessing strengths and areas of opportunity.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	After a period of enrollment growth, increasing financial stability, and a change in administration, USCL has a unique opportunity now to develop strategies for sustainable growth to continue serving students in our service area and to engage community partners more fully as well.
<b>Action Plan</b>	Develop action plan during AY 2017-2018 for implementation in AY 2018-2019
<b>Resources Needed</b>	Staff time, assessment of financial resources needed for consultants
<b>Academic Years for Goal</b>	2017-2019
<b>Notes</b>	USCL's last strategic plan was finalized in 2008.

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## **ACADEMIC PROGRAMS**

### **AY2016-2017 ONLY**

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#### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

Associate in Science in Business, Accreditation Council for Business Schools and Programs, notification 28 January 2017, three standards in annual Quality Assurance Report recognized as best practices:

Standard 3 Student and Stakeholder Focus

USC Lancaster has a best practice in its performance measures identified and analysis and results provided in tables for this standard.

Standard 4 Measurement and Analysis of Student Learning and Performance

USC Lancaster has a best practice in its performance measures identified for outcomes assessment and analysis and results provided in tables for this standard.

Standard 5 Faculty and Staff Focus

USC Lancaster has a best practice in its performance measures identified and analysis and results provided in tables for this standard.

#### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

USC Lancaster offers courses in a variety of instructional modalities, with a primary mission of meeting a wide range of student needs. The campus focuses primarily on face-to-face instruction for beginning students who have often not been well prepared for college-level study. Faculty also offer hybrid courses, combining F2F instruction with online work; course offerings are also available via two-way video, primarily upper-level courses in Palmetto College degree programs.

Fully online asynchronous courses are a growing part of the instructional work of the faculty, to meet the needs of returning non-traditional students, who have demanding work and family lives. These courses serve both students enrolled in both associate and baccalaureate degree programs. Grant funding is available through Palmetto College for the development or revision of online courses to provide adequate incentive and support for faculty to continue to develop online offerings.



### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

Not applicable.

### ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

Not applicable.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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## **ACADEMIC INITIATIVES**

### **AY2016-2017 ONLY**

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#### ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Students at USC Lancaster have a variety of opportunities for experiential learning. One of the most significant is the Graduation with Leadership Distinction program; these students participate in a wide array of experiences beyond the classroom as part of their learning. Currently, 13 students have applied for graduation in Spring 2017 with GLD distinctions, including 3 Bachelor of Arts in Liberal Studies and 10 at the associate's degree level, up from 4 graduates in Spring 2016, in four different pathways: Diversity and Social Advocacy, Professional and Civic Engagement, Research, and Community Service.

Travel Study is another growing opportunity for students; USCL alternates foreign and domestic travel experiences every other year, allowing students with varying financial resources to participate both by providing a lower-cost option every other year, and through scholarship funds contributed by the USCL Office of Student Life, by local businesses, and through private donations. For the upcoming 2017 Study Abroad trip to London, Paris, and Amsterdam, 18 students from USC Lancaster and other Palmetto College programs including USC Union and USC Beaufort have been awarded \$21,891 in scholarships to support their travel study.

Another excellent example is the USC Lancaster Nursing Simulation Lab, the first of its kind on the Palmetto College campuses. The lab supports Bachelor of Science in Nursing students by providing hands-on clinical experience enhancing patient care decision-making abilities. Student success rates in that program, measured by the percentage of students successfully passing the National Council Licensure Examination, was 93.9% in Fall 2015, the last semester for which data was available.

Finally, the USCL Research Club and Chemistry Club sponsor regular presentations by USCL faculty members and by researchers from local businesses and other universities highlighting scholarly activity. These presentations offer students a perspective to consider their career choices in light of research opportunities they would likely not have been aware of otherwise.

#### ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not applicable.

## ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

Through a broad commitment to equity, an extensive scholarship program, participation in financial aid programs, a low-cost Dual Enrollment program, and a variety of weekday and evening courses, USC Lancaster makes higher education accessible, affordable and convenient for students from the region. Student scholarships are always a funding priority in our campus and in the community and as such the Lancaster Educational Foundation program provides over \$330 thousand in scholarships to USC Lancaster students annually. USC Lancaster participates in both Federal student aid programs, providing over \$2 million in grants annually; and South Carolina state student financial aid programs, providing over \$2.5 million in grants and scholarships annually. USCL tuition and fees have remained low enough that a full Pell Grant covers 80% of those costs for in-state students, with the difference often being met by other grants and scholarships. As such, student's with a 0 EFC rarely have any out of pocket expenses, and other Pell Grant eligible students rarely need to borrow student loans to meet actual expenses. Though borrowing loans is discouraged, USCL recognizes that for many students college would not be possible without this option and as such USCL does participate in the Direct Loan and Perkins Loan programs. These loan programs often meet the living expenses students must cover while attaining their college education. USCL's staff and faculty are committed to keeping tuition expenses low and assisting students in attaining and maintaining financial aid to keep college as affordable as possible while still providing the quality of education the University of South Carolina is renowned for.

## ***Reputation Enhancement***

Describe your unit's contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

USC Lancaster is the face of the University of South Carolina in our service region. The contributions of our faculty, staff, and students in our community are vital to the larger reputation of USC.

## ***Challenges***

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

The most significant challenge for USC Lancaster is fiscal parity. Despite the fact that it is the largest Palmetto College campus, USCL receives the lowest state appropriation across the USC campuses and in fact statewide. Any increases in per-student appropriations would make a significant impact on our ability to better serve students.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.



# FACULTY INFORMATION

## AY2016-2017 ONLY

### *Research and Scholarly Activity*

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

USC Lancaster faculty engage in a wide variety of scholarly activities, particularly given teaching loads and service obligations on the campus. Research active faculty can apply for a redefined teaching load (generally reducing a 4/4 load to 4/3, with some variation depending on discipline and contact hours), and all faculty in the tenure-track work on the 4/3 load.

#### USC Lancaster Faculty Scholarship Reported for January-December 2016

<b>Publications</b>	
Books / Monographs	3
Edited Collections	2
Textbooks	1
Articles / Chapters	12
Book Reviews	4
Encyclopedia Entries	7
<b>Total</b>	<b>29</b>

<b>Conference Presentations</b>	
National / International	14
Regional	29
Local	25
Guest Lectures	20
<b>Total</b>	<b>88</b>

<b>Creative Work *</b>	16
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<b>Posters / Abstracts</b>	19
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<b>Grants</b>	
Grants submitted (not funded)	7
Grants funded	22
Grant Reviewers	7
<b>Total</b>	<b>36</b>

<b>Other Scholarly Activity</b>	
Reviewer Work *	20
Scholarly Journal Editors	2
Professional Consultations	3
Media Consultations	3
<b>Total</b>	<b>28</b>

USC Lancaster is not included in the Academic Analytics data requested in this document; as an alternative, this aggregate data was collected from 2016 Faculty Information Forms, in which faculty detail their annual activities. 38 faculty reported the scholarship activity reflected in this chart.

The category Creative Work above includes film screenings, plays performed, curated exhibits, works accepted into juried art exhibits, and poetry publications and performances. Reviewer work include faculty service on advisory boards and conference program evaluation committees, in providing manuscript reviews, and academic program evaluation, in addition to manuscript reviews for journals.

This compilation of aggregate data is a good beginning to quantifying faculty scholarship, and USCL is extremely proud of the outstanding contribution to scholarship our faculty make. It must be noted, however, that these numbers barely begin to reflect the wide scope of faculty engaged scholarship in service of our campus and community.

### **Office of Research's Information Technology and Data Management report**

FY 17 – July 1. 2016 –Present:

Number: 3 (\$278,236)

Source: fed (\$272,236), state (\$6,000)

Purpose: service

Top Federal Sponsors: USDE (\$264,153)

This includes USCL's TRIO grants for student support services.

### ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

USC Lancaster is the only Palmetto College campus to provide dedicated financial support for faculty research, through the \$40,000 budget for the USCL Research and Productive Scholarship Award Program. In AY 2016-2017, 8 faculty applied for funding, with requests totaling \$53,689. The full \$40,000 was awarded. For a listing of past awards, please see <http://usclancaster.sc.edu/rps/awards.htm>. These fund are consistently competitive, with a high total request amount of \$85,252 in FY 2015-2016.

The travel budget for faculty scholarship was increased from \$25,000 in FY 2015-2016 to \$30,000 in FY 2016-2017. These funds are dedicated primarily to presentations at conferences, although attendance at conferences for professional development may also be supported if funds allow.

### ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, name of activity, month and year.

Artistic, creative, and performance activities are reflected in the Scholarship report above.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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## TEACHING AY2016-2017 ONLY

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### *Faculty to Student Ratios\**

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

\*The student to faculty ration calculation is as follows:  $(Total\ FT\ Students + 1/3PT\ Students)/(Total\ FT\ Instructional\ Faculty + 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach.$

Qualitative data accurately reflects faculty student ratio at USC Lancaster; the ratio allows for quality interaction between faculty and students. Course size can range, with smaller classes offered at times in support of students enrollment in more specialized programs, and larger classes in some of the larger programs experiencing growth.

Scheduling priorities in the last two academic years have reduced enrollments in certain critical courses; for example, first-year composition ENGL 101 and ENGL 102 ratios have been gradually lowered from 24/1 in Fall 2014 to 18/1 in Fall 2016 to allow faculty to provide better feedback. In certain circumstances when student success can be improved by lower ratios, the campus will continue to monitor enrollments and adjust as needed, but overall, the faculty to student ration is strong and sustainable going forward.

### **Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016**

#### **Data Source: IPEDS**

	Fall 2014	Fall 2015	Fall 2016
USC Lancaster	17	18	Not available
USC Salkehatchie	20	19	Not available
USC Sumter	16	16	Not available
USC Union	18	15	Not available
Total average	18	17	Not available

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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### *Student Recruitment*

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

USCL has dedicated significant energy to a multi-pronged effort at recruiting students. At the reporting freeze date for Spring 2017, USCL has already documented a historic high headcount enrollment for AY 2016-2017.

- \* Fall 2016 enrollment reached 1845, an increase over 1722 F15.
- \* Spring 2017 enrollment reach 1511, an increase over 1470 S16.

We can report increases in applications, such as 20 more new freshmen enroll for Spring 2017 than in Spring 2016 (representing a 105% increase). We continue to improve the application procedure and offer waivers for low-income students for application fees, in addition to providing financial aid counseling for those applications. In Fall 2016, we had a 4% increase in returning students and a 19% increase in transfer students. The campus also continues to work closely with local high schools in support of our dual enrollment program. While we are beginning to benefit from population growth in our region, much of our success in student recruitment can be attributed to our increased outreach, which has enhanced awareness of USCL's programs and opportunities both within and outside of our service region.

Thus far in AY 2016-2017, we have participated in 67 recruitment events.

#### Off Campus

- \* College Fairs: 30
- \* College Application Days: 17
- \* School Counselor's Conference: 1
- \* School/Classroom Visits: 8
- \* Community Events: 1

#### On Campus

- \* Group/School Visits to USCL: 7
- \* Parent Nights: 2
- \* BSN Information Night: 1

In addition, we have recruited students this year through targeted phone calls, by sending them mailings and emails, and by purchasing ads on social media (Facebook and Instagram).

Our Palmetto College recruitment efforts have included the following:

- \* College Transfer Day at Northeastern Tech, York Tech and Florence Darlington Tech.
- \* 3 Open House events on the USCL campus for students and the general public.
- \* Recruitment visits to local businesses, often initiated by targeted mailings to our database of companies within a five-mile radius of USCL who would benefit from our degree completion programs.



Finally, we host two major academic events on campus for area high school students, offering scholarships to competition winners and providing students a chance to visit USCL and familiarize themselves with our offerings. We hosted approximately 200 of the area's "best and brightest" high school juniors at the Olde English Consortium Junior Scholars on Thursday, October 13, 2016, and then welcomed 350 students from area high schools for Honors Day, including academic activities/quizzes and the Honors Bowl Academic Challenge.

### ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

Student retention efforts focus on two areas: supporting enrolled students in successful completion of academic coursework, and retaining students from the associate degree programs in our Palmetto College degree completion programs. Our retention rate of 61.6% is the highest of the Palmetto Colleges campuses, in addition to being higher than all but two of the two-year technical colleges in the state.

USCL directly provides support for student success with tutoring services. In a typical month in the Fall 2016 semester, at least nine tutors were available for an average of 124 tutoring sessions in biology, chemistry, computer science, economics, math and statistics, writing, and foreign languages including French, Italian, and Spanish. The ASC will begin expanding tracking of students visits, monitoring not only the number of tutoring sessions, but how many discrete clients take advantage of tutoring services; in addition, a restored administrative support position in the center will allow for an expanded and targeted marketing campaign on campus to make students aware of the many resources available for their support.

Several resources support students in academic and personal success, increasing their chances of successful degree completion. The campus is participating in a multi-year refinement of advising processes, ensuring students receive the best advice on their degree paths. Career Services provides students services far beyond traditional job searching support, aiding in selecting a major based on personality, interests, work values and skills. Academic counseling sessions are mandatory for students on academic probation, and voluntary early reporting of student absenteeism also helps identify at-risk students before their academic problems are too severe to overcome. Counseling Services help students handle short-term crises affecting their personal lives and academic work. A Disability Services Coordinator and Veterans Services provide dedicated support. And a new resource, the Student Food Pantry, sponsored by the Sociology Department, exists to address food insecurity on campus. Students can come and take what they need. There is no sign in. This is simply a resource for students to get through temporary hardship or a tough week when they are in between paychecks. Currently the food pantry provides dried goods for students. Through fundraising and grant applications, we hope to expand this resource for students.

In addition, we filled two important staff positions, personal counselor and Director of TRiO Programs in the last six months.

In terms of online degree completion, USCL continues to enroll the largest number of students across the Palmetto College campuses. In Fall 2016, we had students enrolled in a wide range of degree programs, with the highest concentrations in the Bachelor of Liberal Studies and Bachelor of Organizational Leadership programs. Total enrollment on the campuses:

146 Lancaster  
81 Salkehatchie  
52 Sumter  
108 Union.

## FACULTY AWARDS AY2016-2017 ONLY

List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

<b>Date</b>	<b>Award Type</b>	<b>Nominated Last Name</b>	<b>Nominated First Name</b>	<b>Region</b>	<b>Award Title</b>	<b>Awarding Organization</b>
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
2/2017	Teaching	Protz	Babette	Internal	Teacher of the Year	USCL Student Government Association
2/2017	Teaching	Pangborn	Allan	Internal	Teacher of the Year	USCL Student Government Association
2/2017	Teaching	Garane	Garane	Internal	Teacher of the Year	USCL Student Government Association
12/2016	Teaching	Castiglia	Jill	Internal	John J. Duffy Excellence in Teaching Award	Palmetto College
12/2016	Service	Catledge	Courtney	Internal	Chris P. Plyer Excellence in Service Award	Palmetto College
12/2016	Research	Holland	Kate	Internal	Denise R. Shaw Excellence in Scholarship Award	Palmetto College
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		

*Add more rows as needed*

## FACULTY AWARDS AY2016-2017 ONLY

List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
4/2016	Teaching	Cruise	Susan	Internal	Teacher of the Year	USCL Student Government Association (because these awards will not be announced prior to reporting deadline, award reported here for AY 2015-2016)
4/2016	Teaching	Castiglia	Jill	Internal	John J. Duffy Excellence in Teaching Award	Palmetto College
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
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	Choose an item.			Choose an item.		
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	Choose an item.			Choose an item.		

*Add more rows as needed*

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# ALUMNI ENGAGEMENT AND FUNDRAISING

## AY2016-2017 ONLY

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### *Alumni*

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

Many campus community events engage alumni, building a sense of sustained community with graduates and former students in activities that are both enjoyable and beneficial. Two such events are Laps for Lancers and the Soul Food Cook Off. In the Soul Food Cookoff, teams sponsored by local businesses compete in cooking competitions. The event draws hundreds of guests from campus and community; in February 2017, approximately \$4000 in proceeds was donated to support the endowed Thelathia Barnes Bailey Textbook Scholarship. Laps for Lancaster is another community and alumni event that benefits the Educational Foundation of USCL and which draws a wide range of participants, who run (or walk!) in 5K and 10K races and in a 1 mile Fun Run. These events are not exclusively alumni-focused, but generally draw a considerable number of alums.

Alumni engagement is an area of growth for USCL. The campus recently hired a former alumni, Brandon Newton, also a House of Representatives member, to work in Community Outreach. One project in this area will be to overcome data challenges with alumni communications; alumni contact lists pulled for reference in the past have contained inaccuracies that limit their usefulness, and the data is also complicated by the fact that Palmetto College graduates are USC alums—although they are also USCL alumni. With dedicated staff in place to develop alumni relations, we anticipate a stronger ability to track alumni and engage with them more effectively.

### *Development, Fundraising and Gifts*

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

The Educational Foundation of the University of South Carolina Lancaster (EFUSCL) is a charitable 501(c)(3) organization founded in 1963 to “receive and administer funds for education and charitable purposes.” In addition to owning the real estate of the campus, the EFUSCL receives and manages charitable donations to enhance programming at USC Lancaster. Most gifts are designated for scholarships, but the Foundation also manages gift and grant funds that are designated for other purposes. The members of the Board of Trustees are volunteers who give generously of their time, talents, and financial resources.

On average, \$200,000 in scholarship funds are awarded each year.  
144 students received scholarship for the 2016-2017 academic year.  
\$500,000 received in gifts in 2016.  
\$118,000 received in grants in 2016 for special projects from local foundations.  
137+ scholarship funds.

In addition, in November 2016, USCL hosted the annual Big Thursday event. Big Thursday, Inc. contributed \$30,000 to their USCL Scholarship Fund last year. Each year

Big Thursday Scholarships are awarded to students from each of the four Lancaster County high schools.

Dean Collins has made several development visits to current and potential business and industry partners including Lash Group, Morrison Textile Machinery, State Farm Insurance, Red Ventures, Haile Gold Mine, Comporium Communications, and Nutramax Laboratories. The campus will explore a new partnership with GITI Tire, a new manufacturer opening in Richburg, SC. The campus continues actively to seek partnerships, giving opportunities, and scholarship support for students.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## COMMUNITY ENGAGEMENT AY2016-2017 ONLY

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

USC Lancaster faculty and staff are profoundly engaged in the life of the Lancaster community and those other counties in our service area.

In teaching, for example, USCL is offering a new course this semester, HPEB 553, Community Health Problems, part of a new concentration available to students in the Bachelor of Arts of Liberal Studies; faculty and students alike are engaged in community service and visioning projects throughout the semester.

Several faculty research projects currently engage students in research with community members; these projects commonly result in student presentations at conferences and in joint publications, such as this one representative publication including three student co-authors:

Holland, A.K., Blanco, C., Rosa, A., Doster, M., & Harrison, D.W. (2016). Changes in cardiovascular reactivity in response to exposure to multiple affective stressors: Examining changes in right hemisphere activation in high and low trait anxious men. *Psychophysiology*, 45, 223.

And in community service, faculty and staff alike are fundamentally engaged in community projects. A very small sampling would include tutoring in all levels of area schools, literacy initiatives, and leadership in local service organizations including the Boy Scouts of America. Student organization are also routinely engaged in service work; the Lancaster baseball team each year works with the Lancaster Dream Team, working with disabled children and adolescents in baseball. Rotaract, Omega Scholars, and Delta Links routinely participate in activities such as school supply drives for area schools with a high concentration of students eligible for free and reduced lunch programs.

The USC Lancaster Native American Studies Center regularly provides educational programming to locals schools and community outreach and education events. A typical program might include Catawba pottery demonstrations to accompany a major exhibit opening, or an open archeology lab where community members learn to sort and prepare artifacts from archeological digs for study. In this academic year thus far alone, the Center has attracted 4,499 visitors to date.

A special focus of community engagement is the Learn-to-Swim and Water Safety Program for Lancaster County 4th Graders. A twenty-one-year-old partnership between the J. Marion Sims Foundation, the Lancaster County School District, and the Gregory Health and Well Center provides this program, which will serve over 1000 4th graders this school year. The program has served 18,615 area fourth graders since 1995.

USCL is proud of the many community engagement projects in which our campus participates, and we look forward to many more years of fruitful partnerships.

### ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

Because USC Lancaster and the Lancaster community have been so closely connected since the founding of the campus in 1959, we have a deep trust in our partnerships and community engagement; over and over the community has rewarded that engagement with generous support for student internships, scholarships, and donations for building projects. As a result of that close working relationship, formal assessment measures of community perceptions and engagements have not been a priority to date. Anecdotal information here could be considerable—the fact that our Learn-to-Swim program is now teaching the children of the fourth graders who originally participated in the program when it began 21 years ago, for instance.

However, to begin considering more formal data collection here, the campus will incorporate a pilot project regarding assessment of community perceptions and engagement as part of a new initiative at USCL launched in January this year, the Town-Gown Reading Project. This group brings together participants from our local community and from the university faculty, staff and student body to explore ways to improve our community from many perspectives, including health, education, economics, culture and arts. Participants are currently reading *The Optimal Town-Gown Marriage* by Dr. Stephen M. Gavazzi, Dean and Director of The Ohio State University at Mansfield regional campus—an institution similar in a number of respects to USCL—and discussing creative strategies for enhancing the educational mission of USCL and the economic and cultural prospects of Lancaster County. The reading group will continue throughout the spring semester, with an open forum planned early in the fall semester to open the discussion more broadly and begin to choose intentional pathways for campus and community partnerships going forward.

### ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

Community engagement in teaching, learning, research and creativity activity is an expected part of faculty life, and indeed, local annual peer and administrative evaluation criteria give equal weight to service as to scholarly activity. Grant opportunities are available for such projects, and the campus is developing a program that will provide matching funds for external grants to provide further incentives.



### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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## **COLLABORATIONS**

### **AY2016-2017 ONLY**

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#### ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

USCL is a tight-knit community, and faculty often work together across departments. One typical example is a recent project with an art professor collaborating with a chemistry professor on chemical analysis of soil used in Catawba pottery. This analysis allows researchers to make connections between contemporary and historical clay sources, as well as to identify patterns in the historical development of pottery and even outliers that were actually Cherokee pieces.

#### ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

USC Lancaster is engaging closely with new leadership in the J. Marion Sims Foundation on two exciting new projects.

First, the campus has partnered with the J. Marion Sims Foundation, the Chester Healthcare Foundation, the Cabarrus Health Alliance, and Lancaster County School District's LearnTV to form the Healthy Communities Strategic Alliance. As relayed in a recent press release: "The partnership is designed to accomplish four goals—develop a deeper understanding of the community's indicators of health, create networks among community members for deeper investigation of healthy living gaps, pilot a new education pathway in health promotion, and create learning opportunities between Carolinas communities to improve health outcomes for all citizens." Part of this pilot project includes the USC Lancaster Spring 2017 course HPEB 553—Community Health Problems (and Assets) taught by new adjunct, Prof. Lauren Thomas.

Secondly, we are honored to partner with the J. Marion Sims Foundation, the Duke Endowment, and Furman University to establish the first College Advising Corps (CAC) in South Carolina, a new partnership that will encourage area high school students to seek post-secondary opportunities. Founded in 2005, CAC helps underserved high school students navigate the complex processes of college admissions. CAC operates in 15 states, works with 22 higher education partners, and places recent college graduates in high schools where they work as guidance counselors to assist students in preparing for college success.

Beginning in AY 2017-2018, with \$2.2 million in funding from The Duke Endowment and the J. Marion Sims Foundation, guidance counselors will work with students in the 7 Lancaster and Chester high schools. As the exclusive local partner in higher education, USC Lancaster will have the opportunity to host these students for campus tours,

workshops, and sessions about higher education in general while they see first-hand what college life looks like at USC Lancaster.

### ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

USCL works regularly with business partners to provide real-world experiences for students, particularly internships. In addition, in February 2017, USC Lancaster was pleased to host a Career Fair for students in cooperation with 32 local business, including representatives from Founders Federal Credit Union, Comporium Communications, Lancaster County School District, South Carolina Department of Corrections, Lancaster County Council for the Arts, United Way of Lancaster County, Springs Memorial Hospital, and the J. Marion Sims Foundation, among many others. These academic partnerships benefit our students, the campus, and the local business community as well.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.

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## **CAMPUS CLIMATE AND INCLUSION**

### **AY2016-2017 ONLY**

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#### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

USCL hosts diversity related cultural and community events with regularity, both for the benefit of our intellectual community, but also in support of coursework for students enrolled in our Graduation with Leadership Distinction Diversity and Social Advocacy Pathway. The following list represents a sampling of significant events.

“Red Roses, Black Lives: A Dialogue on Civil Rights” provided a round-table forum with Charles Allen Lingo and Charles Mauldin on the history and ongoing importance of civil rights activism in America. Lingo and Mauldin worked closely with Martin Luther King, Jr., and the Southern Christian Leadership Conference (SCLC) during the most well-known period of civil rights activism in American history. Approximately 75 people attended this event and heard Lingo and Mauldin share their experiences, offer their perspectives, and respond to questions on civil rights activism, past and present. (November 2016)

Students, staff, and faculty marched in the Lancaster Martin Luther King Parade. (January 2017)

USCL’s Medford Library presented a showing of 13th, Ava Duvernay’s documentary on mass incarceration in the United States, including a disproportionate number of African Americans. (February 2017)

The Library also presented an Interactive Black History Month Display, “The XX Factor: Women in STEM.” (February 2017)

Guest speaker Mandy Medlock, the executive director of Justice 360, spoke with students in History and Criminal Justice courses about a group of students criminal justice reform. (March 2017)

USC Lancaster was designed by the South Carolina Breastfeeding Coalition as one of South Carolina’s Mother Friendly Employers. USCL nursing students Savannah Williams and Anna Parker completed a GLD project establishing a lactation room for use by faculty, staff, and students on campus. (February 2017)

#### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## **CONCLUDING REMARKS**

### **AY2016-2017 ONLY**

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#### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

Largely the data appears to be consistent with our sense of the campus's status. The only real surprises were related to an error in one of the data sets, which was corrected using the raw data. We received these reports late in the reporting cycle, however, so opportunities to review beyond the primary administrative support levels responsible for this report were limited.

#### ***Cool Stuff***

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

This has been an exciting and fruitful year for USCL, with historic enrollment growth, wonderful student success, and new partnership opportunities with established partners. This report reflects that range of good news across the board.

One final note here: USCL congratulates USCL student Mr. Jared Hayes (BSN) on receiving the Palmetto Gold Award for nursing students, which comes with a \$1000 scholarship. Palmetto Gold Undergraduate Scholarships are awarded each year from contributions to the Palmetto Gold Nurse Recognition and Scholarship Program and proceeds from the Palmetto Gold Gala. A scholarship is presented to each registered nurse undergraduate program in South Carolina, and the recipient is determined by the faculty at the program of nursing. Jared was the only student selected from the Palmetto College campuses and from USC Columbia to receive this award. We're proud but not at all surprised that our students compete well in that august company.

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## QUANTITATIVE OUTCOMES

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*The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.*

- 21) Student Enrollment Headcount by Level & Classification, Fall 2014, Fall 2015, Fall 2016
- 22) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 23) Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2008, Fall 2009, Fall 2010
- 24) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16
- 25) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015
- 26) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014
- 27) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016
- 28) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016
- 29) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016
- 30) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

*The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.*

- 7) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.
- 8) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 9) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

## Qualitative Outcomes

Included below are such OIRAA reports as have been provided to date.

### 1a) Student Enrollment Headcount by Level, Fall 2014, Fall 2015, Fall 2016

Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Student Level					
A. Fall 2014	Freshman	552	457	401	206	1616
	Sophomore	258	196	207	65	726
	Junior	114	52	83	22	271
	Senior	39	18	38	1	96
	Non-Degree U/G	775	353	150	385	1663
	TOTAL	1738	1076	879	679	4372
B. Fall 2015	Student Level					
	Freshman	1018	740	505	430	2693
	Sophomore	282	147	206	81	716
	Junior	82	54	95	15	246
	Senior	53	19	50	1	123
	Non-Degree U/G	287	149	45	42	523
	TOTAL	1722	1109	901	569	4301
C. Fall 2016 *	Student Level					
	Freshman	1381	925	490	770	3566
	Sophomore	311	142	181	61	695
	Junior	96	47	83	8	234
	Senior	57	23	51		131
	Non-Degree U/G					
TOTAL	1845	1137	805	839	4626	

\* Note: Fall 2016 Non-Degree U/G students are reported in the Freshman category.

**1b) Student Enrollment Headcount by Classification, Fall 2014, Fall 2015, Fall 2016**  
Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Enrollment Status					
A. Fall 2014	Full-time	700	542	524	254	2020
	Part-time	1038	534	355	425	2352
	TOTAL	1738	1076	879	679	4372
B. Fall 2015	Enrollment Status					
	Full-time	733	498	485	207	1923
	Part-time	989	611	416	362	2378
	TOTAL	1722	1109	901	569	4301
C. Fall 2016	Enrollment Status					
	Full-time	657	545	457	249	1908
	Part-time	1163	581	341	587	2672
	TOTAL	1845	1137	805	839	4626

**2a) Student Diversity Headcount by Gender, Fall 2014, Fall 2015, Fall 2016**  
Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Gender (M/F)					
A. Fall 2014	Female	989	659	485	416	2549
	Male	749	417	394	263	1823
	TOTAL	1738	1076	879	679	4372
B. Fall 2015	Gender (M/F)					
	Female	1008	681	497	352	2538
	Male	714	428	404	217	1763
	TOTAL	1722	1109	901	569	4301
C. Fall 2016	Gender (M/F)					
	Female	1061	710	448	495	2714
	Male	784	427	356	344	1911
	TOTAL	1845	1137	805	839	4626



**2b) Student Diversity Headcount by Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016**  
 Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

Enrollment		Campus				TOTAL
		USC Lancaster	USC Salkehatchie	USC Sumter	USC Union	
		number	number	number	number	
semester	Race/Ethnicity (new definition)					
A. Fall 2014	Hispanic	60	30	42	16	148
	American Indian/Alaska Native	7	.	6	1	14
	Asian	15	10	10	5	40
	Black or African American	259	450	220	89	1018
	Hawaiian or Pacific Islander	4	.	.	.	4
	White	1092	520	432	157	2201
	Two or More Races	46	30	22	11	109
	N/R Alien	13	14	.	2	29
	Unknown	242	22	147	398	809
	<b>TOTAL</b>	<b>1738</b>	<b>1076</b>	<b>879</b>	<b>679</b>	<b>4372</b>
B. Fall 2015	<b>Race/Ethnicity (new definition)</b>					
	Hispanic	70	31	33	6	140
	American Indian/Alaska Native	6	4	4	.	14
	Asian	20	13	7	3	43
	Black or African American	237	383	223	89	932
	Hawaiian or Pacific Islander	3	.	1	.	4
	White	1055	606	400	157	2218
	Two or More Races	50	32	31	6	119
	N/R Alien	11	18	2	4	35
	Unknown	270	22	200	304	796
<b>TOTAL</b>	<b>1722</b>	<b>1109</b>	<b>901</b>	<b>569</b>	<b>4301</b>	
B. Fall 2016	<b>Race/Ethnicity (new definition)</b>					
	Hispanic	70	28	30	20	148
	American Indian/Alaska Native	5	4	4	1	14
	Asian	28	10	12	13	63
	Black or African American	283	394	208	167	1052
	Hawaiian or Pacific Islander	2	2	.	.	4
	White	1187	622	397	545	2751
	Two or More Races	49	31	23	25	128
	N/R Alien	13	26	4	.	43
	Unknown	208	20	127	68	423
<b>TOTAL</b>	<b>1845</b>	<b>1137</b>	<b>805</b>	<b>839</b>	<b>4626</b>	

3) **Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2008, Fall 2009, Fall 2010**  
 For two-year associate degree granting campus, reported as  
**Graduation Rates at 2-3-4 years (available for Fall 2012 Cohort), available**  
**information for FTFT Cohorts for Fall 2011, Fall 2012, Fall 2013**

data source:  
 IPEDS 2016-17 as submitted – Winter Collection  
 Palmetto College Campuses

**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Lancaster (218672)	
<b>Overall Graduation Rate</b>	
Graduation Rate	16%
Total number of students in the Adjusted Cohort	341
Total number of completers within 150% of normal time	54
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	35%
Total number of students in the Adjusted Cohort	341
Total number of transfers-out within 150% of normal time	119

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Lancaster (218672)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	11%
Graduation Rate – 150% of normal time	19%
Graduation Rate – 200% of normal time	21%

**Graduation Rate 2011 Cohort**

150% of Normal Time 19%

4) **Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16**  
 Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

University of South Carolina  
 Campus(es): Lancaster Salkehatchie Sumter Union  
 Beginning Term: Fall 2013  
 Number of terms selected: 9

Degrees Awarded	Campus								TOTAL
	USC Lancaster		USC Salkehatchie		USC Sumter		USC Union		
	Degree Level		Degree Level		Degree Level		Degree Level		
	Associate	TOTAL	Associate	TOTAL	Associate	TOTAL	Associate	TOTAL	
	number	number	number	number	number	number	number	number	
semester									
A. Fall 2013	20	20	24	24	12	12	12	12	68
B. Spring 2014	93	93	177	177	50	50	33	33	353
C. Summer 2014	19	19	3	3	11	11	13	13	46
D. Fall 2014	25	25	32	32	19	19	13	13	89
E. Spring 2015	90	90	187	187	73	73	24	24	374
F. Summer 2015	15	15	8	8	19	19	7	7	49
G. Fall 2015	16	16	12	12	15	15	13	13	56
H. Spring 2016	77	77	130	130	86	86	30	30	323
I. Summer 2016	20	20	4	4	16	16	12	12	52
<b>TOTAL</b>	375	375	577	577	301	301	157	157	1410

5) **Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015**  
 Data source: Commission on Higher Education

	Fall 2013 – 2014	Fall 2014 -2015	Fall 2015 -2016
USC Lancaster	52.2%	60.3%	61.6%
USC Salkehatchie	43.3%	41.2%	44.0%
USC Sumter	60.5%	60.2%	53.8%
USC Union	46.5%	26.0%	26.4%
Total	50.9%	50.1%	51.2%

6) **Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014**  
 Not applicable.

**7) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016**

Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

The data provided for this qualitative outcome was inaccurate. In addition, the data reflected only full-time / part-time status, not including rank. Several full-time faculty were incorrectly identified as part-time, and some staff were categorized as faculty. This chart reflects corrected FT/PT data.

	Full-Time	Part-Time	Total
Fall 2014	55	28	83
Fall 2015	58	31	89
Fall 2016	57	30	87

**8) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016**

Reporting maintained by the Office of Institutional Research, Assessment, and Analytics

The data provided for this qualitative outcome was inaccurate. Several full-time faculty were incorrectly identified as part-time, and some staff were categorized as faculty. This chart reflects corrected data.

**Faculty by Gender**

	Full-Time				Part-Time		
	Female	Male	Total		Female	Male	Total
Fall 2014	24	31	55		13	15	28
Fall 2015	26	32	58		17	14	31
Fall 2016	26	31	57		12	18	30

**Faculty by Race/Ethnicity**

	American Indian / Alaska Native	Asian	Black / African American	Hispanic	Non Resident Alien	Unknown	Two or More Races	White	Total
<b>Fall 2014</b>									
Full-Time			9	2		3		41	55
Part-Time			1	1		10		16	28
<b>Fall 2015</b>									
Full-Time			9	2				47	58
Part-Time				1		7		23	31
<b>Fall 2016</b>									
Full-Time			9	2		1		45	57
Part-Time			2	1		6		21	30

**9) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016**

**Data Source: IPEDS**

	Fall 2014	Fall 2015	Fall 2016
USC Lancaster	17	18	Not available
USC Salkehatchie	20	19	Not available
USC Sumter	16	16	Not available
USC Union	18	15	Not available
Total average	18	17	Not available

**10) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016**

Not available at time of submission.

**Externally sponsored research awards by funding source for FY 2016**

The Office of Research's Information Technology and Data Management

Available information to date for Palmetto College Campuses for 2016 -2017

	Number	Source	Purpose	Top Federal Sponsors
Lancaster	3 (\$278,236)	Fed (\$272,236) State (\$6,000)	Service (both)	USDE (\$264,153)
Salkehatchie	1 (\$12,467)	Federal	Training	DOE
Sumter	2 (\$292,156)	Federal (\$289,956) Philanthropic \$2,200	Service	USDE (\$289,956)
Union	0			

# Office of the Provost

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## Academic Blueprint System – Academic Year 2016-2017

### USC Salkehatchie

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System.

We appreciate your patience as we collect data in parallel systems this year.

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## CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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## COLLEGE/SCHOOL INFORMATION

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### ***Executive Summary***

USC Salkehatchie

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

USC Salkehatchie is a dynamic regional campus serving the rural Lowcountry. The University is one of the anchors in the community and a key for future growth and prosperity in a region characterized by widespread poverty and a declining population. Despite the challenges that accompany the region's economic conditions, USC Salkehatchie's student body has steadily increased over the last decade. Since 2006, student headcount has increased 29% and FTE has grown 47%. This growth is attributable to program expansions in athletics and academics and to aggressive recruiting, which has enabled the institution to attract a larger percentage of a small market.

Enrollment growth is both a short-term and long-term focus for USC Salkehatchie, and the move toward a larger student body is balanced with a desire to recruit and retain students committed to learning. The continued expansion of academic offerings through Palmetto College is enabling Salkehatchie to serve more students locally. While many Salkehatchie students pursue baccalaureate degrees at other institutions after completing the first two years of higher education at Salkehatchie, many others are now taking advantage of collaborative programs offered on campus in nursing (USC Columbia) and elementary education (USC Aiken) and Palmetto College online classes to complete the requirements for baccalaureate degrees without having to leave the Salkehatchie area. Salkehatchie also continues to emphasize faculty excellence by striving to offer competitive salaries; by providing opportunities for greater intellectual challenge through the teaching of upper-level classes in Palmetto College; by providing support for engagement in scholarship and research; and by encouraging involvement in campus and local-community service.

Educational attainment is the cornerstone of USC Salkehatchie’s mission, but community outreach efforts demonstrate the institution's creativity in meeting local needs. The Salkehatchie Leadership Institute, the community-outreach arm of the university, assists municipalities and community groups with economic development and other projects that strike directly at the quality of life experienced by the residents of the region. The Salkehatchie Arts Organization, established in 2008 under the oversight of the Leadership Institute staff, is enjoying success through its annual multi-county play production, successful retail shop, and marketing website designed to draw visitors to the region from both far and near. The Institute also provides leadership development programs for adults and youth.

USC Salkehatchie also has played a significant role in the revitalization of the region. Two recent initiatives that demonstrate the institution’s commitment to regional improvement are "University Mile" and the Promise Zone designation, an initiative by the former presidential administration. Projected to begin in the spring of 2018, University Mile is a streetscape project for downtown Allendale developed with the town and South Carolina Department of Transportation. The federal Promise Zone designation for the six counties served by the university is enabling these counties to gain priority for grants from thirteen federal agencies. A partnership with Southern Carolina Economic Development Alliance, the Promise Zone project was initiated by USC Salkehatchie, demonstrating that the institution is a proactive partner in economic development.

USC Salkehatchie is also continuing to promote the “college town” concept for both Allendale and Walterboro that has been embraced by both communities. USC Salkehatchie leaders worked with private developers, as well as the county and city, to build The Reserve, a student housing complex on property adjacent to the USC Salkehatchie West campus in Allendale. The facility, which opened in 2015, was ninety percent full during its first year of operation and continues to be successful. A similar partnership is being sought for the Walterboro campus.

### ***Mission Statement***

The University of South Carolina Salkehatchie, 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 Salkehatchie 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 Salkehatchie 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 University of South Carolina Salkehatchie was established to encourage higher education in the counties of Allendale, Bamberg, Barnwell, Colleton and Hampton. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, 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 Salkehatchie 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 Salkehatchie. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Salkehatchie 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 Salkehatchie 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.

Date of last update: June 2016

### ***Vision Statement (Optional)***

USC Salkehatchie will be recognized as a model rural "Community University" that plays a major role in enriching the cultural, educational, and economic opportunities of the citizens served.

Date of last update: June 2016

### ***Values Statement (Optional)***

<enter statement here>

**Date of last update:**

### ***Blueprint Goal Statements - Instructions***

Use the guidelines below when reporting Goal Outcomes for each of your unit's Goals from last year.

**University Goal Alignment.** When reporting your unit's goals, please align goals with zero, one, or multiple University Goals where applicable. Refer to the University Goals as enumerated here and in the drop down box in the chart. You may choose more than one university goal if applicable. If your goal is specific to your unit and does not align with a university goal, simply report "not applicable" or "other".



- 22) Educating the Thinkers and Leaders of Tomorrow
- 23) Assembling and Supporting a World Class Faculty
- 24) Spurring Innovation, Creative Expression and Community Engagement
- 25) Building Inclusive and Inspiring Communities
- 26) Demanding Institutional Excellence
- 27) Not Applicable
- 28) Other

**Status (where applicable)**

From among the following, please select the appropriate status from the drop down box for the Unit Goal (for the conclusion of the Academic Year for which you are reporting outcomes) from among the following:

- 22) Completed Successfully
- 23) Completed with Mixed Results
- 24) Discontinued / Canceled
- 25) Progressing as Expected (multi-year goal)
- 26) Extended to Following Academic Year
- 27) Not Applicable
- 28) Other

**Achievements (where applicable)**

In a brief narrative, describe the achievements associated with this Goal during the Academic Year.

**Resources Utilized (where applicable)**

Describe budgetary, personnel, and other resources used during the Academic Year in furtherance of this Goal.

**Continuation (where applicable)**

If the Goal will be continued in the following Academic Year, briefly describe its applicability and explain any factors that may have extended the timeframe for completion.

**Resources Needed (where applicable)**

Describe budgetary, personnel, and other resources needed to progress and/or complete the Goal in the following Academic Year. Note whether those resources are in place and sufficient.

**Notes**

Describe notable findings, challenges, surprises, or other significant factors regarding this Goal.

## LOOKING BACK COLLEGE/SCHOOL'S GOAL STATEMENTS

### AY 2015-2016

**Goal 1 – Increase Enrollment (No more than 100 characters)**

<b>Goal Statement</b>	Increase student enrollment
-----------------------	-----------------------------

<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	“The University of South Carolina Salkehatchie recruits students prepared to succeed in completing a baccalaureate-level education. “  “USC Salkehatchie 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.”
<b>Status</b>	Completed Successfully
<b>Achievements</b>	Enrollment growth since 2006: 21% headcount Enrollment growth since 2006: 29% FTE Freshman retention: 41% Graduation rate: 21% CHE success rate: 41% Average class size: 20 Percent credit hours taught by full-time faculty: 26.79% Percent full-time faculty with terminal degree: 75%
<b>Resources Utilized</b>	Full time staff and faculty
<b>Continuation</b>	Yes-this is an ongoing goal for our campus utilizing staff, faculty and budgetary resources to achieve positive results.
<b>Resources Needed</b>	Additional funds and personnel
<b>Plans for upcoming year if not completed</b>	

**Goal 2 – Expand Academics (No more than 100 characters)**

<b>Goal Statement</b>	Expand academic offerings and support services
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	“USC Salkehatchie also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide.”
<b>Status</b>	Completed Successfully
<b>Achievements</b>	Over 150 additional students were served in baccalaureate programs through collaboration with USC four-year campuses (B.A. in Liberal Studies, B.A. in Organizational Leadership, B.S. in Nursing

	with USC Columbia, B.S. in Human Services with USC Beaufort and B.A. in Elementary Education with USC Aiken).
<b>Resources Utilized</b>	2 plus 2 partnerships with the comprehensive campuses through Palmetto College
<b>Continuation</b>	Yes-this is an ongoing goal for our campus utilizing staff, faculty and budgetary resources to achieve positive results.
<b>Resources Needed</b>	Expansion of degree programs through MOU agreements within the USC system
<b>Plans for upcoming year if not completed</b>	

**Goal 3 – Faculty Development (No more than 100 characters)**

<b>Goal Statement</b>	Attract, increase, and retain a diverse faculty that excels in teaching, research, and scholarship
<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Building Inclusive and Inspiring Communities Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	“The University of South Carolina Salkehatchie, 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.”
<b>Status</b>	Completed Successfully
<b>Achievements</b>	Full-time faculty members at USC Salkehatchie are recruited through national searches and generally have the highest degree in their fields. To earn tenure, they must meet standards in teaching, research, and service. During the AY 2015-2016 USC Salkehatchie hired a Spanish Instructor and a terminally degreed Historian as a Tenure-track Assistant Professor.
<b>Resources Utilized</b>	Full time staff and faculty
<b>Continuation</b>	Yes-this is an ongoing goal for our campus utilizing staff, faculty and budgetary resources to achieve positive results.
<b>Resources Needed</b>	Additional funds for more competitive salaries and academic support
<b>Plans for upcoming year if not completed</b>	

**Goal 4 – Community Development (No more than 100 characters)**

<b>Goal Statement</b>	Continue to develop and sustain community and university partnerships
<b>Linkage to University Goal(s)</b>	Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	“The University of South Carolina Salkehatchie, 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 Salkehatchie offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.”
<b>Status</b>	Completed Successfully
<b>Achievements</b>	<p>USC Salkehatchie is actively involved in the communities we serve. Faculty, staff, and students regularly log hundreds of hours of service to various civic groups and schools located in the region. The institution also has a physical presence in the 18 service area high schools where our faculty teach through the concurrent program. The Salkehatchie Leadership Institute provides a yearlong leadership program to high-school youth in the five counties served, as well as an advanced leadership program for civic leaders residing in the six counties of Allendale, Bamberg, Barnwell, Colleton, Hampton, and Jasper, run in conjunction with South Carolina Alliance. Additionally, the SLI is providing to elementary and middle-school students STEM programs such as robotics teams and chess clubs, thanks to a Department of Energy grant, along with summer camp programs such as one on aviation offered in conjunction with Boeing.</p> <p>USC Salkehatchie has also been instrumental in the development of three projects that could greatly contribute to the economic development of Allendale and the surrounding counties: The Reserve , the 100 bed off-campus housing facility that opened adjacent to the West campus last fall; the Obama Administration’s Promise Zone designation for the six counties in the region, the only rural submission selected in year two of the program; and University Mile, a streetscape grant funding beautification of Highway 301 in Allendale that is slated to begin in Spring 2018.</p>
<b>Resources Utilized</b>	Full time staff and faculty
<b>Continuation</b>	Yes-this is an ongoing goal for our campus utilizing staff, faculty and budgetary resources to achieve positive results.
<b>Resources Needed</b>	Additional funds and personnel

<b>Plans for upcoming year if not completed</b>	
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**Goal 5 – Enhance Educational Quality (No more than 100 characters)**

<b>Goal Statement</b>	Enhance educational quality by integrating learning within and beyond the classroom
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	“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 Salkehatchie offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life. “
<b>Status</b>	Completed Successfully
<b>Achievements</b>	Continue to support faculty members who involve students in internships, independent research, and other modalities of experiential learning. Increased the number of students involved in service learning and Graduation with Leadership Distinction (GLD) honors. Worked with Savannah River Site and other industries in identifying summer internship opportunities for students Provided campus activities and programs that are designed to enrich the experience of the student.
<b>Resources Utilized</b>	Full time staff and faculty and corporate partnerships
<b>Continuation</b>	Yes-this is an ongoing goal for our campus utilizing staff, faculty and budgetary resources to achieve positive results.
<b>Resources Needed</b>	Additional funds and personnel
<b>Plans for upcoming year if not completed</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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**REAL TIME  
COLLEGE/SCHOOL’S GOAL STATEMENTS**

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**AY 2016-2017**

*Please provide information on any new goals that you have for this current academic year.*

Goals of Increased Enrollment, Expanding Academics, Faculty Development, Community Development, and Enhancing Educational Quality remain in place for 2016-2017.

**Goal 1 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	NA
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan for Achieving the Goal</b>	
<b>Plans for upcoming year</b>	
<b>Resources Needed</b>	
<b>Academic Year(s) for Goal</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## LOOKING AHEAD COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

Goals of Increased Enrollment, Expanding Academics, Faculty Development, Community Development, and Enhancing Educational Quality remain in place for 2016-2017. Additional Goals are listed below

**Goal 6 – Expand STEM offerings and programs (No more than 100 characters)**

<b>Goal Statement</b>	Develop and implement a 2 plus 2 Industrial Engineering program with USC Aiken
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<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USC Salkehatchie also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide.
<b>Action Plan</b>	Recruit and hire a full time Instructor of engineering to provide the first 2 years of instruction in the USC Aiken Industrial Engineering degree program.
<b>Resources Needed</b>	Grant funding for instructor compensation/ benefits and program instruction support. MOU with USC Aiken for the 2 plus 2 program
<b>Academic Years for Goal</b>	AY 2017-2018
<b>Notes</b>	

### Goal 7 – Planning

<b>Goal Statement</b>	Participate in overall Palmetto College fifth year planning effort. See central Palmetto College report for details
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Spurring Knowledge and Creation Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	“The University of South Carolina Salkehatchie, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership for its service area.”
<b>Action Plan</b>	Coordinate with the larger Palmetto college to identify possible strengths, weaknesses, opportunities and threats (both internally and externally) to our mission. Work with the USC system to develop short and long term strategies and tactics to address these issues facing Palmetto College.
<b>Resources Needed</b>	Additional funds and potential opportunities to collaborate.
<b>Academic Years for Goal</b>	AY 2017-2018 and continuing
<b>Notes</b>	

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## **ACADEMIC PROGRAMS AY2016-2017 ONLY**

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### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

As a campus of Palmetto College, USC Salkehatchie plays an important part in the recognition Palmetto College received this year as reported in the central Palmetto College report.

### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

As a campus of Palmetto College, USC Salkehatchie continued to serve as a site for traditional and as well as distance delivery of academic coursework.

### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

None

### ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

None



## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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## ACADEMIC INITIATIVES

### AY2016-2017 ONLY

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#### ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

USC Salkehatchie provides internship opportunities for those students who complete the requirements for the bachelor of liberal studies or bachelor of organizational leadership through Palmetto College. In addition USC Salkehatchie mentor students who participate in the Graduation with Leadership Distinction honors program through USC Columbia.

GLD USC Salkehatchie				
Year	Semester	Registered	Submitted Application	GLD Earned
2015	Spring	1	1	1
2016	Spring	4	4	4
2016	Fall	1	0	0

In addition, many faculty members engage in student led scholarship for promising young students wishing to pursue an academic career. These opportunities are student focused and faculty lead initiatives to provide opportunities for experiential learning for undergraduate students.

#### ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not Applicable

#### ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

The USC Salkehatchie administration, faculty and staff constantly strive to provide affordable high quality education to students from across the state and region. The institution aims to keep tuition increases to a minimum and as a result the two-year Palmetto College campuses are among the most affordable of like institutions in the state.

#### ***Reputation Enhancement***

USC Salkehatchie's marketing, advertising and recruitment consistently incorporates the USC brand. As a result, we believe more academically-prepared students enroll in Salkehatchie classes.

## ***Challenges***

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

USC Salkehatchie is located in one of the most impoverished regions in the nation. A decline in the population in most of our service counties has challenged the institution; however, expanding programs where there are job opportunities (e.g. nursing) has enabled the campus to grow.

Lack of parity funding has also stretched the institution and, in essence, made us a victim of our own growth.

Additional concerns are our continued ability to attract faculty in certain disciplines where there is high demand and low supply.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.

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# **FACULTY INFORMATION AY2016-2017 ONLY**

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## ***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

Academic analytics data is not available for the USC Salkehatchie campus; however internal campus data shows that the full-time faculty published 14 peer-reviewed journal articles, and two other publications. The full-time faculty had 13 conference presentations and 3 conference proceedings. The full-time faculty engaged in 39 discipline specific reviews and 20 other scholarly activities. Full-time faculty performed in six artistic performances for the public.

## ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

The USC Salkehatchie administration budgets roughly \$1500 per full-time faculty member for faculty scholarship research and development. In addition, the campus Dean also has discretion to provide additional financial support to those faculty members who were particularly active in their research development.

The greater Palmetto College also provides funding grant opportunities for scholarship and online course development for palmetto college campuses faculty to develop their skills and research streams. USC Columbia provides support to faculty through their Center for Teaching Excellence (CTE). Additionally, the palmetto college Columbia staff offer workshops for teaching and tenure promotion for all faculty of the regional campuses.

### ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, and name of activity, month and year.

<b>Last Name</b>	<b>First Name</b>	<b>Activity</b>	<b>Month and Year</b>
Lai	Wei-Kei (Bryan)	Singer Charleston South Carolina Symphony chorus	Several Time per Year
Cawley	Sherry	Director 1 act plays with students	November and December 2016 March and April 2017
Hatch	David	Performed in the play "Cinderella" at the International Spoleto Festival; Performed in the play "Zelda" at the Charleston Performing Arts Center.	May 2016 October 2016

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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## TEACHING

### AY2016-2017 ONLY

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#### ***Faculty to Student Ratios\****

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

\*The student to faculty ration calculation is as follows:  $(Total\ FT\ Students + 1/3PT\ Students)/(Total\ FT\ Instructional\ Faculty + 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach.$

According to data supplied by the University of South Carolina, USC Salkehatchie had a student to faculty ratio of 20:1 for the fall 2014 term and a faculty to student ratio of 19:1 for the fall 2015 academic term. No data was provided for the 2016 – 2017 academic year.

Given the number of recent hired to our full time faculty ranks at USC Salk (some due to attrition; but also new hires) we expect this down ward trend in our faculty to student ratio to continue.

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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### ***Student Recruitment***

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

USC Salkehatchie utilizes a variety of methods to recruit potential students to the University. The approach used by Salkehatchie is extensive and often times aggressive. The main piece of our recruitment is the utilization of our CRM, EMASPro. EMAS allows us to tailor communication plans specific for certain student populations and by admissions counselor. These communications include emails, letters, phone calls, and packets. Communication plans run for the duration of a prospective student's enrollment cycle beginning at time of inquiry and ending at time of official enrollment. USC Salkehatchie is also using the services of Salesforce for online inquiries and will further expand the usage of Salesforce as the communication plans are developed. A printed view book is one of our main recruiting pieces. There is also an online version that students can find on our website as well. USC Salkehatchie also outsources campus visit postcards and pocket folders used in recruitment. In addition to these, USC Salkehatchie also produces and prints several recruitment pieces in house. These include cost comparison sheets, program flyers, financial aid information, and athletic contact postcards.

USC Salkehatchie participates in various recruitment events during the year including SCCANGO College Application Month events as well as CACRAO events throughout the state of South Carolina. Admissions counselors also travel extensively to area high schools inside the Salkehatchie service region. Other recruiting is done by visiting local businesses, chamber meetings, and community events. USC Salkehatchie also participates in several local parades and festivals including Hampton County Watermelon Festival, Colleton County Rice Festival, Allendale County Cooter Festival, and Summerville Flowertown Festival. Financial Aid and admissions staff also participate in various financial aid nights at local high schools as well.

Prospect names are collected and added into the CRM's during all these recruitment events. Names are also collected through online inquiries and NRCCUA name purchases. Each year Salkehatchie also receives names that were offered a spot in the Gamecock Gateway program as well as those denied admission through USC Columbia. Specific communications are tailored to these students as a way to introduce them to the options available at USC Salkehatchie. Salkehatchie also participates in the Sand Shark Scholars Program with USC Beaufort, where students take Salkehatchie courses and are Salkehatchie students but live and attend class on the USC Beaufort campus.

USC Salkehatchie offers two Open House events each semester as well as a Guidance Counselor Luncheon each year. Both individual and group tours are offered daily. Through the USC Salkehatchie Leadership Institute meetings are held on campus for the Salkehatchie Junior Leadership program several times a year. Robotics competitions and other special events also bring students to campus where they are given the opportunity to receive materials as well.

## ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

USC Salkehatchie is making a concentrated effort to increase retention rates. Continued efforts to that end include the early warning system of professors being requested to send to the Associate Dean for Student Affairs names of any students who have issues that may prevent their success such as attendance, lack of preparation, or other academic difficulties. The Associate Dean then follows up with the student on attendance issues and refers the student to the Opportunity Scholars Program, to academic coaching or to the writing center for assistance as the situation warrants.

In addition, all professors have office hours on both campuses to assist students having academic difficulty and can also refer students directly to the academic coaching and writing center. The Federal Trio sponsored Opportunity Scholars Program provides academic coaching (tutoring) for students in all areas requested by students and serves as the referral center for non OSP students to the academic coaches. There is also a writing center on campus specifically to help with writing issues.

USC Salkehatchie received an innovations grant this past year to help with retention efforts. The grant provides two key components for increasing retention:

The grant pays for supplemental instructors for courses that have been identified as having high academic difficulty. This program is patterned after the one used by USC Columbia's Academic Success Center. Dr. Bryan Love is the coordinator of the grant and identified Salk courses with high D, F, W rates and offered those professors the opportunity to hire students who had previously had the courses and excelled in them to serve as supplemental instructors. This has proven to be very effective in assisting students to be more successful in these classes.

The grant also provided funds to purchase access to Focus2 which is career planning software. Dr. Love and Dr. Carolyn Banner, a certified career specialist, serve as the coordinators of the career planning component. Students are provided instruction, preparation and assistance in navigating the software to help them identify possible majors and careers. Research has shown that students who have a definite plan/goal are more successful and are retained at higher rates.

## FACULTY AWARDS AY2016-2017 ONLY

List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Nominated Last Name	Nominated First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
10/26/2016	Research	Kilpatrick	Eran	Local/State	Senior Faculty Breakthrough Award	USC Office of Research
10/26/2016	Research	Cai	Li	Local/State	Faculty Breakthrough Award	USC Office of Research
01/04/2017	Teaching	Bragg	Thomas	Local/State	John Duffy Award for Excellence in Teaching	Palmetto College
01/04/2017	Service	Lai	Wei-kai	Local/State	Chris Plyler Excellence in Service award	Palmetto College
01/04/2017	Research	Cai	Li	Local/State	Denise Shaw Excellence in Scholarship Award	Palmetto College
03/01/2017	Service	Bragg	Thomas	Internal	Salk Service Award	USC Salkehatchie
03/01/2017	Teaching	Dangerfield	David	Internal	Salk Teaching Award	USC Salkehatchie
03/01/2017	Research	Steward	Rodney	Internal	Salk Scholarship Award	USC Salkehatchie
03/20/2017	Teaching	Miller	Sarah	Internal	Distinguish Teacher of the Year	USC Salkehatchie

Add more rows as needed



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## FACULTY AWARDS AY2016-2017 ONLY

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List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
12/09/2016	Research	Cai	Li	Local/State	Faculty Breakthrough Award	USC Office of Research
03/22/2017	Service	Bragg	Thomas	Internal	Salk Service Award	USC Salkehatchie
03/22/2017	Teaching	Dangerfield	David	Internal	Salk Teaching Award	USC Salkehatchie
03/22/2017	Research	Steward	Rodney	Internal	Salk Scholarship Award	USC Salkehatchie
03/28/2017	Teaching	Miller	Sarah	Internal	Distinguish Teacher of the Year	USC Salkehatchie

*Add more rows as needed*

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## ALUMNI ENGAGEMENT AND FUNDRAISING

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### ***Alumni***

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

The USC Salkehatchie Alumni Office maintains a mailing list of alumni which is also merged into the campus Millennium data base so that all alumni receive invitations to campus events and are included in any general mail outs sent from the campus. Additionally each sport hosts alumni games each fall semester inviting all alums for that sport back to campus. A list of former Salkehatchie athletes who went on to play at 4 year schools is maintained and up to date on our athletics website and our athletics staff tracks those alumni to feature them on the athletics website regularly. In addition, different Salkehatchie alumni have been sent alumni surveys about their experiences at USC Salkehatchie and those alumni are featured on the regular Salkehatchie website monthly with their current information as well as their memories of USC Salkehatchie.

### ***Development, Fundraising and Gifts***

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

USC Salkehatchie presently has five key development initiatives underway as we prepare for the launch of the University's next major capital campaign. Those include: campus beautification and the "University Mile" project; making improvements to the Carolina Theater to allow for expanded performing arts productions; funds to support faculty travel for research purposes; student support in the form of endowed scholarships; and upgrades to the nursing simulation lab. Our greatest success to date in FY'17 has been raising \$325,000 of the \$550,000 needed to upgrade the present nursing simulation lab to include high fidelity equipment and monitoring tools.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## COMMUNITY ENGAGEMENT AY2016-2017 ONLY

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

The full-time faculty at USC Salkehatchie provided over 1500 hours of service to the campus and the larger University in 2016. Additionally, the full-time faculty provided over 3900 hours of community service during the same year for a combined total of over 5500 hours of service.

Type of Service from Full time Faculty	Service to USC Salkehatchie campus and the USC System	Service to Community (Civic, Religious etc.)	Total Hours of Service for Full time Faculty
	1564	3945	5509

The USC Salkehatchie Leadership Institute is extremely engaged in the community sponsoring youth leadership classes for our local high schools and an adult leadership class that includes members from a six county campus service area.

The USC Salkehatchie staff also volunteered through efforts such as coaching of youth sports teams and through serving on boards and being members for various local civic groups and non- profit agencies.

The USC Salkehatchie students volunteered for their own projects in their own communities but also participated in group projects ranging from athletic teams reading at elementary schools, Student Government driven food and toy drives and hours volunteering at a local soup kitchen as well as the required community service component of our University 101 classes which involve all freshmen at USC Salkehatchie in volunteer efforts in the local community.

In addition USC Salkehatchie opens its campus to many groups who visit our campus for a wide variety of programs free to the community and geared toward community improvement. Over 2000 people visited our campus for these reasons last year.

## ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

USC Salkehatchie staff assesses the impact of our engagement using several methods, including surveys, discussions and student assignments. In order to get an overall picture of our community engagement activities, we maintain a comprehensive listing of each event that we present, host or participate in that involves community engagement efforts. Programs that we develop and present, such as our leadership development courses, include a participant response element (survey instruments) to get feedback on specific portions as well as the program as a whole. Periodically, we request feedback from our faculty members regarding their involvement in the communities we serve. This information is included in our comprehensive listing. Finally, we require that students participate in out-of-the-classroom activities and participate in community service through our University 101 courses, and include a feedback requirement that involves reflection and a self-assessment of the impact of these experiences. These feedback inputs are then used in a continuous improvement loop to identify areas in which we can better address the needs of our community.

In addition to the activities discussed above, we hold positions on a number of local and regional boards and community agency consortiums that allow us the opportunity to interact with other organizations that work in the Salkehatchie region. These relationships afford us the opportunity to partner and host quite a few community engagement events and efforts, thus magnifying our reach and effectiveness.

## ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

In addition to funding for faculty development and scholarship USC Salkehatchie awards faculty members annually for achievements in teaching, service and scholarship. The faculty members are nominated and voted on by their peers. The USC Salkehatchie administration provides financial award to these recipients and recognition of their excellence in these important areas of University activities.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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## **COLLABORATIONS**

### **AY2016-2017 ONLY**

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#### ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

USC Salkehatchie collaborates with USC Columbia to provide baccalaureate degree completion programs in Liberal studies, organizational leadership, education and nursing. USC Salkehatchie collaborates with the other comprehensive campuses in Aiken, Beaufort and Upstate to provide 2+2 baccalaureate degree completion programs in human services, criminal justice, elementary education, business administration.

#### ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

As listed in the annual accountability report USC Salkehatchie partners with several entities throughout the five-county service area to deliver needed expertise and support for citizens. A list of these entities would include Agape Hospice of Walterboro, local art councils, local chambers of commerce, the school districts in all five service counties (Allendale, Bamberg, Barnwell, Colleton and Hampton), all service area county political leadership, Blue Cross /Blue Shield South Carolina Foundation, Boeing South Carolina, Coastal Carolina Hospital, Allendale County Hospital, Allendale Interagency Group, Colleton County Historical Preservation Society, Colleton Medical Center, Fulton Foundation, Colleton Museum, Hampton County Hospital, Hampton Museum, Healthy Learners, Lower Savannah River Alliance, Lowcountry Tourism, Salkehatchie arts, Savannah River Nuclear Solutions, South Carolina Artisans Ctr., South, arts commission, Southern Carolina Regional Development Alliance, Summerville Medical Center, The Duke Endowment, The Stranahan Foundation, Trident Medical Center, US Department of Energy.

#### ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

Dr. Li Cai of USC Salkehatchie collaborates with Dr. Qian Wang in his USC Columbia laboratory on research projects in organic chemistry which they hope will develop possible treatments for differing types of cancers.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.

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## **CAMPUS CLIMATE AND INCLUSION**

### **AY2016-2017 ONLY**

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#### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

USC Salkehatchie administration made a conscientious effort to gauge and improve campus climate/inclusion during the 2016-2017 academic year. Two (2) faculty/staff satisfaction surveys were distributed to receive feedback and recommendations concerning effective communication, team work perception, vision, support, positive working environment, adequate financial and work force related resources, and an over-all optimistic outlook for the future of USC Salkehatchie. Faculty and staff were also given an opportunity to evaluate individual administrative department leaders. Survey results were discussed by the administration, and suggestions made and input given were taken into consideration at subsequent planning retreats. Specific recommendations or comments were shared by the dean with the respective administrator.

An extensive student survey was also distributed in the UNIV 101 classes. A bookstore survey was conducted regarding student perceptions and desires for the bookstore operations. As a result, more food options were added, as well as, a greater variety of products and merchandise to sell.

Office of Enrollment Services has adopted the moniker ESTEAM (Enrollment Services Team) and is using this to have ESTEAM monthly team meetings for all members to share information and discuss upcoming ideas and projects. One team member is being recognized as ESTEAM member of the month by being a great team player and doing something in the prior month that exemplified a true team player. Monthly activities are being scheduled in the office to allow for comradeship among the different work groups in the Enrollment Services department.

To enhance our communication efforts among faculty and staff, our HR department sends out a monthly news email to all faculty and staff to inform them of current events/campus activities, search position vacancies and updates, and share any personal news, such as birth announcements, birthdays and bereavements. The Dean's office also sends individual birthday cards to all faculty and staff with a discount coupon for purchases in our campus bookstore.

Another great inclusion effort this year was the profiling of faculty at our home basketball games. At each home game, one of our full-time faculty members was introduced, giving educational background, research achievements, honors, teaching duties and personal accomplishments. This became one of the highlights of each game and proved to be a good avenue for introducing our faculty to the community.

#### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## **CONCLUDING REMARKS**

### **AY2016-2017 ONLY**

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#### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

While not a surprise; the administration is impressed with the level and caliber of scholarship produced by our faculty which is primarily focused on excellent teaching.

USC Salkehatchie graduates reflect the diverse region the campus serves, with approximately half of the graduates being African-American.

#### ***Cool Stuff***

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

For the past four years, USC Salkehatchie has partnered with the Hiram E. Mann Chapter of the Tuskegee Airmen, Boeing South Carolina, Colleton County Schools, and the Walterboro Airport EAA 477 Young Eagles program to create "Take Flight!", an aviation program designed to encourage middle school age youth to consider the world of aeronautics, aviation and the STEM (Science, Technology, Engineering and Math) fields and inspire future career choices. The program has been recognized nationally as a model innovative program by the national Tuskegee Airmen organization and Salkehatchie has been asked to collaborate with other system campuses for possible program expansion.

USC Salkehatchie continues to partner with both county and city government and the regional economic development alliance to improve the quality of life of the citizens served. Programs and projects aimed at leadership development, community beautification and safety, and cultural enrichment are provided by the institution, which demonstrates USC Salkehatchie's role as an innovator and resource to the greater community.



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## QUANTITATIVE OUTCOMES

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*The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.*

1a) Student Enrollment Headcount by Level, Fall 2014, Fall 2015, and Fall 2016

Enrollment		USC Salkehatchie
semester	Student Level	
A. Fall 2014	Freshman	457
	Sophomore	196
	Junior	52
	Senior	18
	Non-Degree U/G	353
	<b>TOTAL</b>	<b>1076</b>
B. Fall 2015	<b>Student Level</b>	
	Freshman	740
	Sophomore	147
	Junior	54
	Senior	19
	Non-Degree U/G	149
	<b>TOTAL</b>	<b>1109</b>
C. Fall 2016 *	<b>Student Level</b>	
	Freshman	925
	Sophomore	142
	Junior	47
	Senior	23
	Non-Degree U/G	
	<b>TOTAL</b>	<b>1137</b>

*\* Note: Fall 2016 Non-Degree U/G students are reported in the Freshman category.*

1b) Student Enrollment Headcount by Classification, Fall 2014, Fall 2015, and Fall 2016

Enrollment		USC Salkehatchie
semester	Full-Time or Part-Time Enrollment Status	
A. Fall 2014	Full-time	542
	Part-time	534
	<b>TOTAL</b>	<b>1076</b>
B. Fall 2015	Full-Time or Part-Time Enrollment Status	
	Full-time	498
	Part-time	611
	<b>TOTAL</b>	<b>1109</b>
C. Fall 2016	Full-Time or Part-Time Enrollment Status	
	Full-time	545
	Part-time	581
	<b>TOTAL</b>	<b>1137</b>

2) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

Enrollment		USC Salkehatchie
semester	Gender (M/F)	
A. Fall 2014	Female	659
	Male	417
	<b>TOTAL</b>	<b>1076</b>
B. Fall 2015	Gender (M/F)	
	Female	681
	Male	428
	<b>TOTAL</b>	<b>1109</b>
C. Fall 2016	Gender (M/F)	
	Female	710
	Male	427
	<b>TOTAL</b>	<b>1137</b>

Enrollment		USC Salkehatchie
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semester	Race/Ethnicity (new definition)	
A. Fall 2014	Hispanic	30
	American Indian/Alaska Native	.
	Asian	10
	Black or African American	450
	Hawaiian or Pacific Islander	.
	White	520
	Two or More Races	30
	N/R Alien	14
	Unknown	22
	<b>TOTAL</b>	<b>1076</b>
	B. Fall 2015	<b>Race/Ethnicity (new definition)</b>
Hispanic		31
American Indian/Alaska Native		4
Asian		13
Black or African American		383
Hawaiian or Pacific Islander		.
White		606
Two or More Races		32
N/R Alien		18
Unknown		22
<b>TOTAL</b>		<b>1109</b>
B. Fall 2016	<b>Race/Ethnicity (new definition)</b>	
	Hispanic	28
	American Indian/Alaska Native	4
	Asian	10
	Black or African American	394
	Hawaiian or Pacific Islander	2
	White	622
	Two or More Races	31
	N/R Alien	26
	Unknown	20
	<b>TOTAL</b>	<b>1137</b>

1) Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2011, Fall 2012, Fall 2013

USC Salkehatchie	Graduation Rate 150% of Normal Time
2013 Cohort	25%
2012 Cohort	25%
2011 Cohort	22%

2) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16

Degrees Awarded	USC Salkehatchie
semester	Degree Level-Associate
A. Fall 2013	24
B. Spring 2014	177
C. Summer 2014	3
D. Fall 2014	32
E. Spring 2015	187
F. Summer 2015	8
G. Fall 2015	12
H. Spring 2016	130
I. Summer 2016	4
<b>TOTAL</b>	<b>577</b>

3) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015

Retention Rates	Fall 2013	Fall 2014	Fall 2015
USC Salkehatchie	43%	41%	44%

6) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014

Data not available at time of submission

7) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016

USC SALKEHATCHIE Full Time	Grand Total
Fall 2014	20
Fall 2015	19
Fall 2016	20

USC SALKEHATCHIE Part Time	Grand Total
Fall 2014	37
Fall 2015	44
Fall 2016	33

29) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

USC SALKEHATCHIE Full Time	Asian	Black/African Am	Hispanic	NRA	Two or More Races	Unknown	White	Grand Total
Fall 2014	2	1		1		2	14	20
Fall 2015	2	2					15	19
Fall 2016	2	1					17	20

USC SALKEHATCHIE Part Time	Asian	Black/African Am	Hispanic	NRA	Two or More Races	Unknown	White	Grand Total
Fall 2014		4			1	11	21	37
Fall 2015	1	6	1		1	4	31	44
Fall 2016		5			1	5	22	33

30) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016

According to data supplied by the University of South Carolina, USC Salkehatchie had a student to faculty ratio of 20:1 for the fall 2014 term and a faculty to student ratio of 19:1 for the fall 2015 academic term. No data was provided for the 2016 – 2017 academic year.

31) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

Data not available at time of submission

***The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.***

10) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.

According to data provided by the Office of Research Information Technology and Data Management USC Salkehatchie received a Federal Grant from the Department of Energy of \$12,467 for training purposes.

11) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).

12) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

Salkehatchie	1 (\$12,467)	Federal	Training	DOE
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# Office of the Provost

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## Academic Blueprint System – Academic Year 2016-2017

### USC Sumter

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## COLLEGE/SCHOOL INFORMATION

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### ***Executive Summary***

#### USC Sumter

The University of South Carolina Sumter is a two-year regional campus whose purpose is to provide higher education opportunities and intellectual leadership for the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. USC Sumter employs a teaching faculty of high quality, dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor enriching the classroom experience. The curriculum, grounded in the liberal arts, focuses on preparing students to continue their education in the University and throughout life. USC Sumter offers associate level degrees and pro-actively recruits students prepared to succeed in completing a baccalaureate-level education.

USC Sumter has maintained its commitment to a faculty of high quality as organizational restructuring, budgetary constraints and faculty attrition have put numerous pressures on organizational resources. This commitment continues to yield tangible results in several measures of student accomplishment, including rates of persistence, transfer and success, and baccalaureate completion. It also continues to yield tangible results in faculty accomplishment in scholarship and service.

### ***Mission Statement***

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.

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.

Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, 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.

Approved by the University of South Carolina Board of Trustees on June 24, 2016

Approved by the South Carolina Commission on Higher Education on October 19, 2016.

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## LOOKING BACK COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2015-2016

#### Goal 1 - Organizational Restructuring of Administrative, Academic and Student Support Services

<b>Goal Statement</b>	The University of South Carolina Sumter will analyze its administrative, academic and student support-services structure to better meet student needs and optimize the use of financial and personnel resources.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Educating the Thinkers and Leaders of Tomorrow Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Institutional effectiveness and efficiency in administrative, academic and student support services helps ensure the continued provision of higher education and intellectual leadership in USC Sumter's service area.
<b>Status</b>	Progressing as expected (multi-year)



<b>Achievements</b>	Hiring of a new campus dean, a new academic dean and a new director of student life; along with a restructuring of administrative roles associated with student affairs, student life, and admissions and recruitment.
<b>Resources Utilized</b>	Internal institution wide planning committees and hired higher education and enrollment management consultants.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staffing and funding for consultants
<b>Plans for upcoming year if not completed</b>	More full incorporation of local organizational structure and resources into the broader Palmetto College activities, mission and vision.

## Goal 2 - Faculty Advisement

<b>Goal Statement</b>	The University of South Carolina Sumter will continue to improve faculty advising.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	Institutional commitments to faculty academic advisement help enhance the offering of a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life. In particular, it reinforces the success of students seeking the completion a baccalaureate-level education.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	Development of a new position of “Head of Advisement” centralizing the coordination of faculty advisement processes, training, and sets of advisement resources for faculty, staff and students.
<b>Resources Utilized</b>	Institutional planning committees and Faculty Organizational planning committees
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staffing and faculty incentives
<b>Plans for upcoming year if not completed</b>	Faculty advisement is new institutional strategy for USC Sumter, moving away from the structure of an Advisement Office staffed by professional non-faculty advisors. Since this is a new administrative process aimed toward improving a mission critical function associated with student success, the focus will continue. The upcoming year will yield improve processes associated with advisement and training of advisors, along with the continuation of the development electronically based advisement resources. An important point of emphasis for the upcoming year will be a focus on aligning advisement with other known sources of student success such as institutionally supported tutoring programs and Trios Student Support Services Programs and voluntary academic early alert programs

Goal 3 - Palmetto College Participation

<b>Goal Statement</b>	The University of South Carolina Sumter will increase its active participation in Palmetto College.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practioners Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	The University of South Carolina Sumter recruits students prepared to succeed in completing a baccalaureate-level education. The institution has long provided for the completion of selected bachelor’s degrees on campus through cooperative agreements and delivery structures with other USC System institutions. This long term mission of the institution directly aligns with the general mission of Palmetto College and more full alignment with our traditional services and the and Palmetto Colleges administrative organization and resources further expands our capacity to achieve our stated mission.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	USC Sumter faculty continue to develop coursework for distributive learning. The number of faculty involved in distributive learning offerings continues to increase. Specific USC Sumter faculty have begun to develop specialized expertise in the academic advisement of potential and active Palmetto College students. Faculty and staff in general continue gaining exposure to networking opportunities, information and training that will further facilitate familiarity with resources and opportunities Palmetto College has to offer USC Sumter students and the service area community.
<b>Resources Utilized</b>	Staffing; Local and Regional Campus Faculty Organizations and Committees; Higher Education Consultants
<b>Continuation</b>	As the structure and programmatic offerings of Palmetto College increase, so too will USC Sumter’s need to increase its integration with the Palmetto College mission
<b>Resources Needed</b>	Staffing, particularly quality incentivized faculty; continued improvement of IT resources and physical campus resources.
<b>Plans for upcoming year if not completed</b>	To increase the number of faculty participating in distributive education delivery and the number of courses developed by faculty for distributive education.

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# REAL TIME COLLEGE/SCHOOL'S GOAL STATEMENTS

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## AY 2016-2017

*Please provide information on any new goals that you have for this current academic year.*

### Goal 1 – Enrollment and Retention

<b>Goal Statement</b>	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 in the effort to improve enrollment and retention.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Educating the Thinkers and Leaders of Tomorrow Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Institutional effectiveness and efficiency in administrative, academic and student support services helps ensure the continued provision of higher education and intellectual leadership in USC Sumter's service area, along with helping stabilize and grow student enrollments.
<b>Action Plan for Achieving the Goal</b>	After extended internal review utilizing several administrative and faculty planning oriented committees, consultants were hired to both support daily operations in the short term, and help develop long term operational processes for enrollment management staff development.
<b>Plans for upcoming year</b>	To stabilize and grow enrollment in associate degree seeking and non-degree seeking populations, along with populations of baccalaureate seeking students enrolled in 2+2 cooperative programs with USC 4 year senior campuses. To hire a new Director (hired in Summer of 2016) of Student Life.
<b>Resources Needed</b>	Staffing, budgetary resources for consultants
<b>Academic Year(s) for Goal</b>	This is an outgrowth of more generalized goal for the past year concerned with the need for organizational restructuring to improve the effectiveness and efficiency of administrative, academic and student support services. Will continue forward as a multi-year goal.

### Goal 2 - Improve Faculty Mentorship and Advisement

<b>Goal Statement</b>	The University of South Carolina Sumter will continue improve faculty advising as a part of strategic efforts to improve Mentorship Opportunities for students.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence

<b>Alignment with Mission, Vision, and Values</b>	Institutional commitments to faculty mentoring and academic advisement help enhance the offering of a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life. In particular, it reinforces the success of students seeking the completion a baccalaureate-level education.
<b>Action Plan for Achieving the Goal</b>	To develop a new Head of Advisement position to carry out newly developed policies regarding faculty advisement. This new three year appointment will replace the academic administrator appointment that had been serving to coordinate the transition to faculty advisement that began AY 201—2013. The new position will carry with it new responsibilities and additional resources to better facilitate faculty mentorship as a strategy for the enhancement of student persistence, retention, success and completion.
<b>Plans for upcoming year</b>	Make the Head of Advisement appointment (appointment made in June of 2016.) Begin implementing and enhancing a set of best practices in development since AY 2012-2013. These practices reflect tactics developed over that time to better align student needs with faculty disciplinary strengths, to improve faculty understanding of administrative process associated with student advisement needs and system opportunities, and to improve faculty access to institutionally supported advisement resources and communities of practice.
<b>Resources Needed</b>	Staffing, training support from Columbia and Palmetto College, IT support
<b>Academic Year(s) for Goal</b>	This is an expansion of the previous year’s goal; following a substantive decision 3 years ago to make a change from a professional staff based advising process to faculty oriented advisement practices. As with any live transition in a mission critical institutional function, there has been an institutional learning curve to the process. Improvements are tangible and working processes have ensued. Concurrent to this transition on our campus the University as a whole is engaging in a renewed emphasis on integrating advisement practices with other academic support services and mission objectives, and in establishing real working advisement communities of practice. This system-wide institutional commitment includes updates and upgrades of advisement resources and processes of certification, with some advisor training becoming formally incentivized. With those trends in mind USC Sumter will continue to highlight the importance of improving faculty mentorship opportunities and advisement process as functions central to short term and long term academic excellence.

**Goal 3 - Further assimilate USC Sumter operations with Palmetto College**

<b>Goal Statement</b>	The University of South Carolina Sumter will increase its active participation in Palmetto College.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practioners Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	The University of South Carolina Sumter recruits students prepared to succeed in completing a baccalaureate-level education. The institution has long provided for the completion of selected bachelor’s degrees on campus through cooperative agreements and delivery structures with other USC System institutions. This long term mission of the institution directly aligns with the general mission of Palmetto College and more full alignment with our traditional services and the and Palmetto Colleges administrative organization and resources further expands our capacity to achieve our stated mission.
<b>Action Plan for Achieving the Goal</b>	Continue to promote faculty development of needed distributive education courses. Continue to promote faculty offerings of needed distributive education curriculum. To stabilize and improve our local Palmetto Programs administrative processes with staffing adjustments. To continue to promote Palmetto College with staffing adjustments and a greater prioritization of local marketing and branding of the Palmetto College’s mission and program opportunities.
<b>Plans for upcoming year</b>	Hire a Palmetto College coordinator (hired in Summer of 2016) to fill a critical position that has experienced a high rate of unexpected turn over the past two academic years. Provide additional staffing and financial resources for Marketing and Public Relations specifically oriented toward marketing and branding of the Palmetto College’s mission and program opportunities. Make tenure tack hires to replace loses due to attrition in disciplinary areas that can make immediate contributions to critical curriculum need areas for Palmetto Programs. Expand the number of faculty participating in distributive education course offerings.
<b>Resources Needed</b>	Staffing. Budgetary resources for marketing and promotion
<b>Academic Year(s) for Goal</b>	This is an expansion of the previous year’s goal. While positive improvements accrue, new program implementation is growing rapidly and new administrative processes at the Palmetto College level are still developing; and curriculum needs still exist. Therefore, the continuation of a focus on this goal of alignment remains prudent.

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# LOOKING AHEAD

## COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

#### Goal 1 - Enrollment Management

<b>Goal Statement</b>	To supplement student needs, optimize financial and personnel resources and improve enrollment and retention USC Sumter plans to implement new enrollment management processes involving a restructuring of recruitment, admissions and student success strategies and tactics.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Educating the Thinkers and Leaders of Tomorrow Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Institutional effectiveness and efficiency in administrative, academic and student support services helps ensure the continued provision of higher education and intellectual leadership in USC Sumter's service area, along with helping stabilize and grow student enrollments.
<b>Action Plan</b>	Needs analyses performed by faculty, administration and professional consultants undertaken over the past two academic years prompted the development of a new enrollment management position. This is an executive level administrative position designed to better coordinate and integrate admissions and recruitment, financial aid services and student success needs. Additional staffing and a reorganization of several staffing areas will support this position. This reorganization will also free up present staffing constraints currently inhibiting adequate focus on other mission critical functions outside enrollment management.
<b>Resources Needed</b>	Staffing
<b>Academic Years for Goal</b>	This goal emerges out of the ongoing goal of continued improvement of USC Sumter's academic, administrative, and student support-services structures to promote retention and grow enrollment. Implementation of the specific action plan occurs over the upcoming academic year.
<b>Notes</b>	It is highly probable that the general goal of promoting retention and growing enrollment, which this enrollment management goal relates to, will persist in outgoing years. It is reasonable to assume that the substantive structural changes made this year to enrollment management processes will require additional adjustments after implementation and assessment of their efficacy. Such adjustments, if substantive will be addressed in future goal statements.

**Goal 2 - Alignment with Palmetto College Curricular and Advisement Needs**

<b>Goal Statement</b>	The University of South Carolina Sumter will appropriately prioritize Palmetto College curricular and advisement needs in faculty hiring, faculty course offerings and the training of faculty advisors.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	The University of South Carolina Sumter recruits students prepared to succeed in completing a baccalaureate-level education. The institution has long provided for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. This long term mission of the institution directly aligns with the general mission of Palmetto College and more full alignment with our traditional services and the and Palmetto Colleges administrative organization and resources further expands our capacity to achieve our stated mission.
<b>Action Plan</b>	Make critical tenure track hires in disciplinary areas that can make immediate contributions to critical curriculum need areas for Palmetto Programs to replace losses due to attrition. Expand the number of faculty participating in distributive education course offerings, professional development training programs and new distributive education course development. More fully integrate our faculty advisement with Palmetto College advisement processes and the new Palmetto College Advisors Community of Practice.
<b>Resources Needed</b>	Staffing; Access to Columbia based distributive education resources and the Center for Teaching Excellence; Access to Columbia based advisement resources, training programs and networks of advisors; Funding for external professional development related to distributive learning and advisement.
<b>Academic Years for Goal</b>	This will be a multi-year goal as new program implementation is growing rapidly, and so therefore are potential curriculum needs and advisement demands.
<b>Notes</b>	This is a specific outgrowth of the general goal to better assimilate USC Sumter into Palmetto College articulated the past few academic cycles.

**Goal 3 - Planning**

<b>Goal Statement</b>	Participate in overall Palmetto College fifth year Planning effort. See central Palmetto College report for details
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Spurring Knowledge and Creation Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	"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."

<b>Action Plan</b>	Coordinate with the larger Palmetto college to identify possible strengths, weaknesses, opportunities and threats (both internally and externally) to our mission. Work with the USC system to develop short and long term strategies and tactics to address these issues facing Palmetto College.
<b>Resources Needed</b>	Additional funds and potential opportunities to collaborate.
<b>Academic Years for Goal</b>	AY 2017-2018 and continuing
<b>Notes</b>	

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## **ACADEMIC PROGRAMS AY2016-2017 ONLY**

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### ***Program Rankings***

In AY 2016-2017, USC Sumter's Associate degree program earned three key external recognitions of note.

USC Sumter entered and won the ACT States Organization competition for South Carolina's Exemplar College in the annual ACT College and Career Readiness Campaign for its As. The notification for winning the honor of being South Carolina's Exemplar College arrived to USC Sumter on June 20, 2016, and the awarding of the Certificate occurred on June 27, 2016 at the South Carolina Education and Business Summit in Greenville, SC.

On November 9th, 2016 USC Sumter was recognized as Military Friendly School by Victor Media, a national recognition highlighting schools that demonstrate excellence in their efforts to assist military personnel transitioning into civilian life.

### ***Instructional Modalities***

USC Sumter has offered traditional face-to-face along with various distributive education modalities for several years now. What is new to this Academic Year is increase in offerings available for distributive education and explicit consideration of distributive education experience and skill sets in new tenure track faculty hiring procedures.

### ***Program Launches***

No new Academic programs launched in AY 2016-2017.

### ***Program Terminations***

No Academic programs terminated in AY 2016-2017.



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## **ACADEMIC INITIATIVES**

### **AY2016-2017 ONLY**

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#### ***Experiential Learning for Undergraduates***

USC Sumter is actively participating in the USC connect Graduation with Leadership Distinction Program (GLD). The Faculty Organization is facilitating the growth of GLD through faculty service involvement. Recently USC Sumter faculty began teaching the EDLP 520 (Teacher as Manager) course as part of its UNIV 101 Peer Leader Program. USC Sumter has the distinction of graduating the first student and the most students in the program among the PC Campuses.

#### ***Affordability***

Along with the other PC Campuses USC Sumter continues to offer the lowest rates of tuition in the USC System. USC Sumter continues to waive and subsidize fees for military personnel as needed. USC Sumter granted approximately \$80,000 in private scholarship support over the last Academic Year. Utilizing state Lottery Scholarship funds our new Early College Program allows select, highly qualified high school students an opportunity to earn an Associate degree upon completion of high school, tuition free. Our expanding dual enrollment program offers many other high school students the same tuition free opportunity for up to 24 hours of Carolina Core college credit. Utilizing Lottery Scholarship funds and institutional subsidies our Sumter's Scholars program offers free tuition for first-time fulltime freshman that finished in the top 15% of their high school class cohorts. USC Sumter offers free tutoring, and qualifying students have access to a robust U.S. Department of Education Trios Student Support Services program providing a host of free academic and student support services. USC Sumter strives to keep the cost of services like parking to a minimum.

#### ***Reputation Enhancement***

Not directly applicable on USC Columbia; though please note sections on Faculty Research and Scholarly Activity, Alumni and Fundraising, Community Perception, and Collaborations, all of which provide activities, programs and initiatives that contribute to reputational enhancement of USC Sumter, USC Columbia and other Senior campuses of the USC System.

#### ***Challenges***

Increasing enrollment at USC Sumter continues to be a primary focus, and the tuition differential between us and CCTC next door is a monumental hurdle for recruiting students. Many of the students we serve are first generation students who have little experience or understanding of the white-collar job market. Further, they see the promises from CCTC of free tuition, lower admissions standards, and promises of a high paying technical job at a local plant as a better "deal" than a four-year time commitment, paying higher tuition, to get a job they don't have much personal experience with or understanding of (e.g., middle-management, professional services, etc.).

Recruiting students in this climate of competition is difficult, but several things would help. We need to add campus housing to attract a talented student body from across the state to come here, see the careers that are available in Sumter, and to recognize that Sumter is quickly becoming a destination of choice for major employers. Additional tuition mitigation would help us compete with CCTC—we need to be able to offer the same free-tuition programs as CCTC does. Finally, improved facilities to provide state-of-the-art educational experiences would greatly help recruiting and educational efforts.

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## FACULTY INFORMATION

### AY2016-2017 ONLY

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#### ***Research and Scholarly Activity***

To this point this academic year USC Sumter faculty have produced 3 books, 7 book chapters and 22 refereed articles, while making 23 conference presentations and securing funding for 7 grants. Challenges involve striking a balance between teaching, scholarship and service at a campus institutionally organized as a teaching institution. The mission prioritizes teaching and places a demanding teaching load on full-time faculty. Efforts to provide course load reductions and sabbaticals to enhance research productivity continue as resources and circumstances reasonably allow.

#### ***Faculty Development***

Faculty are offered up to \$1,500 in travel costs each year to present research at Academic Conferences. Faculty are invited to take part in USC Sumter Seminar Series to present their work for feedback. Faculty are encouraged to apply for grants including Aspire, RISE and USC Sumter Summer Stipend to support research projects. Faculty may apply for a course reduction in order to facilitate research. Faculty may apply for a sabbatical to facilitate research. Faculty performing research are honored each year at Faculty Scholarship Reception.

#### ***Other Activity***

Dr. Ray McManus-Poetry Readings

Deckle Edge Literary Festival, Columbia, SC, February 2016

Found Anew Reading, The Book Tavern, Augusta, GA, December 2015.

Found Anew Reading, Hub City Bookshop, Spartanburg, SC, December 2015.

Pat Conroy Literary Festival, USC Beaufort, October 2015.

Festival for the Book, Nashville TN, October 2015.

Poetrio Reading Malaprop's Bookstore, Asheville NC, July 2015.

Columbia Broadside Release, Columbia SC, June 2015.

SC Book Festival, May 2015.

Blue Ridge Book Festival, Hendersonville NC, April 2015.

Speaker at the Center, Columbia SC, April 2015.

Emrys Reading Series, Greenville SC, March 2015.

Upstate Literary Festival, Union SC, March 2015.

Mind Gravy, Columbia, SC, March, 6, 2016

Upcountry Literary Festival, Union SC, March 18-19, 2016

Two Writers Walk into a Bar with Mark Beaver, Durham, NC, June, 14, 2016

Scuppernong's Books, Greensboro, NC, June 15, 2016

Magnify Magnolias, Columbia, SC, August 15, 2016

Blank Page Poetry – Words & Shadows, directed by Jerome Meadows, Columbia, SC, 2016

Pat Conroy Literary Festival, University of South Carolina Beaufort, October 22, 2016

USC Sumter Faculty Seminar, Sumter, SC January, 27, 2017

Deckle Edge Literary Festival, Columbia, SC, February 25, 2017

Dr. Michele Reese – Poetry Readings

“How Sweet the Sound,” Starbucks, Sumter, SC, September, 2015

“Poets Respond to Race,” Serendipity Café, Sumter, SC, August, 2015

“Poets Respond to Race,” Books on Broad, Camden, SC, July 2015

Jane Luther Smith—Piano Recital

“Piano Music with a Feminine Touch: A Celebration of Eight Women Composers in History,” USC Sumter, February 2016.

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## **TEACHING**

### **AY2016-2017 ONLY**

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#### ***Faculty to Student Ratios\****

The student to faculty ration calculation is not yet currently available.

USC Sumter administration’s plan is to take a comprehensive approach to continue to make tenure track hires in strategic area that will best serve Palmetto College needs as well as the needs of local students; we will seek an adequate balance between tenure track and contingent faculty that allows for flexibility and agility in response to economic realities. USC Sumter attends to continue to lead, among the PC campuses, in the number of tenure track/tenured faculty.

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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### ***Student Recruitment***

University of South Carolina Sumter has placed the recruitment of additional students as one of its top priorities during this past Academic Year. In light of the retirement of the Associate Dean for Student Affairs, the campus undertook a study regarding structure and duties. It was determined that a new and more directed focus was needed on the functions of Enrollment Management. These duties had fallen under the Associate Dean for Student Affairs but were one set of many duties. As a result, the decision was made not to replace the Associate Dean but rather to redistribute the duties of that office and hire an Executive Director for Enrollment Management Services. This person is slated to begin in this position on April 24, 2017

In the interim, the campus also retained the services of an outside enrollment consultant who has helped to direct the current Admissions and Financial aid in the best practices regarding, recruitment, processing and admitting students. These practices have become institutionalized and will be further developed by the new head of the Enrollment Services office.

The Campus has also hired a new Palmetto College Coordinator who has renewed efforts to further expose local organizations and businesses, as well as individuals in the community, to the degree completion options that are available through Palmetto College.

As part of an innovation grant funded by the Columbia Campus, USC Sumter now has a Palmetto College recruitment space in the main administrative building on the Sumter campus of Central Carolina Technical College.

### ***Student Retention***

The University of South Carolina is committed to attracting and admitting students who are likely to be successful and who will return to us for a second year (at least). The school offers a number of services and opportunities that are designed to aid in student retention. These efforts are directed both at the academic success of the students as well as their social and cultural development.

From the academic side, USC Sumter offers faculty-led academic advising. Faculty members are paired with students whose professed academic goals align with the training and interests of the faculty. This level of familiarity with both the programs and the students allow for more effective advising on the part of the advisor.

USC Sumter also offers tutoring services free of charge for students in the areas in which many students often struggle. These include, math, the sciences, foreign language, and writing among others. These services are centralized in the Anderson Library with regularly scheduled hours and appointment capability. The use of these services has been strong.

For at-risk students and those suffering from disabilities, USC Sumter has had a Trio program (OSP) operating on campus for many years. This federally-funded program offers additional academic support for students who have met certain eligibility standards. Furthermore, USC Sumter has a dedicated Disability Services coordinator who can offer academic support services for students who have been diagnosed with any disability which impacts their learning.

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## FACULTY AWARDS AY2016-2017 ONLY

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List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Nominated Last Name	Nominated First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
	Service	2016-2017 Nominations in Process		Internal	Hugh T. Stoddard, Sr., Outstanding Faculty Award	USC Sumter Faculty Organization
	Teaching	All full-time faculty nominated with option to withdraw their nomination		Internal	USC Sumter Student Government Association, Teacher of the Year Award	USC Sumter Student Government Association

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## **ALUMNI ENGAGEMENT AND FUNDRAISING AY2016-2017 ONLY**

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### ***Alumni***

USC Sumter organizes alumni relations under the Office of University Advancement. A reduction in force in 2011 caused the loss of USC Sumter's Alumni Coordinator position and USC Sumter's Director of University Advancement position. This situation left the Office with two personnel - an administrative staff member and the Director of Marketing and Public Relations. These personnel now work in tandem with the Office of the Dean to maintain alumni affairs processes and traditional alumni events. However, it is clear that alumni interest and general participation has fallen into abeyance over recent years as USC Sumter has undergone a more general period of institutional reorganization. The individual in the administrative position will retire this year. An emphasis on skills needed for recruiting and retaining active alumni, and planning, coordinating, and executing alumni events are central to the replacement search for that position.

### ***Development, Fundraising and Gifts***

Prior to AY 2014-2015, the creation of new endowed scholarships averaged 2-3 per year. In AY 2014-2015 we added 16 new endowed scholarships, and in AY 2015-2016 we added 8. We are on track for a similar number this year. In addition, in AY 2014-2015 we secured \$500,000 from the State Legislature for the \$7 million Science Building renovation project. Since that time, we raised another \$1.5 million from the State, \$500,000 from the County, \$25,000 each from two local companies and another promised \$100,000 from Palmetto Health Tuomey. We also secured in December 2016 a land donation valued at \$30,000. We secured \$50,000 in funds to serve as "seed" money in a dollar-for-dollar matching program for new endowed scholarships in AY 2015-2016, and another \$50,000 from the same donor with the same aim for AY 2016-2017. We have a promise of a larger donation from the same donor in AY 2017-2018.

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## **COMMUNITY ENGAGEMENT AY2016-2017 ONLY**

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### ***Community Perceptions***

USC Sumter is taking a leadership role in promoting the mission of USC Connect and the Graduation with Leadership Distinction. This service learning oriented strategy creates novel networking opportunities for students, faculty, staff and myriad community actors, and expands upon existing community networks. USC Sumter's Opportunity Scholars Program, a federally funded TRIOS Student Support Services program with a substantive history of community outreach actively supports this process along with mentors organized by the Faculty Organization.

USC Sumter's Athletic Department has a substantive history of providing student athletes opportunities for community interaction and service on myriad levels, including a focus on philanthropic fundraising events and activities.

The location and quality of facilities, and physical and human resources, continue to promote the coordination of active utilization of such resources by local private and public sector organizations such as the Red Cross, the South Carolina Department of Corrections and SAFE Federal Credit Union.

Over the past few years USC Sumter has received several Awards independently solicited and independently evaluated by community members or individuals beyond our campus, city, and state that attest to positive community perceptions of the campus.

In AY 2016-2017 USC Sumter won the Sumter Item's "Best College" award for the 14th time in 16 years, and we won the Sumter Chamber of Commerce's "Sumter Green" Award. The campus also recently received designation as a Military Friendly School by Victory Media, recognition of efforts aimed toward military personnel transitioning into civilian life. Likewise, USC Sumter was recently designated a STEM Jobs Approved College by the same organization.

In AY 2016-2017, the ACT States Organization honored USC Sumter as the state of South Carolina's Exemplar College for its annual ACT College and Career Readiness Campaign.

USC Sumter has long coordinated with a community based USC Sumter Associates program, which currently has 65 dues paying members, to share information and updates about campus activities and initiatives, and to channel the solicitation of the community input needed to ensure continuation of our mission.

This year, like each year, we fund and participate in a variety of Chamber of Commerce, Kiwanis and Rotary Club events.

### ***Incentivizing Faculty Engagement***

Faculty engagement in teaching, research and service is central to each faculty member's annual, and peer review processes and ultimately serve as the basis of their tenure and promotion decisions. Faculty are provided travel money, many Library resources, including access to USC Columbia holdings, and formal and informal links to institutions in Sumter including, the Sumter County Gallery of Art, the Sumter Little Theatre, the Sumter County Library, the Sumter County Museum, among others.

An endowed grant from the Korn Trust affords faculty from the Division of Arts & Letters funding for various cultural events and the annual sponsorship a public Seminar series. Internal stipends exist to sponsor faculty for summer research projects and initiatives. Active administrative and Faculty Organization leadership exists for the pursuit of RISE grants.

Four endowed Chairs support the exhibition of excellence by USC Sumter faculty: the McDavid Professorship of Business & Economics; the Williams-Brice-Edwards Professor of Social Science; the Julian T. Buxton Professor of Business Administration; and the R.J. "Chic" Mathis Professorship.

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## **COLLABORATIONS**

### **AY2016-2017 ONLY**

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#### ***Internal Collaborations***

Cooperative Baccalaureate degree programs in Liberal Studies and Organizational Leadership with Palmetto College, USC Columbia

Cooperative Baccalaureate degree programs in Early Childhood Education and Elementary Education with the College of Education, USC Upstate.

Cooperative Baccalaureate degree program in Business Administration with the School of Business, USC Aiken.

#### ***External Collaborations***

Cooperative 2+2=Success Nursing Degree Path: Bachelor of Science in Nursing program with Francis Marion University.

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## **CAMPUS CLIMATE AND INCLUSION**

### **AY2016-2017 ONLY**

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#### ***Campus Climate***

USC Sumter promotes a variety of clubs and organizations that include people from all walks of life. The clubs range from interest groups, political groups, leadership, social, professional, sport, religious, etc.

In a reduction of force in 2008 USC Sumter lost its Director of Student Life position. Duties associated with that role were assimilated among staff and over time an Interim position was created utilizing non-FTE staffing. This academic year the Director of Student Life position was filled with an FTE hire, part of an overall reorganization of student development and student affairs processes and staffing. In general this will help improve efforts at service learning activities, functions of Student Clubs and Organizations, activities associated with our Opportunity Scholars Program (TRIOS), and fundraising activities.

Each year our OSP program enables students to attend a Student Leadership & Diversity Conference at on the USC Columbia campus and provides funds for wide variety of students to attend the SC Day at the State House. Each year student Life promotes and holds several social mixers for students, staff and faculty, along with monthly events designed to engage extra and co-curricular activities and a campus “community” of peers.

This year we continued our annual Martin Luther King Day Walk with the campus community and other Sumter community stakeholders. We held poetry readings and faculty seminars associated with topics extending to inclusivity and barriers to inclusivity. We are hosting a Student Leadership Conference in May of 2017 that will involve students in our OSP program, our Global Leadership Distinction program and our Early College program.



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## **CONCLUDING REMARKS**

### **AY2016-2017 ONLY**

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#### ***Quantitative Outcomes***

Concerns exist regarding reported retention rates. These are substantive concerns with the reliability of the measurement process and the validity of the outcome for 2015-2016 retention in particular. Those articulated concerns exist on several other measures utilized in mandated reported to the state and other organizations. Efforts to replicate many of those data points using other processes of measurement, including data collected by the National Student Clearing House are currently underway.

We are pleased that our graduation rates continue to increase; partially a result of our strategic focus on faculty mentorship and advisement, implementing new administrative and advising processes, and placing greater emphasis in our bureaucratic culture on the importance of associate degree graduation to our overall mission.

#### ***Cool Stuff***

This year we formalized plans and have put into place staffing and infrastructure for women's golf and men's soccer teams for the upcoming academic year. We have secured new facilities agreements with City and County officials for baseball, softball, tennis and golf.

This year we created a joint recruitment office with CCTC to better facilitate recruitment of service area students into Palmetto College programs.

This year we donated property on Theater Drive to the City of Sumter to expand their Tennis Center with plans for the City to help in the construction of a softball field on adjacent property that we own at an appropriate time in the future.

USC Sumter saw significant enrollment growth over last year in its 2+2 cooperative programs with USC Aiken and UC Upstate.

USC Sumter continues to excel and outpace its peer institutions in success rates and transfer-out rates; while its 6 year 150% time Baccalaureate graduation rates continues to be comparable to its aspirational peers and most South Carolina public 4 year comprehensive institutions of higher education.

## QUANTITATIVE OUTCOMES

### 31) Student Enrollment Headcount by Level & Classification, Fall 2014, Fall 2015, Fall 2016

USC Sumter Enrollment	
Fall 2014	
Freshman	401
Sophomore	207
Junior	83
Senior	38
Non-Degree U/G	150
Total Fall 15	879
Fall 2015	
Freshman	505
Sophomore	206
Junior	95
Senior	50
Non-Degree U/G	45
Total Fall 2015	901
Fall 2016	
Freshman	490
Sophomore	181
Junior	83
Senior	51
Non-Degree U/G	0
Total Fall 2016	805

USC Sumter Enrollment	Full-Time or Part-Time Status	
Fall 2014		
	Full-time	524
	Part-time	355
	Total Fall 2014	879
Fall 2015		
	Full-time	485
	Part-time	416
	Total Fall 2015	901
Fall 2016		
	Full-time	457
	Part-time	341
	Total Fall 2016	805

32) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

USC Sumter Enrollment	Gender	
Fall 2014		
	Female	485
	Male	394
	Total Fall 2014	879
Fall 2015		
	Female	497
	Male	404
	Total Fall 2015	901
Fall 2016		
	Female	448
	Male	356
	Total Fall 2016	805

USC Sumter Enrollment	Race/Ethnicity (new definition)					
Fall 2014						
	Hispanic	60	30	42	16	148
	American Indian/Alaska Native	7	.	6	1	14
	Asian	15	10	10	5	40
	Black or African American	259	450	220	89	1018
	Hawaiian or Pacific Islander	4	.	.	.	4
	White	1092	520	432	157	2201
	Two or More Races	46	30	22	11	109
	N/R Alien	13	14	.	2	29
	Unknown	242	22	147	398	809
	Total Fall 2014	1738	1076	879	679	4372
Fall 2015						
	Hispanic	70	31	33	6	140
	American Indian/Alaska Native	6	4	4	.	14
	Asian	20	13	7	3	43
	Black or African American	237	383	223	89	932
	Hawaiian or Pacific Islander	3	.	1	.	4
	White	1055	606	400	157	2218
	Two or More Races	50	32	31	6	119
	N/R Alien	11	18	2	4	35
	Unknown	270	22	200	304	796
	Total Fall 2015	1722	1109	901	569	4301
Fall 2016						
	Hispanic	70	28	30	20	148
	American Indian/Alaska Native	5	4	4	1	14
	Asian	28	10	12	13	63

	Black or African American	283	394	208	167	1052
	Hawaiian or Pacific Islander	2	2	.	.	4
	White	1187	622	397	545	2751
	Two or More Races	49	31	23	25	128
	N/R Alien	13	26	4	.	43
	Unknown	208	20	127	68	423
	Total Fall 2016	1845	1137	805	839	4626

### 33) Graduation Rates at 4-5-6 years, FTFT Cohorts for Fall 2008, Fall 2009, Fall 2010

#### Graduation Rate 2013 Cohort

Institution: University of South Carolina-Sumter (218690)	
<b>Overall Graduation Rate</b>	
Graduation Rate	22%
Total number of students in the Adjusted Cohort	215
Total number of completers within 150% of normal time	47
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	47%
Total number of students in the Adjusted Cohort	215
Total number of transfers-out within 150% of normal time	102

#### Graduation Rate 2012 Cohort

Institution: University of South Carolina-Sumter  
(218690)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	12%
Graduation Rate – 150% of normal time	18%
Graduation Rate – 200% of normal time	21%

#### Graduation Rate 2011 Cohort

150% of Normal Time - 12%

### 34) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16

USC Sumter Degrees Awarded	Degree Level: Associate
AY 2013-2014	73
AY 2014-2015	111
AY 2016-2016	117

### 35) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015

USC Sumter Retention Rate	
Fall 2013 - Fall 2014	60.5%
Fall 2014 - Fall 2015	60.2%
Fall 2015 - Fall 2016	53.8%

36) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014  
Not Applicable

37) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016

USC Sumter Faculty by Full-Time Part-Time Status	Full-Time	Part-Time	Total/Status
Fall 14	37	34	71
Fall 15	31	32	63
Fall 16	32	36	68

USC Sumter Faculty by Track and Title						
	Professor	Associate Professor	Assistant Professor	Full-Time FTE Instructor	Adjunct	Total
Fall 2014	10	11	1	13	36	71
Fall 2015	9	8	3	11	32	63
Fall 2016	9	8	4	11	36	68

38) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

USC Sumter Faculty By Race/Ethnicity	Asian	Black or African American	Hispanic	Hispanic/Latino - An	Non Resident Alien	Race/Ethnicity Unknown	Two or More Races	White	Total/Race/Ethnicity
Fall 14	2	3	3	1	1	12	3	46	71
Fall 15	2	2	3	1	1	10	3	41	63
Fall 16	3	3	3	1	1	14	2	41	68

USC Sumter Faculty by Gender and Race/Ethnicity	
Fall 2014	
Female by Race/Ethnicity Fall 2014	
Asian	2
Black or African American	1
Hispanic	2
Hispanic/Latino - An	1
Race/Ethnicity Unknown	7
Two or More Races	1
White	21

Total Female Fall 2014	35
Male by Race/Ethnicity	
Black or African American	2
Hispanic	1
Nonresident Alien	1
Race/Ethnicity Unknown	5
Two or More Races	2
White	25
Total Male Fall 2014	36
Grand Total Fall 2014	71
Fall 2015	
Female by Race/Ethnicity Fall 2015	
Asian	2
Black or African American	1
Hispanic	3
Hispanic/Latino - An	1
Race/Ethnicity Unknown	3
Two or More Races	3
White	19
Total Female Fall 2015	32
Male by Race/Ethnicity Fall 2015	
Black or African American	1
Hispanic	1
Nonresident Alien	1
Race/Ethnicity Unknown	4
Two or More Races	2
White	22
Total Male Fall 2015	31
Grand Total Fall 2015	63
Fall 2016	
Female by Race/Ethnicity Fall 2016	
Asian	3
Black or African American	1
Hispanic	2
Hispanic/Latino - An	1
Race/Ethnicity Unknown	8
Two or More Races	1
White	20
Total Female Fall 2016	36
Male by Race/Ethnicity Fall 2016	
Black or African American	2
Hispanic	1
Nonresident Alien	1
Race/Ethnicity Unknown	6
Two or More Races	1

White	21
Total Male 2016	32
Grand Total Fall 2016	68

39) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016

USC Sumter Faculty-to-Student Ratio	
Fall 2014	16
Fall 2015	16
Fall 2016	N/A

40) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

Not available at time of submission

***The Office of Research's Information Technology and Data Management***

13) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.

Two External Awards - \$292,156

14) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).

Federal = \$289,956  
 Philanthropic - \$2,200

15) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

Not Applicable





# Office of the Provost

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## Academic Blueprint System – Academic Year 2016-2017

### USC Union

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System.

We appreciate your patience as we collect data in parallel systems this year.

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## CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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## COLLEGE/SCHOOL INFORMATION

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### ***Executive Summary***

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

#### USC Union

The University of South Carolina Union is dedicated to providing a high-quality, competitive higher education that will enable students to thrive in a global, diverse, and constantly changing environment. By providing a varied curriculum, grounded in the Liberal Arts, USC Union emphasizes a close working relationship among students, faculty, staff, and the community that promotes self-reliance, freedom of thought and expression, productive citizenship, and critical thinking. Students at USC Union can obtain an Associates of Arts and an Associates of Science, in addition to having access to the baccalaureate degrees available through Palmetto College.

This report will describe the efforts of USC Union to increase enrollment and retention, continue to strengthen the faculty and services available to the students and the community, and improve the campus itself.

### ***Mission Statement***

The University of South Carolina Union, 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 Union 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 Union 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 University of South Carolina Union was established to encourage higher education in the counties of Chester, Cherokee, Fairfield, Laurens, Union, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the internet, teleconference, and electronic media, 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 Union 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 Union. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Union 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 Union 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.

June, 2016

### ***Vision Statement (Optional)***

<enter statement here>

**Date of last update:**

### ***Values Statement (Optional)***

<enter statement here>

**Date of last update:**

## **Blueprint Goal Statements - Instructions**

Use the guidelines below when reporting Goal Outcomes for each of your unit's Goals from last year.

**University Goal Alignment.** When reporting your unit's goals, please align goals with zero, one, or multiple University Goals where applicable. Refer to the University Goals as enumerated here and in the drop down box in the chart. You may choose more than one university goal if applicable. If your goal is specific to your unit and does not align with a university goal, simply report "not applicable" or "other".

- 29) Educating the Thinkers and Leaders of Tomorrow
- 30) Assembling and Supporting a World Class Faculty
- 31) Spurring Innovation, Creative Expression and Community Engagement
- 32) Building Inclusive and Inspiring Communities
- 33) Demanding Institutional Excellence
- 34) Not Applicable
- 35) Other

### **Status (where applicable)**

From among the following, please select the appropriate status from the drop down box for the Unit Goal (for the conclusion of the Academic Year for which you are reporting outcomes) from among the following:

- 32) Completed Successfully
- 33) Completed with Mixed Results
- 34) Discontinued / Canceled
- 35) Progressing as Expected (multi-year goal)
- 36) Extended to Following Academic Year
- 37) Not Applicable
- 38) Other

### **Achievements (where applicable)**

In a brief narrative, describe the achievements associated with this Goal during the Academic Year.

### **Resources Utilized (where applicable)**

Describe budgetary, personnel, and other resources used during the Academic Year in furtherance of this Goal.

### **Continuation (where applicable)**

If the Goal will be continued in the following Academic Year, briefly describe its applicability and explain any factors that may have extended the timeframe for completion.

### **Resources Needed (where applicable)**

Describe budgetary, personnel, and other resources needed to progress and/or complete the Goal in the following Academic Year. Note whether those resources are in place and sufficient.

### **Notes**

Describe notable findings, challenges, surprises, or other significant factors regarding this Goal.

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## LOOKING BACK

### COLLEGE/SCHOOL'S GOAL STATEMENTS

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## AY 2015-2016

### Goal 1 Enrollment

<b>Goal Statement</b>	Increase and enhance recruitment efforts and enrollment.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence  Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USC Union directly addresses its mission statement in that, "Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, 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."
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	A comparison of fall 2014 to fall 2015 reveals a decrease in headcount from 679 fall 2014 to 569 fall 2015. Spring enrollments reflect an increase, however, up to 762 in spring 2016, the highest enrollment ever at USC Union, bolstered by the Pacer Pathway with USC Aiken and increased dual enrollment offerings.
<b>Resources Utilized</b>	In addition to the Office of Admissions at USC Union, the PC Central Enrollment Services Office provided coordinated efforts to attract potential online students via outside consultants, which is fully described in 2016-2017 Recruitment narrative.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time and funds for consultants
<b>Plans for upcoming year if not completed</b>	Encouraging efforts to increase enrollments at USC Union and in Palmetto College will always be a priority and therefore an ongoing goal.

### Goal 2 Student Retention/Success Rate

<b>Goal Statement</b>	Increase and enhance retention efforts at USC Union. Success Rate is defined by the SC CHE as students transferring, remaining enrolled, or graduating. We believe this is superior metric of our efforts at the PC Campuses than solely focusing on retention from one year to the next.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence  Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	The University mission statement states that it aims to "... provide higher education and intellectual leadership for its service area" through the "close working relationship between students and faculty." Knowing that many of our students are first generation or non-traditional students returning to school after a number of years, providing them with personalized attention from faculty, and support services in and out of the classroom allows them to thrive and signifies our efforts to achieve our primary mission at USC Union.
<b>Status</b>	Extended to following academic year
<b>Achievements</b>	As stated in the Palmetto College report, the implementation of Banner in fall 2013 compromised our data reporting to the CHE and this is reflected in our Success Rate as we believe internal transfer within the USC System are not being captured correctly. See 2016 -2017 goal report for Achievement toward addressing this goal.
<b>Resources Utilized</b>	Efforts of PC Central, OIRA and the CHE staff to research and locate data issues
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Continued staff effort
<b>Plans for upcoming year if not completed</b>	Continue to support and provide input to PC Central staff as they engage with OIRA to correct

Goal 3 - Faculty

<b>Goal Statement</b>	Continue to attract, develop, reward and retain faculty who embrace alternative as well as traditional course delivery methodology. Work with faculty to continue to provide high quality courses within the Associates degree programs, as well as to continue to work in support of the baccalaureate degrees offered through Palmetto College.
<b>Linkage to University Goal( s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practioners  Choose an item.

	Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USC Union embraces both the primary (classroom/laboratory) and secondary (distance education) methods of instruction stated in the University mission statement. This technology is particularly critical for ensuring students on the Union campus, as well as students at the Laurens location, have access to a wide range of course offerings toward their degree.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	As detailed in the 2016 Blueprint, USC Union faculty produced 10 presentations, 6 publications, and 7 successful grants from March 2014 to March 2015.
<b>Resources Utilized</b>	Hiring: Campus search committees with HR support provided by PC Central office. Note that it is established practice to invite a Columbia campus faculty member in the discipline for which the campus is searching to serve on the search committee.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Adequate funding for competitive hiring, faculty/staff time devoted to search effort
<b>Plans for upcoming year if not completed</b>	Faculty hiring and development is a core ongoing goal for USC Union

Goal 4 - Service

<b>Goal Statement</b>	Strengthen and build new relationships with partners in the community, expanding public services and encouraging the support of the surrounding community in helping to achieve USC Union's mission.
<b>Linkage to University Goal(s)</b>	Building Inclusive and Inspiring Communities Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	This goal addresses the component of the University's stated mission to "... promote 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," and to emphasize "the development of the whole person and especially seek[ing] to foster in students the disciplines essential to an educated citizenry."
<b>Status</b>	Progressing as expected (multi-year)

<b>Achievements</b>	USC Union was active in delivering service to the surrounding community, with student organizations, advised by faculty and staff, engaging in numerous service and fund-raising activities. Faculty and staff reported 67 service activities, including service to the University, service to the discipline and service to the community. Further, some of the University-based grants awarded are in direct support of the USC Connect Initiative with faculty serving as mentors to students participating in USC Connect's Graduation with Leadership Distinction opportunity, resulting in another graduate with such distinction in spring 2016.
<b>Resources Utilized</b>	Continued effort of Faculty, Staff, Students
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Effort of faculty, staff and students
<b>Plans for upcoming year if not completed</b>	Ongoing, continual goal

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

#### Goal 5 Infrastructure/Campus Resources

<b>Goal Statement</b>	Improve USC Union's physical plant to sustain enrollment growth, and provide a well-equipped learning environment.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Not specifically aligned, but serves as "underpinning" for optimal achievement of University mission
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	A number of improvements and repairs to the campus were made, including the following: Main Building roof repairs; campus-wide tree pruning and removal of dead and diseased trees, and planting of new trees; campus-wide pressure washing of buildings and sidewalks; campus-wide landscape clean-up and new mulch in beds; campus-wide installation of new awnings; and Main Building, Central Building, and Truluck Gymnasium professional cleaning of carpets and floors. Additional improvements to the campus will continue to be made.

<b>Resources Utilized</b>	USC Union staff
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	See 2016-2017 Challenges narrative
<b>Plans for upcoming year if not completed</b>	Ongoing, continual goal

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## REAL TIME COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2016-2017

*Please provide information on any new goals that you have for this current academic year.*

Goals of Enrollment, Student Retention/Success, Faculty, Service, Infrastructure/Campus Resources remain in place for 2016-2017.

#### Goal 1 - Enrollment

<b>Goal Statement</b>	Increase and enhance recruitment efforts and enrollment.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.



<b>Alignment with Mission, Vision, and Values</b>	USC Union directly addresses its mission statement in that, “Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, 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.”
<b>Action Plan for Achieving the Goal</b>	Enhance marketing efforts by increasing the number of recruitment events held or attended on behalf of USC Union, on or off campus, to 20 or more. Continue promotion of baccalaureate degree options available through Palmetto College. Work toward establishing a BSN program in partnership with another system campus. Develop Office of Disability Services on the Union campus. Increase number of out-of-state students via \$500 scholarships and opportunities to participate in athletics. Recruit new students with USC Aiken via Pacer Pathway program.
<b>Plans for upcoming year</b>	Increase marketing efforts associated with recently implemented county scholarships in Union and Laurens, via media and events. Increase visibility of Palmetto College Coordinator on campus and in the service area to attract more students into those programs. Continue to work toward BSN program in partnership with another system campus, as well as increase enrollment in Pacer Pathway program with USC Aiken. Elevate athletics teams to Junior College status (NJCAA) to attract more student-athletes from outside the county/state.
<b>Resources Needed</b>	Staff time
<b>Academic Year(s) for Goal</b>	Ongoing, continual goal

## Goal 2 – Student Retention/Success

<b>Goal Statement</b>	Increase and enhance retention efforts at USC Union. Success Rate is defined by the SC CHE as students transferring, remaining enrolled, or graduating. We believe this is superior metric of our efforts at the PC Campuses than solely focusing on retention from one year to the next.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.

<b>Alignment with Mission, Vision, and Values</b>	The University mission statement states that it aims to “... provide higher education and intellectual leadership for its service area” through the “close working relationship between students and faculty.” Knowing that many of our students are first generation or non-traditional students returning to school after a number of years, providing them with personalized attention from faculty, and support services in and out of the classroom allows them to thrive and signifies our efforts to achieve our primary mission at USC Union.
<b>Action Plan for Achieving the Goal</b>	Increase retention of first-time, full-time, degree seeking freshmen by 2%. Increase student graduation and/or success rates by reviewing/improving academic advising process. Increase number of students earning Associate degrees by 5%. Retain students pursuing careers in nursing via partnership with other system campus for BSN program. Increase retention of students with disabilities, and work to convert more concurrent students to full-time degree seeking students upon their graduation from high school.
<b>Plans for upcoming year</b>	Enhance tutoring services in the Academic Success Center by increasing the number of available tutors and disciplines to be tutored, as well as expanding the physical space allotted to the Success Center (including some private tutoring space) to allow for more students to be served. Also expand scope of services offered by the Success Center to include personal, academic, and career services. Revisit policies regarding reporting of, and follow-up on, excessive student absences to catch more students in time to retain them rather than having them fail out. Find new ways to engage with concurrent students as they approach graduation from high school in order to retain more of them as new college freshmen. Grow student/faculty participation in the Graduation with Leadership Distinction program and USC Connect initiative to help students be more successful inside and outside the classroom.
<b>Resources Needed</b>	Staff and faculty time
<b>Academic Year(s) for Goal</b>	Ongoing, continual goal

### Goal 3 - Faculty

<b>Goal Statement</b>	Continue to attract, develop, reward and retain faculty who embrace alternative as well as traditional course delivery methodology. Work with faculty to continue to provide high quality courses within the Associates degree programs, as well as to continue to work in support of the baccalaureate degrees offered through Palmetto College.
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<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USC Union embraces both the primary (classroom/laboratory) and secondary (distance education) methods of instruction stated in the University mission statement. This technology is particularly critical for ensuring students on the Union campus, as well as students at the Laurens location, have access to a wide range of course offerings toward their degree.
<b>Action Plan for Achieving the Goal</b>	Hire qualified faculty to teach in areas of demonstrated need or potential growth. Establish BSN degree in partnership with other system campus. Continue to have a teaching-focused faculty teaching a normal course load of 24 contact hours each academic year, with periodic load reductions in pursuit of scholarly activity. Continue stable funding of the faculty travel budget in an amount comparable to or above the levels of the most recent three fiscal years, and find new way to support faculty scholarship.
<b>Plans for upcoming year</b>	Add new Business related courses to the academic offerings to support student interest in this field, as well as new natural science courses on site to provide students with more options toward that requirement. Also hire new part-time faculty to offer new courses in fine arts, education, criminal justice, foreign language, among others. Establish a USC Union Research and Productive Scholarship Grant Program to support faculty scholarship during the summer. Continue the new USC Union Research Colloquium twice per semester to provide a venue for faculty to share their scholarly work with the campus.
<b>Resources Needed</b>	HR hiring support, faculty and staff time, adequate funds to support local research grants.
<b>Academic Year(s) for Goal</b>	Ongoing, continual goal

#### Goal 4 - Service

<b>Goal Statement</b>	Strengthen and build new relationships with partners in the community, expanding public services and encouraging the support of the surrounding community in helping to achieve USC Union’s mission.
<b>Linkage to University Goal(s)</b>	Building Inclusive and Inspiring Communities Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	This goal addresses the component of the University’s stated mission to “... promote 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,” and to emphasize “the development of the whole person and especially seek[ing] to foster in students the disciplines essential to an educated citizenry.”
<b>Action Plan for Achieving the Goal</b>	Continue to make campus facilities available to the community and participate in and host community events. Expand on summer camp offerings on campus for local youth with programming incorporating both academic content and athletics.
<b>Plans for upcoming year</b>	Some plans include resuming participation in federally funded VITA tax service, which helps to provide free tax preparation services to the community and open campus back up to the annual Uniquely Union festival, as well as hosting other events open to the community, such as the Upcountry Literary Festival. Make campus facilities available for free adult education workshops, such as computer literacy, in partnership with the local Carnegie Library. Plan a new youth summer camp in connection with the campus athletic teams that will integrate academic and athletic components for children in the community.
<b>Resources Needed</b>	Continued effort of faculty, staff, students
<b>Academic Year(s) for Goal</b>	Ongoing, continual goal

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

**Goal 5 – Infrastructure/Campus Resources**

<b>Goal Statement</b>	Improve USC Union’s physical plant to sustain enrollment growth, and provide a well-equipped learning environment.
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Choose an item. Choose an item.

<b>Alignment with Mission, Vision, and Values</b>	Not specifically aligned, but serves as “underpinning” for optimal achievement of University mission
<b>Action Plan for Achieving the Goal</b>	Repairs and renovations to the campus buildings. Improve the landscaping of the grounds on and around campus.
<b>Plans for upcoming year</b>	Projects to be started/continued include: construction of Patrons Park; construction of Student Center Courtyard; gazebo renovation; Central Building window replacements; Central Building HVAC upgrades and retrofits; Central Building replacement of damaged fascia boards; Main Building interior plaster repairs and painting; Central Building and Main Building parking lot sealing, striping, and handicap additions; Main Building exterior wood repairs and painting; Main Building replacement of balcony posts and railings; Central Building carpeting for Admissions area; Central Building entryway tile repairs.
<b>Resources Needed</b>	Staff time, and allocation of facilities funds to contract the work
<b>Academic Year(s) for Goal</b>	2016-2017

*If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.*

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## LOOKING AHEAD

### COLLEGE/SCHOOL’S GOAL STATEMENTS

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## AY 2017-2018

*Please provide information on any new goals that you plan to implement in the coming academic year.*

Goals of Enrollment, Student Retention/Success, Faculty, Service, Infrastructure/Campus Resources will remain in place for 2017-2018, with the addition of a Planning Goal described below

#### Goal 6 - Planning

<b>Goal Statement</b>	USC Union, in cooperation with Palmetto College, will engage in an all-units and functions Planning effort to assess what is working and what needs strengthening.
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<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	This review of USC Union’s role within Palmetto College, and the structure and function of all of Palmetto College, positions USC Union to optimally encourage “...higher education in the counties of Chester, Cherokee, Fairfield, Laurens, Union, and York,” including for individuals who are geographically bound within their home county and are not able to regularly commute to a physical campus.
<b>Action Plan</b>	Develop action plan by the conclusion of the 2017-2018 academic year for implementation for the 2018-2019
<b>Resources Needed</b>	Staff time
<b>Academic Years for Goal</b>	2017-2018
<b>Notes</b>	

**Goal 2 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 3 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

**Goal 4 - < type brief Title for goal here> (No more than 100 characters)**

<b>Goal Statement</b>	
<b>Linkage to University Goal(s)</b>	Choose an item. Choose an item. Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	
<b>Action Plan</b>	
<b>Resources Needed</b>	
<b>Academic Years for Goal</b>	
<b>Notes</b>	

If your unit has more than four (4) Goals, copy the above template and paste and complete as many times as needed.

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## **ACADEMIC PROGRAMS AY2016-2017 ONLY**

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### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

To USC Union by Universities.com, #4 (of 34) Best Liberal Arts Colleges in South Carolina for 2017

To USC Union by BestColleges.com, #9 (of 20) Best Community Colleges in South Carolina for 2017, March 2017

### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

The majority of courses were offered in the traditional face-to-face format, however a number of other courses were offered via synchronous teleconferencing modality, as well as some courses offered asynchronously online, and some hybrid courses as well.

### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

None

### ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

None

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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## **ACADEMIC INITIATIVES AY2016-2017 ONLY**

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### ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.



USC Union is an active supporter of USC Connect, the University's current QEP and during this academic year, 3 USC Union students have applied for Graduation with Leadership Distinction (GLD), all at the Associates level.

In addition to the 3 students who will be graduating with GLD this academic year, there are two additional Associates level students at USC Union who are registered in GLD and will be graduating in spring 2018 with this distinction.

There are also a number of students involved in internships in the community that are providing them with a variety of learning experiences, including two Associates level students who are volunteer interns at the Piedmont Physic Garden, where they are getting hands-on experience with marketing, blogging, grant-writing, fundraising, etc.

The main challenge with some of this Experiential Learning on the Union campus is in terms of faculty availability to assist these students in their beyond-the-classroom experiences. As more faculty get involved, we will be able to support more students in initiatives like GLD, which is critical given the increased student interest in this program. The growth of the new Academic Success Center has allowed for some additional student support in this realm, and an instructor has agreed to go through the training to supervise GLD students the preparation of their e-portfolios via the associated 1-credit course, which will also allow the number of students pursuing this to continue to grow.

### ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not Applicable

### ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

USC Union tuition is \$3531 per semester which is the same tuition rate as the other 3 Palmetto College Campuses (Lancaster, Salkehatchie, and Sumter). This tuition for the 4-year degree programs offered through Palmetto College is \$4941 per semester which is lower than the closest senior campus (Upstate - \$5355) and the main campus in Columbia (\$5727). The four Palmetto College Campuses work together with PC Central and University officials to maintain this lower cost. It should be noted that a lower tuition is but one factor in assuring affordability as students enrolled in our programs remain in their respective locales, therefore achieving the efficiencies of not having to "uproot" to pursue a baccalaureate degree.

### ***Reputation Enhancement***

Describe your unit's contributions and achievements that enhance the reputation of USC regionally and nationally.

See Program Rankings section above for recognitions acknowledging USC Union's status among colleges in South Carolina.

Additionally, USC Union's faculty is not only committed to high quality instruction in the classroom, but also engages in a range of scholarly activity, including work with students and with each other. Scholarly productivity has included multiple books published over the past year, as well as peer-reviewed academic journal articles, presentations at national/international and regional professional conferences, and research grant awards. Students have accompanied faculty to professional conferences to present collaborative research after spending significant time with faculty beyond the classroom working on this research as well. Many faculty members are active in professional organizations within their discipline also, in serving as reviewers of scholarship submitted to journals and conferences.

## **Challenges**

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

USC Union is in need of financial resources as a result of cuts in state appropriations that began in 2009. Since that time USC Union has received \$3 million less in appropriations over the last nine years than it would if the cuts had not occurred. USC Union is also at a disadvantage financially due to the inequity in state appropriations per student relative to the other Palmetto College campuses. USC Union currently receives the least amount of appropriations per FTE student of the four Palmetto College campuses. These financial constraints make the hiring of new full-time/tenure-track faculty a challenge. With fewer full-time faculty, there becomes a larger reliance on adjunct faculty, which hurts the full-time/part-time ratio as we attempt to expand course offerings and increase enrollments. The lack of additional funds makes it difficult to enhance student services and add/improve facilities. USC Union will continue to manage its limited resources wisely to meet the needs of its students and community.

## **Supplemental Info**

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.

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# **FACULTY INFORMATION**

## **AY2016-2017 ONLY**

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### ***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

The Academic Analytics data are not applicable to the USC Union campus. In terms of scholarly productivity of the USC Union faculty over the past year, this has included 4 books, 3 peer-reviewed academic journal articles, 1 international conference presentation, 4 national conference presentations, 3 regional conference presentations, and 4 internal research grants.

In terms of areas of challenge, the heavy teaching loads that are required of USC Union faculty, in addition to the heavy service loads with only 12 full-time faculty (3 of whom have administrative positions), make for significant time restraints in scholarly productivity. The data that are presented in the above paragraph show that there is still substantial scholarship being achieved despite those constraints, but we are constantly looking for ways to help faculty build on this productivity and increase it moving forward. Two specific plans that should help facilitate this include the establishment of a local USC Union Research and Productive Scholarship Grant program that will fund faculty scholarship over the summer months should they be awarded funds for their proposed research, as well as the new USC Union Research Colloquium that takes place on campus twice each semester to allow faculty to present their scholarly work to colleagues, students, and the community. We have also acquired new research equipment, and EyeLink 1000, for the PALM Psychology Lab that will create the opportunity for high caliber research designs and will be accessible to other faculty interesting in incorporating such data into their scholarly endeavors.

## ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

During 2016-2017, USC Union faculty had access to the following faculty development opportunities that were sponsored or supported by Palmetto College:

Palmetto College Campuses Tenure and Promotion Workshop: Reviewing administrators and previously successful tenure and promotion candidates presented information on the process of developing a substantial tenure and promotion file.

Tenure and Promotion New Candidate Workshop: Training was offered on the electronic procedures of the Palmetto College Tenure and Promotion submission site.

Online Course Development Grants: Five faculty members were awarded grants to develop online courses for Palmetto College.

Palmetto College Faculty Assembly: Information and presentations by subject matter experts was disseminated on topics of relevance to Palmetto College faculty at this fall 2016 conference.

Blackboard training: Training on Blackboard is offered at regional campuses for beginners and advanced users.

e-Learning Conference: The first annual regional e-Learning conference will be hosted spring 2017 by Palmetto College, USC Aiken, USC Beaufort, USC Upstate, and the USC Center for Teaching Excellence for faculty and staff within South Carolina.

The Center for Teaching Excellence training workshops: In addition to individual assistance in online course development for Online Course Development Grant recipients, Palmetto College faculty are informed of and encouraged to utilize USC's Center for Teaching Excellence for many on-campus workshops as well as online courses for faculty.

In addition to the faculty development sponsored or supported by Palmetto College, USC Union faculty benefited from additional locally sponsored opportunities, such as the following:

USC Union New Faculty Orientation: An orientation for new adjunct faculty was held over the summer leading up to this academic year, providing a day-long introduction to the policies/procedures, the campus and its resources, and each other. This was open to all faculty who were interested in attending.

USC Union Advisor Training: An hour long training session was held during the fall 2016 semester, which provided updates for continuing Associates level advisors, as well as an introduction to advising for new advisors on campus.

## ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, name of activity, month and year.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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## TEACHING AY2016-2017 ONLY

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### ***Faculty to Student Ratios\****

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

\*The student to faculty ration calculation is as follows: *(Total FT Students + 1/3PT Students)/(Total FT Instructional Faculty +1/3 PT instructional Faculty)+Staff who teach.*

The fall 2014 faculty to student ratio for USC Union was 18/1, which decreased the following year in fall 2015 to 15/1. The data on this measure for fall 2016 is not available at this time, however given the increase in enrollment from fall 2015 to fall 2016, and the addition of a new tenure-track Assistant Professor of English (as well as a few new adjunct faculty), that ratio is likely to have remained at comparable levels going into the current academic year.

This ratio in the mid-upper teens seems accurate, with most classes having enrollments in this range. In order to maintain these ratios as we implement efforts to increase enrollment and retention, we plan to establish at least two new full-time faculty positions in the coming year, with that trend of adding more full-time faculty to continue in the years to come.

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# STUDENT RECRUITING AND RETENTION

## AY2016-2017 ONLY

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### ***Student Recruitment***

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

USC Union benefits from aspects of the application management outlined in the central Palmetto College report.

Additionally, all printed materials used for recruitment are updated annually by the USC Union Public Relations Director to reflect current and correct information. The Public Relations Director oversees inspection of all recruitment materials and content of presentations. All printed publications are reviewed by the USC Union Admissions Director. Changes to any academic programs are changed locally on the USC Union website. Changes to the online USC Union Academic Bulletin are processed by the University's Registrar Office. The Academic Bulletin is reviewed periodically by the campus with the Associate Dean of Academic Affairs coordinating updates. Updates for changes to academic programs are requested as soon as final approval for the changes is confirmed.

Generally, all of the recruitment documents provide information regarding the history and philosophy of the campus, faculty, and degree programs, social activities, support offices, and web resources available to students at the University of South Carolina Union. The specific content of recruitment documents may vary slightly from year to year; however, they always include application deadlines, financial aid and scholarship deadlines, residency requirements, estimated tuition and fees, and instructions for applying that are specific to the type of student.

Additional information is provide about the university, state, and federal rules and policies about citizenship verification and residency status. Students at USC Union are encouraged to view the admissions website and to apply online. All contact information is provided for the programs and offices that might be of interest to prospective students. The policies and procedures provided in the various brochures are elaborated upon in the admissions sections of the USC Union Academic Bulletin. The main recruitment materials distributed by USC Union are: USC Union primarily uses two recruiting brochures designed by the USC Columbia marketing department. One is smaller and is taken to college fairs and high schools to be distributed directly to students and the other larger view book is mailed as part of a packet to students who apply or request more information. These brochures include information about the Associate Degree Programs and Palmetto College Online Degrees as well as other various information about the campus. Also instructions and information on how to apply to USC Union are on the Admissions and Registrar webpages.

The Office of Admissions participates in an in-state college recruiting tour each academic year in which our admissions and financial aid personnel represent USC Union to discuss the university in general and admissions in particular. USC Union participates in the CACRAO guidance counselor conferences and the college fair schedule each academic year. Throughout the academic year, the Admissions Recruiter also visits public and private high schools throughout the service area to meet with prospective students who have expressed interest in USC Union.

The Office of Admissions also provides campus tours. Topics discussed at all visits include financial aid, academic programs, admission requirements, and costs. Admissions personnel also meet with students and families in their offices by appointment and on a walk-in basis.

The Admissions Office prepares and executes seven bulk mailings each academic year for high school seniors in the service area that include various postcards and letters to potential students and local high school seniors.

USC Union plans and hosts the annual Junior Scholars of Excellence Program. At this event, rising seniors from around the recruiting area are selected by their guidance counselors and are recognized and awarded at a ceremony at USC Union.

There is also an annual Guidance Counselors' Luncheon. At this event all guidance counselors from the recruiting area are invited to attend a catered lunch and hear from a Commission on Higher Education speaker regarding financial aid.

### ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

Services: USC Union benefits from the online tutoring service (Brainfuse) described in the Central PC report. Additionally, our campus provides students with a range of services, including in-person tutoring, via the USC Union Academic Success Center. In coordination with the Success Center, USC Union's Office of Disability Services provides assistance to students on campus with registered disabilities, including helping them with the registration process and accommodations. USC Union has also recently joined junior college athletics (NJCAA) for baseball and softball, with men's and women's soccer to begin in the coming year as well. Clubs on campus offer students additional opportunities to get involved, including Men and Women on a Mission and the African-American Association. The Student Government Association on campus hosts a variety of events to encourage student, staff, and faculty interaction throughout the year. These events have included a mock election, bongo balls, video game night, t-shirt making contest, holiday themed events, and sponsoring of the Miss USC Union Pageant. All of this campus activity is intended to help students feel more connected to the campus such that they will be more likely to stay with us as they complete their degrees, both at the Associates level, and as they transition into a potential Palmetto College baccalaureate degree.

Retention: The retention rate for USC Union for first year, FTFT cohorts according to CHE data were 46.5% for fall 2013 to fall 2014; 26.0% for fall 2014 to fall 2015; and 26.4% for fall 2015 to fall 2016. Those data are anticipated to increase significantly forward into the 2017-2018 academic year, given that many of the services described above have been implemented in the past year. There are also fairly new county scholarships in Union and Laurens counties that provide many students the opportunity to attend our campus tuition free, which will surely bolster these retention rates moving forward as well.

Success Rate: As discussed in the central Palmetto College report, the campuses place more value in the Success Rate measure than the Retention Rate. Please see that report for a full description of this measure and current results.

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## **FACULTY AWARDS AY2016-2017 ONLY**

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List those faculty members that were ***nominated for awards*** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

<b>Date</b>	<b>Award Type</b>	<b>Nominated Last Name</b>	<b>Nominated First Name</b>	<b>Region</b>	<b>Award Title</b>	<b>Awarding Organization</b>
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member nominated for the award</i>	<i>Provide the First Name of the faculty member nominated for the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
Spring 2017	Teaching	Aziz	Majdouline	Internal	John J. Duffy Excellence in Teaching Award	Palmetto College
Spring 2017	Research	Ivey	Randy	Internal	Denise R. Shaw Excellence in Scholarship Award	Palmetto College
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
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	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		

Add more rows as needed

## FACULTY AWARDS AY2016-2017 ONLY

List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
Spring 2017	Teaching	Aziz	Majdouline	Internal	Teacher of the Year	USC Union
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
	Choose an item.			Choose an item.		
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	Choose an item.			Choose an item.		

Add more rows as needed





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## **ALUMNI ENGAGEMENT AND FUNDRAISING**

### **AY2016-2017 ONLY**

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#### ***Alumni***

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

We host a Donor Scholarship Luncheon in October where scholarship recipients have lunch with the donors. Last year was our first year for the luncheon and it went really well. The donors enjoyed having lunch and speaking with their recipients.

The \$50 for 50 Brick Campaign is an ongoing project that has led to better our relationship with alumni and past donors. The same is true for the Bantam Athletic Sponsorship campaign. It has helped us grow our development with non-alumni, alumni, and others in the community.

Another way that USC Union interacts with alumni is through the Academic Success Center on campus. Many students who had received their Associates of Arts/Science degree(s) with us enroll into the Bachelor of Arts in Organizational Leadership (BOL) or Bachelor of Arts in Liberal Studies (BLS) degrees through Palmetto College. In pursuing those degrees while on campus with us, they take advantage of a range of services in the Academic Success Center, including tutoring, career services (e.g. career fairs), etc.

#### ***Development, Fundraising and Gifts***

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

Palmetto College has developed over 30 unique case statements to convey the strategic development initiatives being pursued on behalf of its four regional campuses, extended University/Fort Jackson and Palmetto College online. Each initiative falls into one of four major fund raising efforts including: funds for student support, such as endowed scholarships and internships; support for faculty needs, including travel expenses related to research; capital expenditures for new facilities and campus improvement/beautification; and targeted programmatic investment.

USC Union has over \$450,000 in endowed scholarships through the USC Educational Foundation and the Union/Laurens Commission on Higher Education. In addition, USC Union has more than \$350,000 in development and project accounts for academic needs, research, facilities, and campus improvements. In 2016-2017, USC Union received a donation of equipment in excess of \$30,000 for research in the field of Psychology. USC Union also received more than \$10,000 in donations to its new athletic programs.

#### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## **COMMUNITY ENGAGEMENT AY2016-2017 ONLY**

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

One way that USC Union has served the community this year is through the VITA tax service, which is part of a federal grant to provide free income tax preparation to low-income individuals. Our campus was a VITA site during the spring 2017 tax season, with USC Union staff who got trained by the program to provide this service for free to members of the Union community. As of March 9, our site served 27 members of the community in transmitting their income tax returns.

Other events that USC Union has hosted that have been open to the community have included an Earth Day event, political debates, youth basketball tournaments, community plays, summer camps, and Founders' Day events, among others.

USC Union also has three members on the Board of Visitors, which is described in detail in the central Palmetto College report.

### ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

There have been a number of changes to the campus that have been discussed in other sections of this report since the new leadership in Union has been in place, including a new Campus Dean, Associate Dean, Business Manager, and Academic Director at the Laurens site. The community has responded well thus far, with some possible evidence represented by the number of applications that have been submitted at this point for the fall 2017 semester (259); compared to the 250 applications at this same time last year for the fall 2016 semester, and 205 applications at this same time the year before for the fall 2015 semester. Further, looking at the number of admitted students here locally at USC Union, we have already admitted 92 students for the fall 2017 semester; whereas, we admitted a total of 97 for the fall 2016 semester, and a total of 110 for the fall 2015 semester. Finally, when considering both applications and admitted students, our yield rate went up significantly from 77% for fall 2015, to 89% for fall 2016, suggesting that the 92 students we have already admitted for fall 2017 will increase substantially by the time August arrives. Taken together, this suggests that community has continued to perceive USC Union in a more and more positive light, as the interest in attending continues to grow.

### ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

Community engagement on the part of the faculty is routinely incentivized in terms of ratings and feedback provided to them in their annual administrative reviews, for full-time faculty, and additionally is one of the three primary components of review for tenure-track faculty in their applications for tenure and promotion. Additionally, a Palmetto College award in the area of service is available for faculty from the USC Union campus to be nominated for each year.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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## **COLLABORATIONS AY2016-2017 ONLY**

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### ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

Pacer Pathway collaboration with USC Aiken

### ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

Dual enrollment collaborations with the following high schools: Union County High School; Union Christian Day School; Broome High School; Dorman High School; Laurens District 55 High School; Laurens Academy; Clinton High School; Greenville High School; Gray Collegiate Academy; Oceanside Collegiate Academy

### ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.

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## **CAMPUS CLIMATE AND INCLUSION**

### **AY2016-2017 ONLY**

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#### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

Consulted with USC Columbia Disability Services to solicit recommendations for upgrades to the USC Union campus that would make the campus more accessible to students/faculty/staff/visitors with disabilities. Recommendations that have been acted on already include the installation of height-adjustable accessible desk in the Academic Success Center, with plans to install one in both of the computer lab classrooms. In establishing a local Office of Disability Services on the Union campus, additional recommendations will be considered moving forward to continue to ensure the campus is up to date on ADA compliance.

#### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## **CONCLUDING REMARKS AY2016-2017 ONLY**

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### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

Given the size of our faculty in Union, we are excited to see that our faculty to student ratio has remained in mid-teens, even as we have experienced recent record enrollments. A ratio of 17 provides a great balance of individualized attention from faculty, with ample opportunity to interact with other students in the classroom.

### ***Cool Stuff***

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

USC Union will be supporting 6 students to go on a study abroad European tour in connection with a summer course hosted by USC Lancaster.

USC Union again hosted the annual Upcountry Literary Festival, March 24-25, which featured performances that included poetry, fiction, mystery, ghost stories, nonfiction, music, and theater from local figures and invited guests.

USC Union again hosted the annual Miss USC Union pageant to raise money for Alzheimers awareness and research, which witnessed its first sell-out to date.

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## **QUANTITATIVE OUTCOMES**

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**The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.**

41) Student Enrollment Headcount by Level & Classification, Fall 2014, Fall 2015, Fall 2016

1a) Student Enrollment Headcount by Level Fall 2014, Fall 2015, Fall 2016

Enrollment		USC Union
		number
semester	Student Level	
A. Fall 2014	Freshman	206
	Sophomore	65
	Junior	22
	Senior	1
	Non-Degree U/G	385
	<b>TOTAL</b>	<b>679</b>
B. Fall 2015	<b>Student Level</b>	
	Freshman	430
	Sophomore	81
	Junior	15
	Senior	1
	Non-Degree U/G	42
<b>TOTAL</b>	<b>569</b>	
C. Fall 2016 *	<b>Student Level</b>	
	Freshman	770
	Sophomore	61
	Junior	8
	Senior	
	Non-Degree U/G	
<b>TOTAL</b>	<b>839</b>	

\* Note: Fall 2016 Non-Degree U/G students are reported in the Freshman category.

1b) Enrollment by Classification Fall 2014, Fall 2015, Fall 2016

Enrollment		USC Union
		USC Union
semester	Full-Time or Part-Time Enrollment Status	number
		254

A. Fall 2014	Full-time	
	Part-time	425
	<b>TOTAL</b>	679
B. Fall 2015	<b>Full-Time or Part-Time Enrollment Status</b>	
	Full-time	207
	Part-time	362
	<b>TOTAL</b>	569
C. Fall 2016	<b>Full-Time or Part-Time Enrollment Status</b>	
	Full-time	249
	Part-time	587
	<b>TOTAL</b>	839

42) Student Diversity Headcount by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

Enrollment		USC Union
		number
semester	Gender (M/F)	
A. Fall 2014	Female	416
	Male	263
	<b>TOTAL</b>	679
B. Fall 2015	<b>Gender (M/F)</b>	
	Female	352
	Male	217
	<b>TOTAL</b>	569
C. Fall 2016	<b>Gender (M/F)</b>	
	Female	495
	Male	344
	<b>TOTAL</b>	839

semester	Race/Ethnicity (new definition)	
A. Fall 2014	Hispanic	16
	American Indian/Alaska Native	1
	Asian	5
	Black or African American	89
	Hawaiian or Pacific Islander	.
	White	157



	Two or More Races	11
	N/R Alien	2
	Unknown	398
	<b>TOTAL</b>	<b>679</b>
B. Fall 2015	<b>Race/Ethnicity (new definition)</b>	
	Hispanic	6
	American Indian/Alaska Native	.
	Asian	3
	Black or African American	89
	Hawaiian or Pacific Islander	.
	White	157
	Two or More Races	6
	N/R Alien	4
	Unknown	304
	<b>TOTAL</b>	<b>569</b>
B. Fall 2016	<b>Race/Ethnicity (new definition)</b>	
	Hispanic	20
	American Indian/Alaska Native	1
	Asian	13
	Black or African American	167
	Hawaiian or Pacific Islander	.
	White	545
	Two or More Races	25
	N/R Alien	.
	Unknown	68
	<b>TOTAL</b>	<b>839</b>

43) Graduation Rates at 2-3-4 years (available for Fall 2012 Cohort), available information for FTFT Cohorts for Fall 2011, Fall 2012, Fall 2013

**Graduation Rate 2013 Cohort**

Institution: University of South Carolina-Union  
(218706)

<b>Overall Graduation Rate</b>	
Graduation Rate	14%
Total number of students in the Adjusted Cohort	99
Total number of completers within 150% of normal time	14
<b>Overall Transfer-out Rate</b>	
Transfer-out Rate	25%
Total number of students in the Adjusted Cohort	99
Total number of transfers-out within 150% of normal time	25

**Graduation Rate 2012 Cohort**

Institution: University of South Carolina-Union  
(218706)

<b>Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2012</b>	
Graduation Rate – 100% of normal time	19%
Graduation Rate – 150% of normal time	19%
Graduation Rate – 200% of normal time	22%

**Graduation Rate 2011 Cohort**

150% of Normal Time

26%

44) Degrees Awarded by Level – AY 13-14, AY 14-15, AY 15-16

<b>Degrees Awarded</b>	<b>USC Union</b>	
	<b>Degree Level</b>	
	<b>Associate</b>	
	<b>number</b>	
<b>semester</b>		
<b>A. Fall 2013</b>	12	
<b>B. Spring 2014</b>	33	
<b>C. Summer 2014</b>	13	
<b>D. Fall 2014</b>	13	
<b>E. Spring 2015</b>	24	
<b>F. Summer 2015</b>	7	
<b>G. Fall 2015</b>	13	
<b>H. Spring 2016</b>	30	
<b>I. Summer 2016</b>	12	
<b>TOTAL</b>	157	

45) Retention Rate – First Year, FTFT Cohorts Fall 2013, Fall 2014, Fall 2015

	Fall 2013 – 2014	Fall 2014 -2015	Fall 2015 -2016
USC Union	46.5%	26.0%	26.4%

46) Retention Rate – Second Year, FTFT Cohorts Fall 2012, Fall 2013, Fall 2014

Not applicable

47) Faculty Population – Headcount – by Track and Title, Fall 2014, Fall 2015, Fall 2016

	Faculty Full-Time		Faculty Part-Time	
Fall 2014	13		Fall 2014	23
Fall 2015	10		Fall 2015	33
Fall 2016	11		Fall 2016	33

48) Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016

	Full-Time				Part-Time			
USC Union	F	M	Total	USC Union	F	M	Total	
Fall 2014	8	5	13	Fall 2014	8	15	23	
Fall 2015	6	4	10	Fall 2015	14	19	33	
Fall 2016	6	5	11	Fall 2016	19	14	33	

Faculty Full-Time		TWO OR MORE RACES							Grand Total
USC Union	Asian	Black/African Am	Hispanic	NRA	Unknown	White			
Fall 2014					4	9		13	
Fall 2015		1				9		10	
Fall 2016		1				10		11	
		2			4	28		34	

Faculty Part-Time		TWO OR MORE RACES							Grand Total
USC Union	Asian	Black/African Am	Hispanic	NRA	Unknown	White			
Fall 2014		1	1	1	1	8	11	23	
Fall 2015	2	3	1		1	9	17	33	
Fall 2016		2	1		1	14	15	33	
	2	6	3	1	3	31	43	89	

49) Faculty-to-Student Ratio– Fall 2014, Fall 2015, Fall 2016 Source: IPEDS

	Fall 2014	Fall 2015	Fall 2016
USC Union	18	15	Not available

50) Faculty Hires, Departures, Retention Packages – AY2013-2014, AY2014-2015, AY2015-2016

Not available at time of submission

***The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.***

- 16) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2016.
- 17) Summary of externally sponsored research awards by funding source for FY 2016. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2016, and federal extramural funding processed through SAM in FY2016. Amount of sponsored research funding per faculty member in FY 2016 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 18) Number of patents, disclosures, and licensing agreements in fiscal years 2014, 2015 and 2016.

None to report