

University of South Carolina Sumter
Blueprint for Academic Excellence 2013-2014

Lynwood Watts

Interim Regional Campus Dean

Draft

Blueprint for Academic Excellence 2013-2014

USC Sumter

Executive Summary

Academic (Regional Campus) Dashboard Targets

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

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

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

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

Key Performance Parameters

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

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

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

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

USC Sumter continues to be committed to continuing the best practices of higher education. This includes filling tenure-track positions with highly qualified, dedicated professionals, devoted to scholarship and service. It includes continuing to offer rigorous coursework for associate and specific baccalaureate programs. It includes USC Sumter continuing to assess its successes in meeting our mission and developing appropriate strategies to address identified weaknesses.

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

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

Section II: Meeting the University's Academic Dashboard Targets

Academic (Regional Campus) Dashboard Targets

Enrollment USC Sumter has been experiencing a decline in enrollment over recent years. A number of reasons for this decline have been identified and are continually being addressed.

- ❖ Organizational problems within the campus caused problems with responding to the needs of potential students; these problems have been identified and continue to be addressed. Several changes to our procedures have effectively dealt with these problems.
- ❖ The recent recession hurt enrollment, especially considering the tuition cost discrepancy between USC Sumter and adjacent Central Carolina Technical College; the federal redefinition of financial aid was problematic and exacerbated the movement of students into baccalaureate programs.
- ❖ Some of the decline in enrollment has been intentional – the dual enrollment program with the local high schools has been purposefully and successfully trimmed to better use existing financial and personnel resources. For the current semester, ignoring the designed decline in dually enrolled high school students, our enrollment has stabilized, if not slightly improved.
- ❖ We continue to reject the option of becoming an “open enrollment” institution, believing that such a decision would blur the distinction between USC Sumter and the technical college next door.
- ❖ The Admissions Office of USC Sumter has targeted our feeder high schools for earlier and more intense recruitment activity, but has also allowed for maintaining our visibility at additional target areas. In addition, this office continues to meet with local churches, local businesses and special organizations (home-schooled student groups)
- ❖ Our Admissions Office is working more closely with both our Marketing/Retention Committee (which is getting critical support from USC Columbia). Our campus has significantly increased the marketing budget to improve awareness within our service area.

Student Retention/Success Rate USC Sumter needs to retain more of its students beyond the first year.

- ❖ Part of this decline is actually a mark of success as our students transfer to baccalaureate degree programs; it is the other type of loss that must be addressed.
- ❖ Faculty have recently been more intimately involved in the advisement process as one strategy for addressing the retention issue. Faculty mentoring/greater engagement of the faculty adds a new dimension to our retention efforts.
- ❖ The Opportunity Scholar's Program, along with faculty-driven support programs (especially in English and Math tutoring), represent another strategy for increasing retention rates.
- ❖ One method of both increasing enrollment and improving retention is to enhance the athletic program. Financial restrictions limit this option for the immediate timeframe, but actions to support the existing programs as we lay the foundation for new programs are appropriate.
- ❖ We will continue to support the student development transcript program which both enhances our educational mission and encourages student engagement.

- ❖ We will continue to support intramural activity, club formation/ participation, and student related functions.

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- ❖ We will continue to encourage and financially support scholarship and creative endeavors (both with “A” funds and by using funds from the Educational Foundation).
- ❖ We are in the process of filling a faculty vacancy with a tenure-track position.
- ❖ With the guidance of the new Dean, as enrollment determines and finances allow, new faculty positions should be tenure-track slots rather than instructor slots.
- ❖ We have an older faculty; as faculty retire those vacancies will be filled with tenure-track faculty, subject to enrollment patterns and financial limitations.

Service USC Sumter faculty continue to engage in service activities.

- ❖ USC Connect is a new program which offers a useful tool for student and faculty service. Several faculty are part of this program; we are and will continue to be encouraging participation in this program.
- ❖ USC Sumter will continue to encourage faculty to engage in service to the University, the local community, the State and the nation. USC Sumter will continue to emphasize that such activity is both expected and a necessary component for the sustainability of our campus.

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Section III: Goals and their Contributions to Key Performance Parameters

2013-2014 Academic Year Goals

2013-2014 Annual Goal I:

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

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

2013-2014 Annual Goal II:

The University of South Carolina Sumter will improve faculty advisement.

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

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

2013-2014 Annual Goal III:

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

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

Five-Year Goals

Five-Year Goal I:

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

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

Five-Year Goal II:

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

- ❖ Goal II relates directly to the key performance parameters of both *service* and *sustainability*. USC Sumter must stabilize and then grow its student population. A number of carefully constructed strategies to accomplish this Goal have been, and will continue to be, employed.

Five-Year Goal III:

The University of South Carolina Sumter will support and encourage the scholarly and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources to support research and other scholarly activities. USC Sumter also will seek to continue to provide resources for faculty and staff to develop viable grant proposals.

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

Five-Year Goal IV:

The University of South Carolina Sumter will seek greater financial support from local and state governments, as well as private sources.

- ❖ Especially given the recent financial hardships, this goal continues to be a prominent one for USC Sumter. Recently USC Sumter has heightened its work with local city and the

service area county governments to secure support for the campus, and seeks to build on past successes in fund-raising from private sources. The Goal relates to the key parameter of *sustainability*.

Five-Year Goal V:

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

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

Appendix A: Resource Needs

We need the time to adjust to our evolving situation. We have significant need for facility improvements associated with our science building and science program. We have minor staffing needs in student services and student life, existing needs that are currently tied to the need to increase enrollment; along with faculty personnel needs in math that we hope to fill for this upcoming year and current need in foreign languages that are ongoing. We appreciate the generous Marketing support from USC Columbia and need to be able to continue to be able to get this type of assistance from Columbia.

Appendix B: Benchmarking Information

USC Sumter does not offer disciplinary majors, offering only Associate Degrees in Arts and Sciences. Five peers used in our Integrated Post-Secondary Analysis peer analysis group include: the Kent State University Ashtabula Campus (Ashtabula, OH); Ohio University-Lancaster Campus (Lancaster, OH); University of Wisconsin Colleges (Madison, WI); Arkansas State University-Newport (Newport, AR); and Pennsylvania State University-Penn State Mont Alto (Mont Alto, PA). USC Sumter's Peer Aspirants include Indiana University East and Indiana University Kokomo.

Appendix C: Unit's Top Strengths and Important Accomplishments

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

Among our more important accomplishments over the past five years, USC Sumter has become a leader in the implementation of Palmetto Programs. In addition: USC Sumter has fully equipped 100% of our classrooms with “smart” video, audio, internet technology; brought back intercollegiate athletics after over thirty years of its absence from our campus; reestablished and re-enhanced the viability of our Student Union through the re-opening of a long dormant food court for students, staff and faculty; and maintained mission critical functions, during the most severe set of budgetary crises in institutional memory.

Appendix D: Units Top Strengths and Weaknesses and Plans for Addressing the Weaknesses

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

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

Appendix E: Part I – Unit Statistical Profile

1. Number of entering Freshman for Fall 2009, Fall 2010, Fall 2011, Fall 2012 classes and their average SAT and ACT scores (Data Source: USC Office of Institutional Assessment and Compliance {IAC}.)

Semester	FTF HDCT	ACT Mean Average	SAT Mean Average
Fall 2009	319	19	953
Fall 2010	260	19	961
Fall 2011	228	19	952
Fall 2012	216	19	956

2. Freshman retention rate for class entering Fall 2009, Fall 2010 and Fall 2011 (Data Source: IAC.)

Semester	Freshman Retention Rates
Fall 2009 FTF Cohort	53.30%
Fall 2010 FTF Cohort	50.20%
Fall 2011 FTF Cohort	47.70%

3. Sophomore retention rate for classes entering Fall 2008, Fall 2009 and Fall 2010 (Data Source: IAC.)

Semester	Sophomore Retention Rates
Fall 2008 FTF Cohort	14.80%
Fall 2009 FTF Cohort	11.70%
Fall 2010 FTF Cohort	10.70%

4. Number of majors enrolled in Fall 2009, Fall 2010, Fall 2011, and Fall 2012 by level: undergraduate, certificate, first professional, masters, or doctoral (headcount.)

Not Applicable for Regional Campuses – No Majors Offered.

5. Number of entering first professional and graduate students: Fall 2009, Fall 2010, Fall 2011, and Fall 2012 and their average GRE, MCAT, LSAT, etc. Not Applicable for Regional Campuses – No first professional or graduate students.

6. Number of graduates in Fall 2011, Spring 2012, and Summer 2012 by level (undergraduate, certificate, first professional, masters, doctoral {Data Source: IAC.}.)

Semester	Undergraduate Associate Degrees
Fall 2011	12
Spring 2012	53
Summer 2012	17

7. Four, Five and Six year Graduation rates for the three most recent applicable classes (undergraduate only.) Not Applicable to Regional Campuses where we only confer Associate Degrees – For Comparative purposes two and three year Graduation rates are being substituted (Data Source: IAC.)

Semester	2 Year Graduation Rates	3 Year Graduation Rates
2007 FTF Cohort	3.80%	7.30%
2008 FTF Cohort	3.60%	5.80%
2009 FTF Cohort	5.70%	9.00%

8. Total credit hours generated by your unit regardless of major for Fall 2011, Spring 2012 and Summer 2012 (Data Source: IAC.)

Semester	Total Credit Hours Generated
Fall 2011	11,625
Spring 2012	9,870
Summer 2012	1,003

9. Percent of credit hours by undergraduate major taught by faculty with highest terminal degree.

Not Applicable to regional campuses – no majors offered. Substituting total credit hours taught at unit by faculty with highest terminal degree (Data Source: IAC.)

Fall 2012 – 67.15%

10. Percent of credit hours by undergraduate major taught by full time faculty. Not Applicable to regional campuses – no majors offered. Substituting total credit hour taught at unit by full-time faculty (Data Source: IAC.)

Fall 2012 – 68.09%

11. Number of faculty by title (tenure track, non-tenure track [research or clinical} by rank) as of Fall 2010, Fall 2011, Fall 2012 (by department where applicable {Data Source: IAC.}.)

Semester	Faculty Rank	Totals
Fall 2010	Professor	10
	Associate Professor	13
	Assistant Professor	6
	Instructor	18
	Adjunct	35
	Total Fall 2010 Faculty	82
Fall 2011	Professor	10
	Associate Professor	13
	Assistant Professor	4

	Instructor	20
	Adjunct	31
	Total Fall 2011 Faculty	78
Fall 2012	Professor	12
	Associate Professor	10
	Assistant Professor	3
	Instructor	10
	Adjunct	23
	Total Fall 2012 Faculty	58

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2011 (Data Source: IAC.)

Fall 2011 = 7

Fall 2012 = 5

Change from Fall 2011 to Fall 2012 = -2

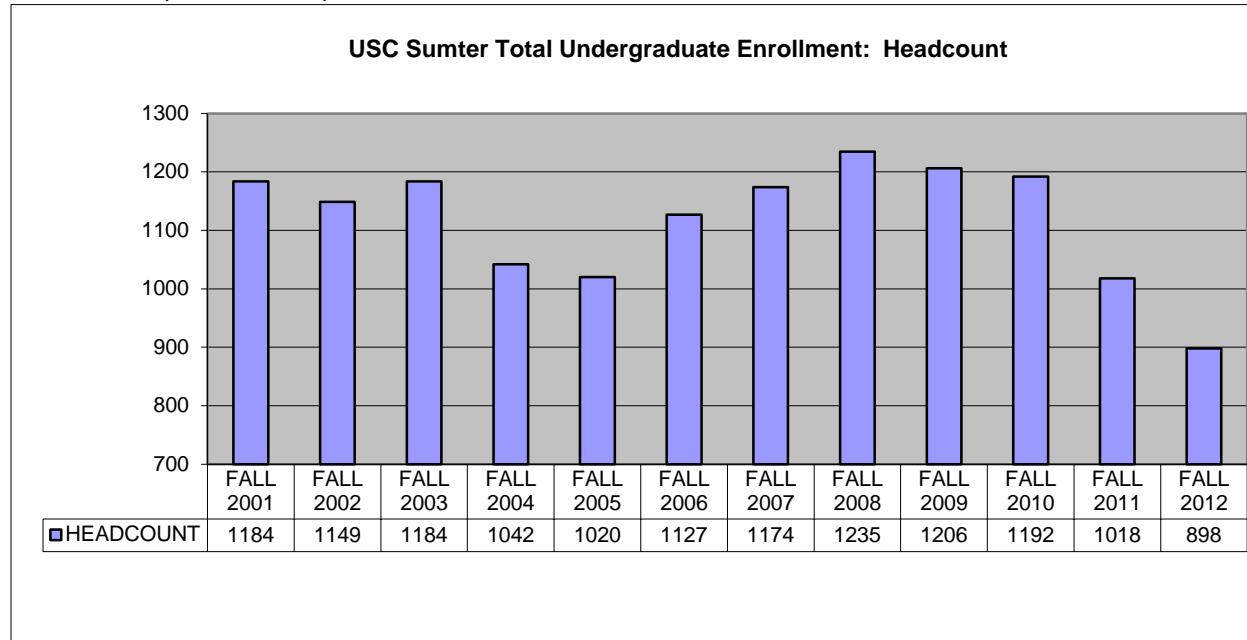
Appendix E: Part II – Statistical Research Data for Your College

1. Total Number of external sponsored research proposal submissions - 0 (Data Source: USCERA.)
2. Extramural Funding – \$ 282,511 (Data Source: USCERA.)
3. Not Applicable
4. Not Applicable

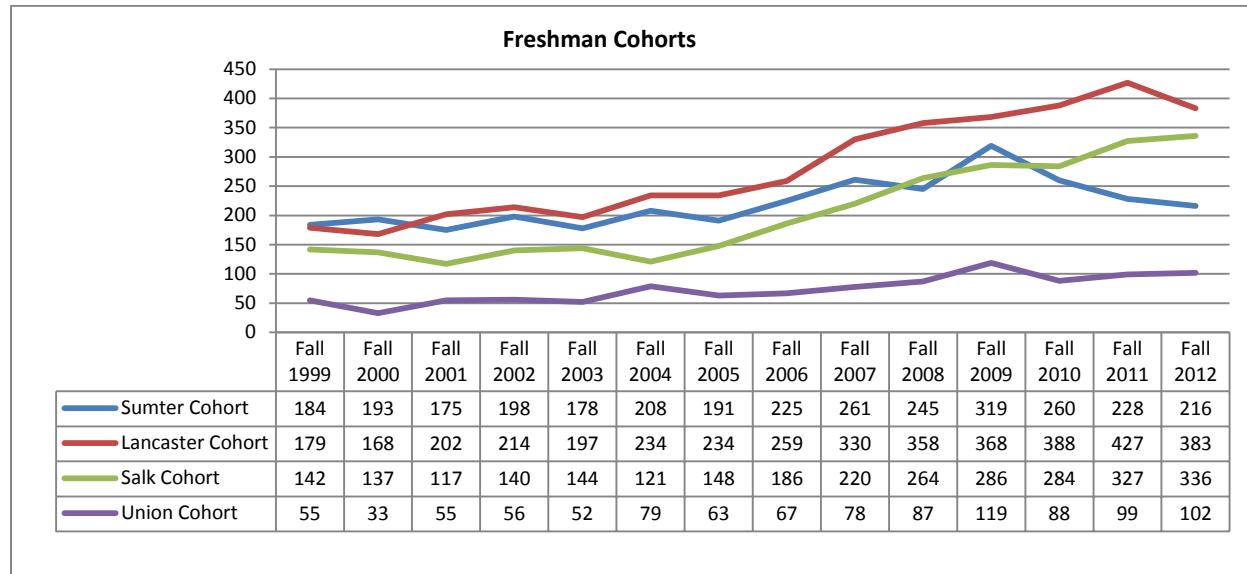
Appendix F: Academic Dashboard Data

Appendix F: Academic Dashboard Measures

Enrollment: (Data Source: IAC.)



Freshman Cohort Sizes: (Data Source: IAC.)

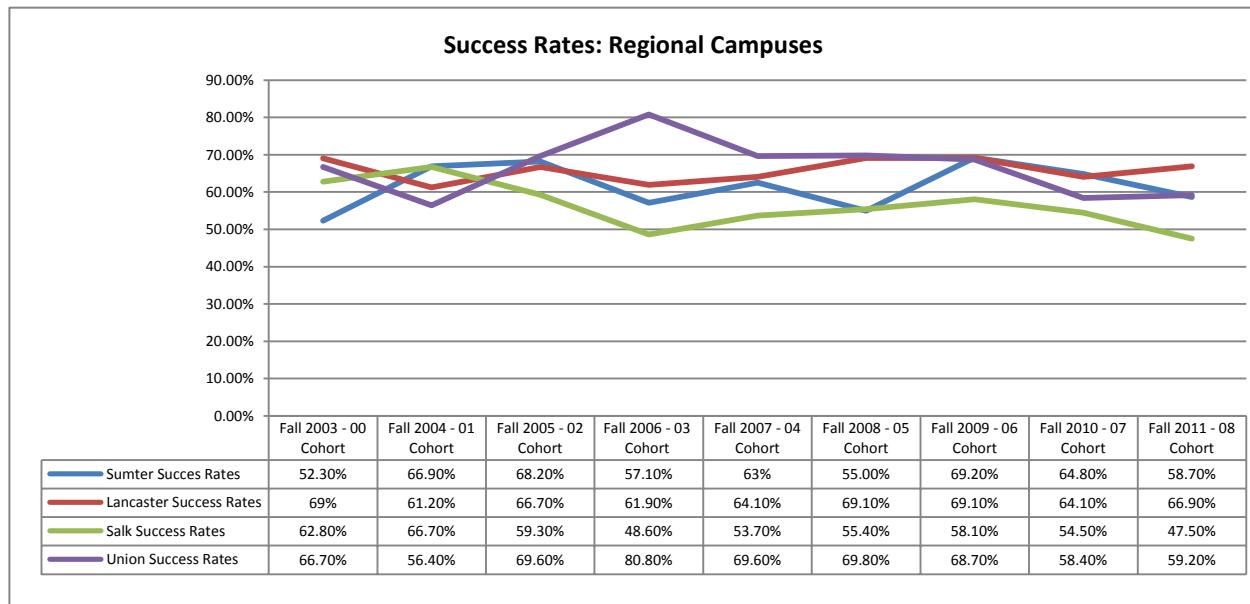


Success Rates: (Data source: CHE – Includes in State Transfers only. When Out of State Transfers are added to the Sumter Success Rate, based on Data from the National Student Clearinghouse, Sumter Fall 2011 Success Rates rises substantially, to approximately 66%. This data has only been available for us for the past two years and is not available to us for the comparison campuses therefore not included in this comparative measure)

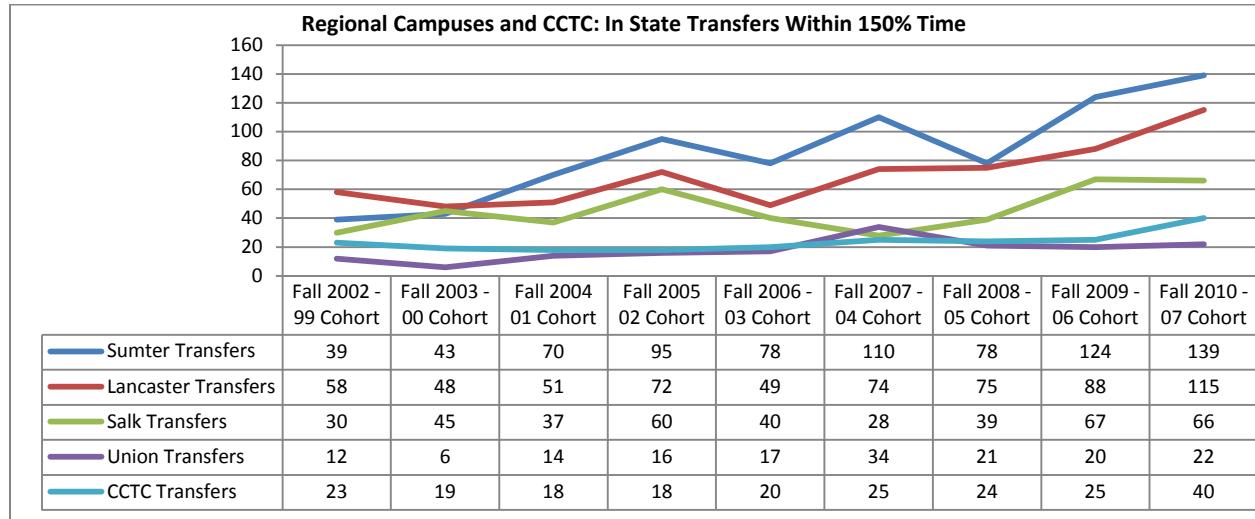
⁵“Success Rate” is defined as the “GRS Rate Plus.”

The Graduation Rate Survey (GRS) defines the cohort of students to be included each year as the first-time, full-time, degree seeking students entering an institution each fall. The GRS rate is calculated on the percentage of a cohort graduating within 150% of normal program time.

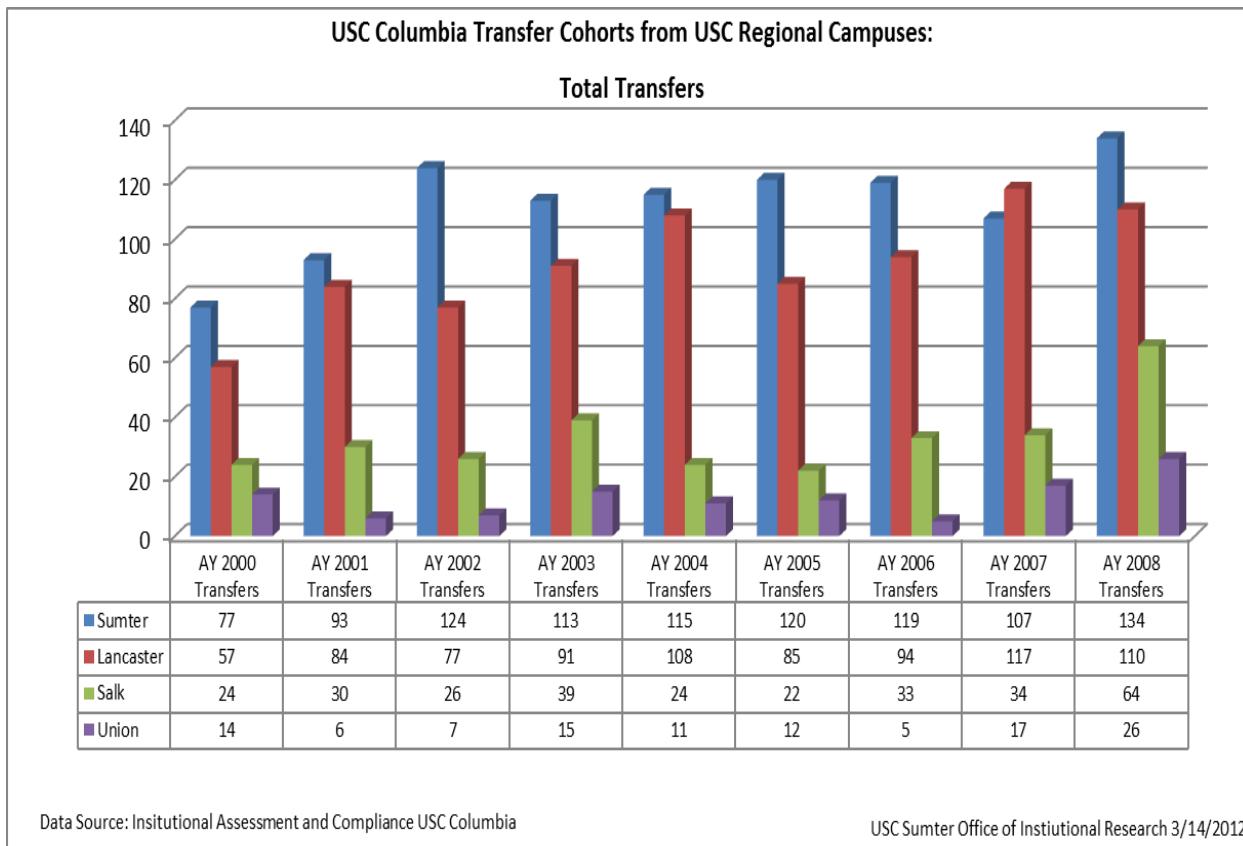
The Success Rate, in addition to the graduates, includes those students who as of 150% of program time have transferred to another institution or those students who have continued to be enrolled the term following 150% of program time.



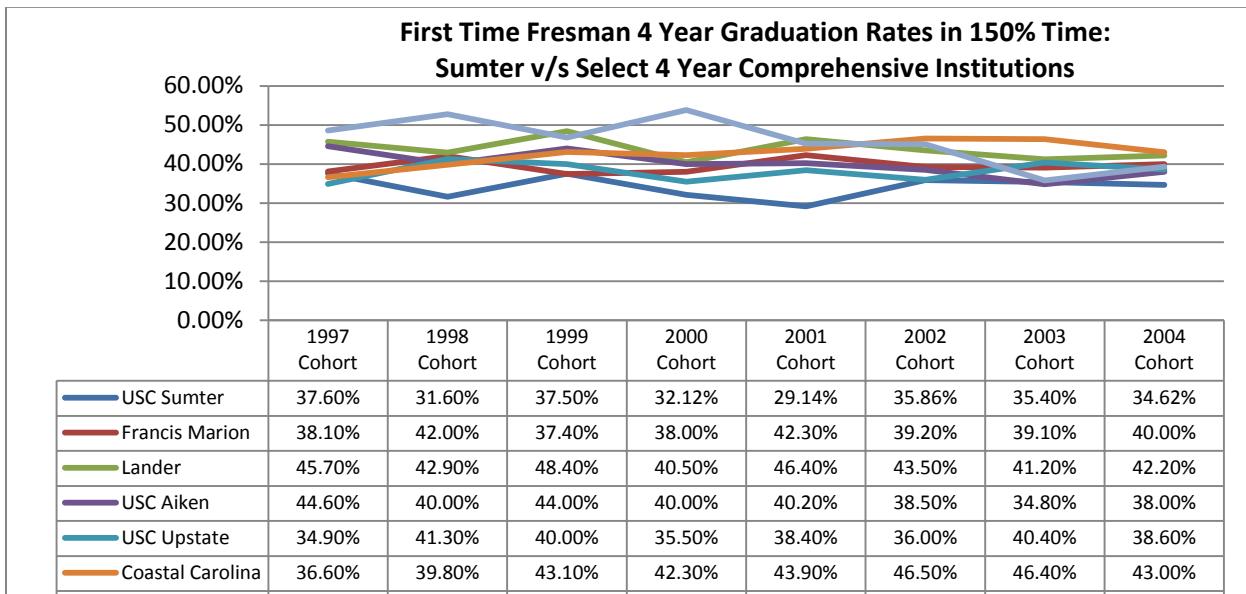
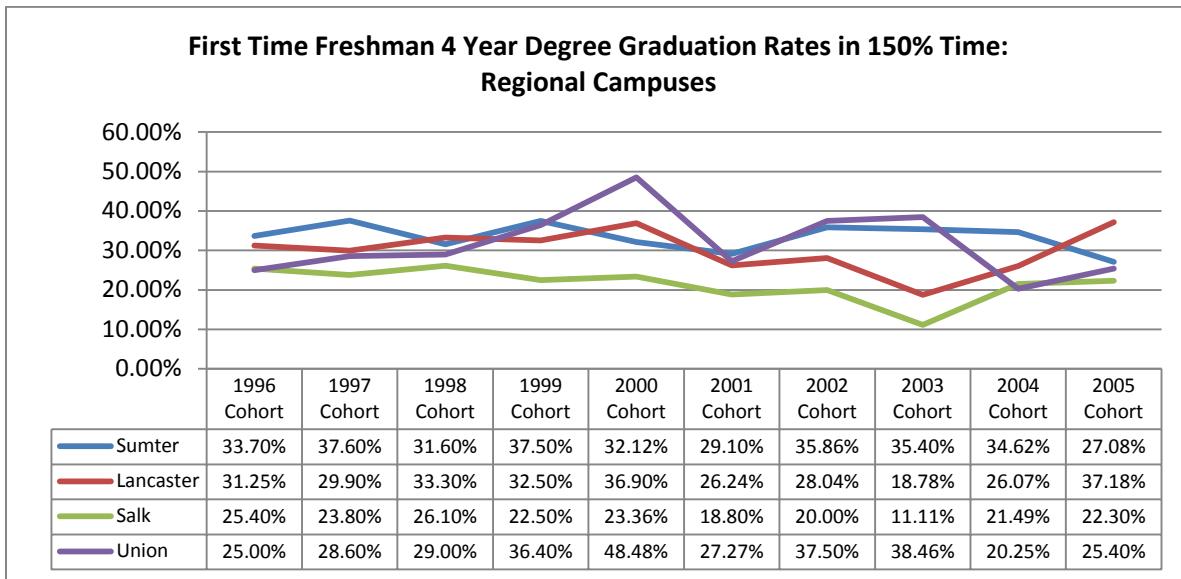
In-State Transfers Within 150% Time:



First Time Freshman Cohort Transfers to USC Columbia: (Data Source IAC – Most Recent Data Available.)



First Time Freshman Cohort 4 Year Degree Graduation Rates in 150% Time: (Data Source CHE.)



SAT/ACT Mean Averages: (Data Source: IAC.)

Campus		Mean ACT Scores	Mean SAT Scores
USC Sumter	Fall 2009 FTF	19	953
	Fall 2010 FTF	19	961
	Fall 2011 FTF	19	952
	Fall 2012 FTF	19	956
USC Lancaster	Fall 2009 FTF	17	940
	Fall 2010 FTF	17	911
	Fall 2011 FTF	18	889
	Fall 2012 FTF	18	884
USC Salk	Fall 2009 FTF	16	840
	Fall 2010 FTF	16	859
	Fall 2011 FTF	16	829
	Fall 2012 FTF	16	839
USC Union	Fall 2009 FTF	16	889
	Fall 2010 FTF	15	879
	Fall 2011 FTF	15	890
	Fall 2012 FTF	16	878

Retention Rates and Associate Degree Graduation Rates – Please See Appendix E in Unit Statistical Profile