

## Accountability Report Transmittal Form

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**SOUTH CAROLINA**<sup>®</sup>  
L A N C A S T E R

**Annual Accountability Report  
Fiscal Year 2006-2007**

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# Executive Summary

## I.1. MISSION

**The Full Mission Statement of the University of South Carolina Lancaster may be accessed at: <http://usclanaster.sc.edu/mission.htm> (Approved by the USC Board of Trustees April 23, 1998)**

USC Lancaster's Strategic Planning Committee summarized the mission statement as follows:

The mission of the University of South Carolina Lancaster is to provide a superior and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service.

## I.1.2 VALUES

During 2006 – 2007, our Planning Committee developed a new Values Statement for USCL:

*As an integral part of the University of South Carolina, USC Lancaster exemplifies and embodies the core beliefs of the State's flagship University. 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.*

## I.1.3 VISION

**USC Lancaster aspires to be a leader among the university's regional 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.**

### **I.1.3.1 SUPERIOR EDUCATION**

The focus at USC Lancaster is delivery of superior education at an exceptional value. To that end, USC Lancaster will serve as the standard bearer for the regional campuses of the University of South Carolina. By all measures of efficiency and effectiveness, USC Lancaster will excel in the quality of academic programs that lead to associate and baccalaureate degrees. The USCL faculty will be comprised of scholars dedicated to teaching. They will employ instructional methods calculated to engage and challenge students. Faculty will be dedicated to aiding students in achieving their greatest academic potential. In pursuit of continued scholarship, faculty will undertake research, present findings, and publish works in their chosen fields of study. USC Lancaster will seek and maintain accreditation of all academic programs.

### **I.1.3.2 STATE OF THE ART RESOURCES**

USC Lancaster will operate with state-of-the art resources. In order to amplify the learning environment, classrooms will be designed and equipped for instructional efficiency and comfort. Laboratories will be equipped with technologies that will capitalize on innovation, functionality and safety. Recognizing that libraries are the gateway to the sum of human knowledge, USC Lancaster will provide students and the community with a library that is conducive to reading, research, discovery, and learning. Academic resources and research materials will be readily available through multiple media and from a variety of sources. Students will be trained to ensure they are able to access needed resources. Through its T. J. Blumer Catawba Research Collection, USCL's Medford Library will be the United States' preeminent source of information about Catawba Indian history and culture.

### **I.1.3.3 STRATEGIC LEADERSHIP**

USC Lancaster will provide strategic leadership in setting the direction for higher education in its six-county service region. As USC Lancaster approaches its golden anniversary, it does so with realization that it has not yet reached its full potential. Moreover, USCL recognizes that economic transformation in its service region translates into increased demand for more diversified degree programs. By actively engaging customers and stakeholders, USC Lancaster will partner with community leaders and organizations in analyzing 21<sup>st</sup> century challenges and opportunities, both for the university and the community as a whole. Working in cooperation with the Lancaster County Commission on Higher Education and the Educational Foundation of the University of South Carolina Lancaster, the university's planning will focus on excellence in higher education, strong financial management, and continued growth in service to the region, service to USC and service the state of South Carolina. USC Lancaster will offer health and wellness programs, cultural events and university facilities for the betterment of and enjoyment by students and citizens. In partnership with the Educational Foundation, USCL will endow faculty chairs, establish a multi-million dollar general endowment fund, expand the physical plant and intensify campus beautification programs. In cooperation with the Lancaster County Commission on Higher Education, USCL will ensure cost-effective operations and maintenance of the physical plant maximize energy conservation.

## **I.2 Major achievements from past year:**

1. **Enrollment** -- During fall semester 2006, USC Lancaster enrolled the largest freshman class in the history of the campus. Total headcount was 1,195.
2. **Faculty Recruitment** -- A new faculty recruitment program was highly successful. Six new PhDs with impeccable credentials were hired and began teaching in academic year 2006-07.

3. **Native American Studies** -- Continued a new program of Native American Studies and strengthened ties with the Catawba Indian Nation of South Carolina. Professor Criswell received a grant from the National Endowment for the Arts to further promote the history and culture of Native Americans.
4. **Scholarships** -- Total endowed scholarships managed by the Educational Foundation of USC Lancaster exceeded \$4.2 million as of December 31, 2006. This endowment provided \$266,000 in scholarships to 144 students during FY 2006-07. Total assets, including real estate, of the USCL Foundation exceeded \$6.5M.
5. **Expansion of Cultural Events** -- Bundy Auditorium in the James Bradley Arts and Sciences Building was remodeled for a new *Performing Arts Series*. The first season, 2006-2007, was highly successful. A second series began in September 2007. This program is recognized in the local community as a major step forward in cultural entertainment. The program has received financial support from local industry and government.
6. **Technology** -- Two classrooms were upgraded to multi-media format capabilities. Two instructional computer laboratories were upgraded. Installed new ID Card System. Upgraded main campus server. Installed network colored laser printers in faculty and administrative offices.
7. **Campus Commerce** -- Phase-in of the 'Carolina Card' program began during FY 2005-06, then was stopped system-wide for re-evaluation of audit controls. Satisfied that adequate controls were in place, the card is now accepted at the USCL campus bookstore. Additional usage will be extended during the 2007-2008 year.
8. **Financial Management** -- The USCL campus ended the fiscal year with a budget surplus. As a cost saving measure, USCL outsourced operation of the campus bookstore late in FY 2005-06. Commission revenue of nearly \$50,000 was realized during FY 2007.

### I.3 Strategic Goals

1. **Enhance academic excellence.** USCL will recruit better prepared students and emphasize use of campus resources such as the Academic Success Center to improve student success rates. USCL will improve classroom instruction through greater utilization of traditional and multi-media technology. New full-time faculty positions will be established for those academic programs deemed highest priority needs. An expanded base of adjunct faculty will also strengthen USCL's academic excellence, along with expanded course offerings and research capabilities.
2. **Enhance the fiscal strength of the campus.** Expenditures will be monitored and controlled to maximize the return on every dollar spent at USCL. The Dean will continue to work closely with the Lancaster County Commission on Higher Education and the legislative delegation in order to promote greater understanding of USCL accomplishments, goals and vision. The development officer will seek new sources of community support to USCL and work with the Educational Foundation of USCL to establish a permanent unrestricted endowment fund. USCL will seek to increase grant funding.
3. **Enhance academic and student support services.** USCL's Hiring Priority Committee will focus attention on academic and student support services programs to ensure sufficient resources are available to achieve goals and objectives. Academic divisions will encourage interaction between faculty and students outside the classroom to ensure students are able to discuss course progress. On-campus cultural events will be offered by academic divisions. USCL will continue to upgrade campus technology resources and Medford Library will promote awareness of electronic databases. Distance learning programs will be expanded. The professional development of staff will be encouraged.

4. **Enhance the physical plant.** USCL will address campus modernization and beautification needs. These changes will be implemented in order to achieve several objectives. USCL's first priority is to maximize the usefulness of existing facilities. Second, modernization of facilities and campus beautification will improve recruitment and retention of students, faculty and staff. Third, space utilization will be reviewed to eliminate inefficiencies. Renovations to the physical plant will also translate into cost savings through lower total energy consumption within existing buildings. Lower energy consumption will demonstrate to students and the community our commitment to environmental awareness and action.
  
5. **Enhance campus-community partnerships.** USCL is a major contributor to the quality of life in Lancaster and surrounding counties. To further that community focus, USCL will sponsor on-campus cultural events that will be of interest to the regional community. Those events will include writing, theater, music, arts, history and athletic programs, among others. Community Advisory Boards will be used to ensure community needs are met with regards to Medford Library, Gregory Health and Wellness Center, Educational Foundation of USCL, Diabetes Education and the TRiO programs

#### **I.4 OPPORTUNITIES AND BARRIERS THAT MAY AFFECT THE organization's success in fulfilling its mission and achieving its strategic goals.**

##### **Opportunities:**

The year 2009 will mark USC Lancaster's 50<sup>th</sup> anniversary. This major milestone affords an opportunity to share with the regional community some of the wonderful benefits USCL has provided during its first half-century. Moreover, the milestone provides a focal point to re-dedicate the University's commitment to academic excellence and public service for this region of South Carolina. Likewise, it is an opportunity for the community to re-dedicate and reinforce its commitment to USCL. A fund raising campaign for general endowment will be a major part of the anniversary activities. A celebration of accomplishments will be shared with the community.

More important than a celebration of the past, however, the 50<sup>th</sup> anniversary milestone marks the starting block for the next half-century of USCL. To set direction for the coming decades, the university conducted a comprehensive information-gathering program as part of its strategic planning during FY 2006-07. Key customer and stakeholder groups were surveyed. Those groups included: 1) Faculty; 2) Staff; 3) Students; 4) Alumni; 5) Local Business Leaders; 6) City and County Officials, both elected and appointed; 7) Lancaster County School District; 8) Lancaster County Commission on Higher Education; 9) Board of Directors – Educational Foundation of USCL; 10) Board of Visitors; 11) Incoming freshman; and, 12) Parents of incoming freshman. They were asked to rate USCL in several categories. They were also asked what future services, degree programs and athletics programs they want to see available from USCL. External trends were also a major component of information gathering -- political, economic, social and technological trends. Trend and survey data will be analyzed during fall 2007 to determine implications and opportunities for USCL. At that point in the planning process, USCL will identify its strengths, weaknesses, opportunities and threats. With that knowledge, the university will then set strategic direction for the coming years and establish goals and objectives to achieve the vision.

##### **Barriers:**

USCL will not be deterred by limited resources and other constraints. Working within the system of controls and guidelines established by the South Carolina Commission on Higher Education, the Budget and Control Board, the Governor's Office, the University of South Carolina and the General Assembly, USCL will deliver its message of needs and wants from the region it serves. Justification for revisions to the mission (if planning

deems this appropriate), resource requirements and changes in academic programs will be emphasized. USCL will work untiringly to achieve its strategic goals.

**I. 5. How the accountability report is used to improve organizational performance.**

The Annual Accountability Report of the University of South Carolina Lancaster serves dual purposes. First, the report is used by the administration to report to external community stakeholders on continuing progress at USCL. Information from the report is shared with interest groups such as the Lancaster County Commission on Higher Education, the Educational Foundation of the University of South Carolina Lancaster, the USCL Board of Visitors, Friends of Medford Library, The Diabetes Education Center Community Relations Board and other key groups as appropriate. This sharing of information facilitates greater awareness and understanding of the mission, goals, performance, progress, and challenges at USCL. It is posted on the USCL website as a public document. Internally, the report will drive the programmatic efficiencies and budget requests. It is shared and discussed with faculty and staff. Data is reviewed in depth in order to determine what changes must be implemented and what tasks must be undertaken to improve performance.



# Organization Profile

**II. 1. The main educational programs** of USC Lancaster are the Associate in Arts, the Associate in Science, the Associate in Science in Business, and the Associate in Science in Criminal Justice. In cooperation with York Technical College, USCL also offers the Associate in Science in Technical Nursing (RN). Moreover, USCL offers the Bachelor of Arts in Interdisciplinary Studies (BAIS), which is awarded through USC Columbia. These academic programs are offered primarily through traditional classroom instruction on campus. Distance Learning programs in formats such as web casts and DVD are also available for limited courses. Other Distance Learning programs include the contract programs with areas high schools.

**II.2. USC Lancaster’s key student segments, stakeholder groups, and market segments**

<b>Customers and Stakeholders of USCL</b>	<b>Stakeholder Requirements / Expectations (not in priority order)</b>
Students – Associate Degree Candidates, General Education Candidates, Baccalaureate Degree Candidates (Customers of USCL)	Quality education; Accredited degree programs; Transferable credits; Diversity of academic programs; Ethnic and cultural diversity; Safe, environmentally-friendly campus; Convenient campus design and parking; Availability of classes for degree requirements; Convenient class schedules; Affordable tuition, fees; Variety of financial aid programs; Quality faculty; Accessibility of faculty outside classroom; Modern library / research / study facilities; Modern classroom design and instructional equipment; Modern science and technology laboratories; Sports and fitness programs; Aesthetically pleasing campus grounds;
Parents / Guardians	Quality education; Diversity of academic programs; Safe, environmentally-friendly campus; Affordable tuition and fees; Financial aid programs; Accessible and responsive administration; Quality faculty committed to student success; Modern library / research / study facilities; Modern classroom design and instructional equipment; Modern science and computer laboratories; Aesthetically pleasing campus grounds.
USC Board of Trustees	Student success; Sound financial management; Academic excellence and integrity; Public service.
Governor and General Assembly	Student success; Sound financial management; Academic excellence and integrity; Public service.
Citizens / Taxpayers	Sound financial management of tax dollars; High student success rate; Academic excellence and integrity; Public service.

Faculty	<p>Freshman classes that are well prepared for college-level work;</p> <p>Modern classroom design and instructional equipment;</p> <p>Sound financial management;</p> <p>University commitment to excellence and integrity;</p> <p>Market-rate salary and benefits;</p> <p>Professional development opportunities;</p> <p>Accessible and responsive administration;</p> <p>Modern science and computer laboratories;</p> <p>Safe and aesthetically pleasing campus grounds;</p> <p>Environmentally-friendly campus operations;</p> <p>Convenient class schedules;</p> <p>Modern library / research / study facilities.</p>
Staff	<p>Accessible and responsive administration;</p> <p>Sound financial management;</p> <p>University commitment to excellence and integrity;</p> <p>Market-rate salary and benefits;</p> <p>Professional development opportunities; Career path;</p> <p>State of the art resources;</p> <p>Safe and healthy work environment;</p> <p>Safe and aesthetically pleasing campus grounds;</p> <p>Environmentally-friendly campus operations.</p>
Regional Business Community	<p>Student success; competent workforce;</p> <p>Sound financial management;</p> <p>Academic excellence and integrity;</p> <p>Relevant academic programs;</p> <p>Continuing education programs; Cultural activities;</p> <p>Public service.</p>
School Districts	<p>Accessible and affordable education nearby;</p> <p>Partnership / strategic alliance programs;</p> <p>Student success; Public service;</p> <p>Academic excellence and integrity;</p> <p>Diversity of academic programs;</p> <p>Continuing education programs; Cultural activities;</p>
Lancaster County Commission on Higher Education	<p>Student success;</p> <p>Sound financial management;</p> <p>Cost effective operation and maintenance of physical plant; Relevant academic programs;</p> <p>Demonstrated commitment to community;</p> <p>Public service; Cultural activities.</p>
Educational Foundation of USC Lancaster	<p>Academic excellence and integrity;</p> <p>Student success; Sound financial management;</p> <p>Responsive administration; Modern physical plant;</p> <p>Relevant academic programs;</p> <p>Demonstrated commitment to community;</p> <p>Public service; Cultural activities.</p>
City of Lancaster, Lancaster County and Six-County Service Area	<p>Student success; Affordable education;</p> <p>Modern physical plant;</p> <p>Demonstrated commitment to community;</p> <p>Public service; Cultural activities.</p>

Friends of Medford Library	Modern, clean library facilities; Up-to-date circulation materials; Convenient public access; Cultural programs.
Members of Gregory Health and Wellness Center	Modern health and wellness facility; Trained staff for health and fitness programs; Safe environment for health and fitness training; Affordable programs; Diversity of programs for varying needs.
The Diabetes Education Center Citizen's Advisory Council	Up-to-date information on Diabetes Treatment; Knowledgeable staff; Easy access to programs; Affordable programs; Modern facilities.
Springs Memorial Hospital	Pool of nursing candidates; Accredited nursing program; Effective, cost-efficient cardiac rehabilitation clinic; Cooperative clinical programs.
York Technical College	Academic excellence and integrity in nursing program; Quality candidates for nursing degree; Student success; Quality faculty; Responsive administration; Modern facilities and laboratory equipment.
Patrons of the Performing Arts Series	Continuing program of cultural events on campus; Affordable events; Variety of cultural events attractive to various age groups.
Alumni	Access to campus resources such as library; Continued success of USCL and campus growth; Cultural events; Continuing education.

**II. 3. USC Lancaster's operating location** is 476 Hubbard Drive, Lancaster, SC 29720. In addition to the campus in Lancaster, nursing students attend classes at York Technical College and attain clinical experience at Springs Memorial Hospital and other facilities. Distance Learning programs are offered by contract with various high schools in the service region, utilizing on-site instruction and distance education.

**II.4 Number of Employees (as of November 1, 2006)**

Faculty

Full-time: 29

Part-time: 30

Staff

Full-time, permanent: 48

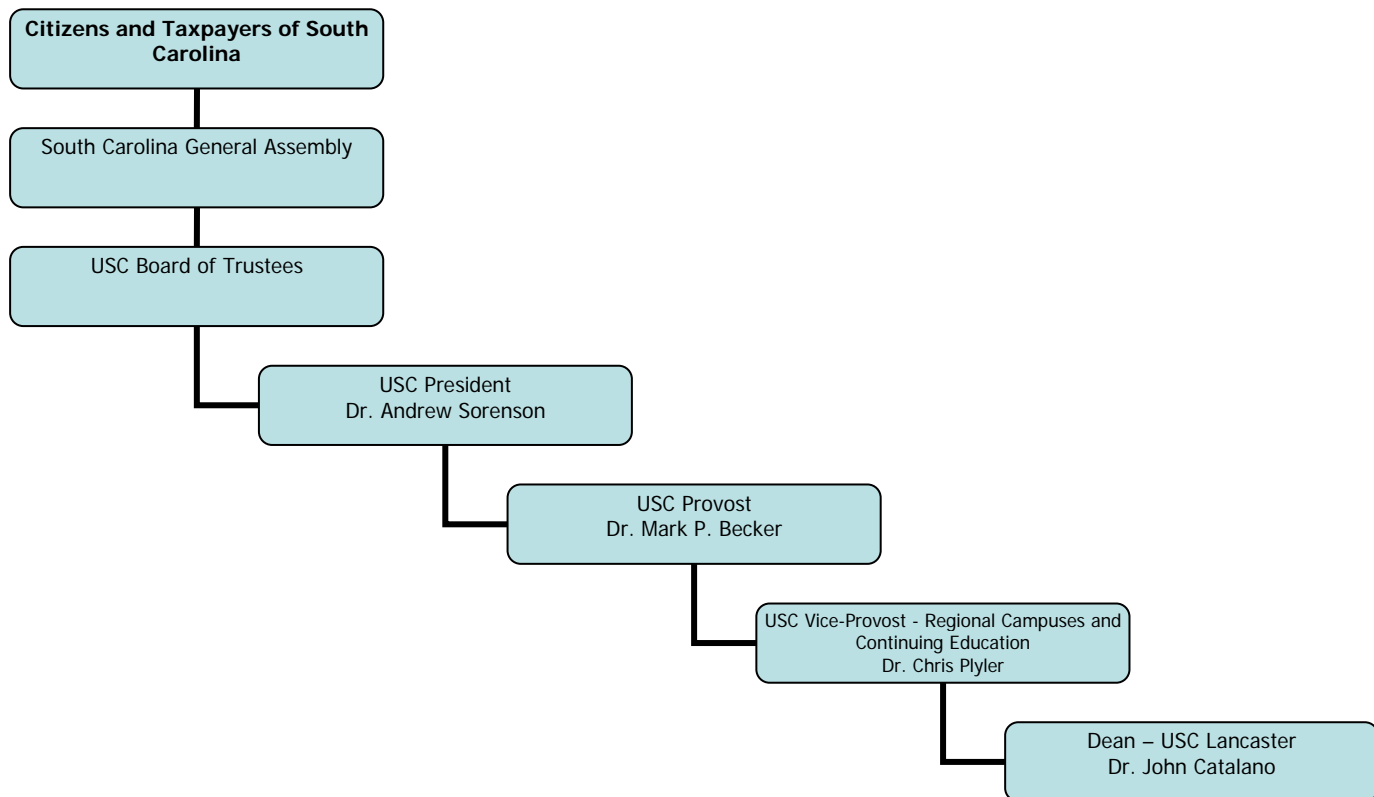
Part-time: 40

**II. 5. The regulatory environment:**

- USCL is 1 of 4 regional two-year campuses of the University of South Carolina and thus is subject to the policies and procedures of the university;
- USCL is 1 of 33 public institutions regulated by the South Carolina Commission on Higher Education;
- USCL is accredited by the Southern Association of Colleges and Schools (SACS);

- The Associate Degree in Science in Business program is accredited by the Association of College and Business Schools (ASCB);
- Tuition rates and fees are regulated by the USC Board of Trustees;
- Budget requests are regulated by the USC Budget Office and the Budget and Control Board;
- State funding for USCL is appropriated by the S. C. General Assembly and thus the university is monitored by the General Assembly for operating efficiency and effectiveness;
- USCL is subject to various laws enacted by the S. C. General Assembly and is ultimately accountable to the citizens of South Carolina;
- USCL is subject to various laws and policies regarding state and federal financial aid programs;
- USC is an equal opportunity institution and is subject to various laws enacted by the U. S. Congress.

## II. 6. Governance System



USC Lancaster operates under contract with the **Lancaster County Commission for Higher Education**. This agreement calls for Lancaster County to assess property taxes at a rate sufficient to fund the operations and maintenance of the physical plant at USCL. Also, the **Educational Foundation of the University of South Carolina Lancaster** provides funding for scholarships, building and renovation projects and special programs such as the Performing Arts Series.

In addition, a separate system of faculty governance (the Regional Campuses Faculty Senate and the USC Lancaster Faculty Organization) exists that has authority in curricular matters, including admissions and graduation requirements.

## II. 7. The University of South Carolina Lancaster’s key suppliers and partners are:

- School Districts in the Six-County Service Region of USCL;
- Business community in the service region;

- Lancaster County Commission on Higher Education;
- Educational Foundation of USCL;
- Alumni, Benefactors and friends of USCL;
- York Technical College (cooperative nursing program);
- Springs Memorial Hospital;
- Friends of Medford Library;
- Board of Visitors;
- The Diabetes Education Center Citizen’s Advisory Council;
- University of South Carolina;
- South Carolina Lottery Commission; and,
- US Department of Education;

**II. 8. The University of South Carolina Lancaster’s key competitors are:**

- Tuition costs associated with the South Carolina Technical College System;
- USC Columbia (residential experience);
- Winthrop University (residential experience);
- Proprietary Schools;
- UNC Charlotte;
- Queen’s College – Charlotte;
- Business & Industry; and,
- Military.

**II. 9. Principal factors which determine competitive success:**

The driving force at USC Lancaster is student success. All decisions regarding matters such as academic programs, class scheduling, technology improvements, and equipment purchases are made with an analysis of their impact on students. Although other factors such as financial management, academic needs, etc. are considered, the overriding factor is always whether programs or programmatic changes will favorably impact student success rates. This demonstrable emphasis on student success sets USC Lancaster apart. Other key factors that contribute greatly to our success are:

1. Quality of faculty and instructional programs;
2. Affordable tuition and fees;
3. Diversity of academic programs;
4. Small, friendly campus;
5. Faculty dedicated to teaching as a first priority;
6. Convenience to commuter students;
7. Cooperative Nursing program;
8. Class schedules convenient for working adults;
9. Situated in a low cost-of-living area;
10. Availability of Bachelor of Arts in Interdisciplinary Studies (BAIS); and,
11. Distance Learning program.

**II. 10. The University of South Carolina Lancaster’s key strategic challenges are:**

- Competition for state appropriations and parity among campuses;
- Increased student demand associated with rapid commercial and residential growth in the Lancaster / Charlotte corridor;

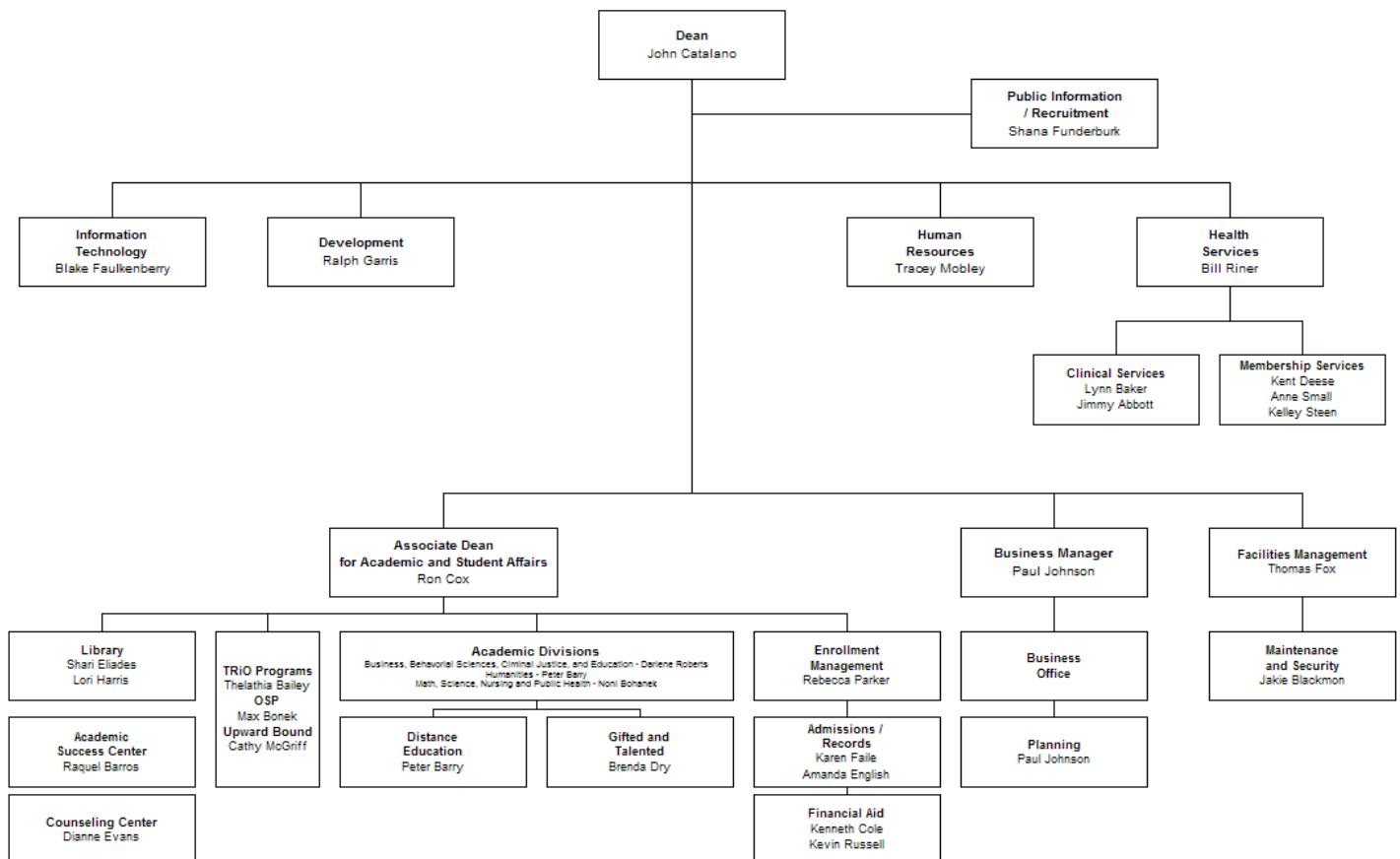
- Rapid transformation of local economy – from textile manufacturing and agriculture to financial and other services;
- Ability to recruit and retain superior faculty at market-driven salaries and benefits;
- Expansion of mission to offer 4-year degree programs; and,
- Ability to grow physical plant to meet the growing demands of service region.

## II. 11. Performance improvement systems

USC Lancaster is currently updating its strategic plan using a planning model different from previous efforts. The process includes significant information gathering. Key stakeholder groups (see II.2 above) have been surveyed in order to gauge their perception of USCL’s strengths and weaknesses. Stakeholders were asked a variety of questions, including what additional services and degree programs they wish to see available at USCL. The process also examines external trends -- political, economic, social and technological. The trends and survey data are currently being analyzed. From that study USCL will be able in a better position to re-define its strengths, weaknesses, opportunities and threats with quantifiable data from stakeholders. More importantly, the information gleaned from this planning process will be the foundation for quality decisions regarding the strategic direction USCL must take in its second half-century.

Other performance measurement systems will continue to be employed, including course evaluations, faculty evaluations, faculty peer reviews, Employee Performance Management System and ad hoc survey instruments.

## II.12 Organizational Structure



II. 13. Accountability Report Appropriations/Expenditures -

USC Lancaster Accountability Report Appropriations/Expenditures Chart

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$4,724,640	\$1,955,406	\$5,149,816	\$2,013,932	\$5,611,625	\$2,013,932
Other Operating	\$5,246,801	\$-	\$4,618,887	\$-	\$7,471,390	\$-
Special Items	\$-	\$-	\$	\$-	\$-	\$-
Permanent Improvements	\$-	\$-	\$	\$-	\$-	\$-
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$1,094,295	\$514,848	\$1,201,776	\$540,173	\$1,313,155	\$540,173
Non-recurring	\$-	\$514,848	\$950,000	\$950,000	\$-	\$-
<b>Total</b>	<b>\$11,065,736</b>	<b>\$2,570,254</b>	<b>\$11,920,479</b>	<b>\$3,504,105</b>	<b>\$14,396,170</b>	<b>\$2,554,105</b>

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills	\$-	\$950,000
Capital Reserve Funds	\$-	\$-
Bonds	\$-	\$-

**II. 12.**

**H37-Lancaster Major Program Areas**

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
520	Instruction: Arts & Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	State: 1,362,362 Federal: 16,260 Other: 2,180,371 Total: 3,558,993 % of Total Budget: 32.16%	State: 3,504,105 Federal: 20,344 Other: 604,349 Total: 4,128,798 % of Total Budget: 34.64%	7.3-1 -- 7.3-5
521	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 9,055 Other: 16 Total: 9,071 % of Total Budget: 0.08%	State: 0 Federal: 522 Other: 112 Total: 634 % of Total Budget: 0.01%	7.2-1
522	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 138,572 Other: 987,811 Total: 1,126,383 % of Total Budget: 10.18%	State: 0 Federal: 0 Other: 1,074,595 Total: 1,074,595 % of Total Budget: 9.01%	7.3-1 7.6-4



523	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 238,952 Federal: 0 Other: 283,571 Total: 522,523 % of Total Budget: 4.72%	State: 0 Federal: 0 Other: 559,287 Total: 559,287 % of Total Budget: 4.69%	7.3-1 – 7.3-5
524	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State: 256,190 Federal: 386,065 Other: 357,413 Total: 999,668 % of Total Budget: 9.03%	State: 0 Federal: 488,512 Other: 583,897 Total: 1,072,409 % of Total Budget: 9.00%	7.2-5 7.3-1 – 7.3-2
525	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 424,167 Federal: 0 Other: 477,968 Total: 902,135 % of Total Budget: 8.15%	State: 0 Federal: 0 Other: 953,380 Total: 953,380 % of Total Budget: 8.00%	7.3-1 – 7.3-2
526	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	State: 0 Federal: 922,533 Other: 1,671,676 Total: 2,594,209 % of Total Budget: 23.44%	State: 0 Federal: 992,215 Other: 1,975,888 Total: 2,968,103 % of Total Budget: 24.90%	7.2-5

527	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State: 0 Federal: 0 Other: 379,826 Total: 379,826 % of Total Budget: 3.43%	State: 0 Federal: 0 Other: 9,004 Total: 9,004 % of Total Budget: 0.08%	
528	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 288,583 Federal: 0 Other: 684,345 Total: 972,928 % of Total Budget: 6.86%	State: 0 Federal: 0 Other: 1,154,268 Total: 1,154,268 % of Total Budget: 9.68%	7.3-1; 7.3-2; 7.3-4;
Grand Total		State: 2,570,254	State: 3,504,105	
Grand Total		Federal: 1,472,485	Federal: 1,501,593	
Grand Total		Other: 7,022,997	Other: 6,914,780	
Grand Total		Total: 11,065,736	Total: 11,920,478	

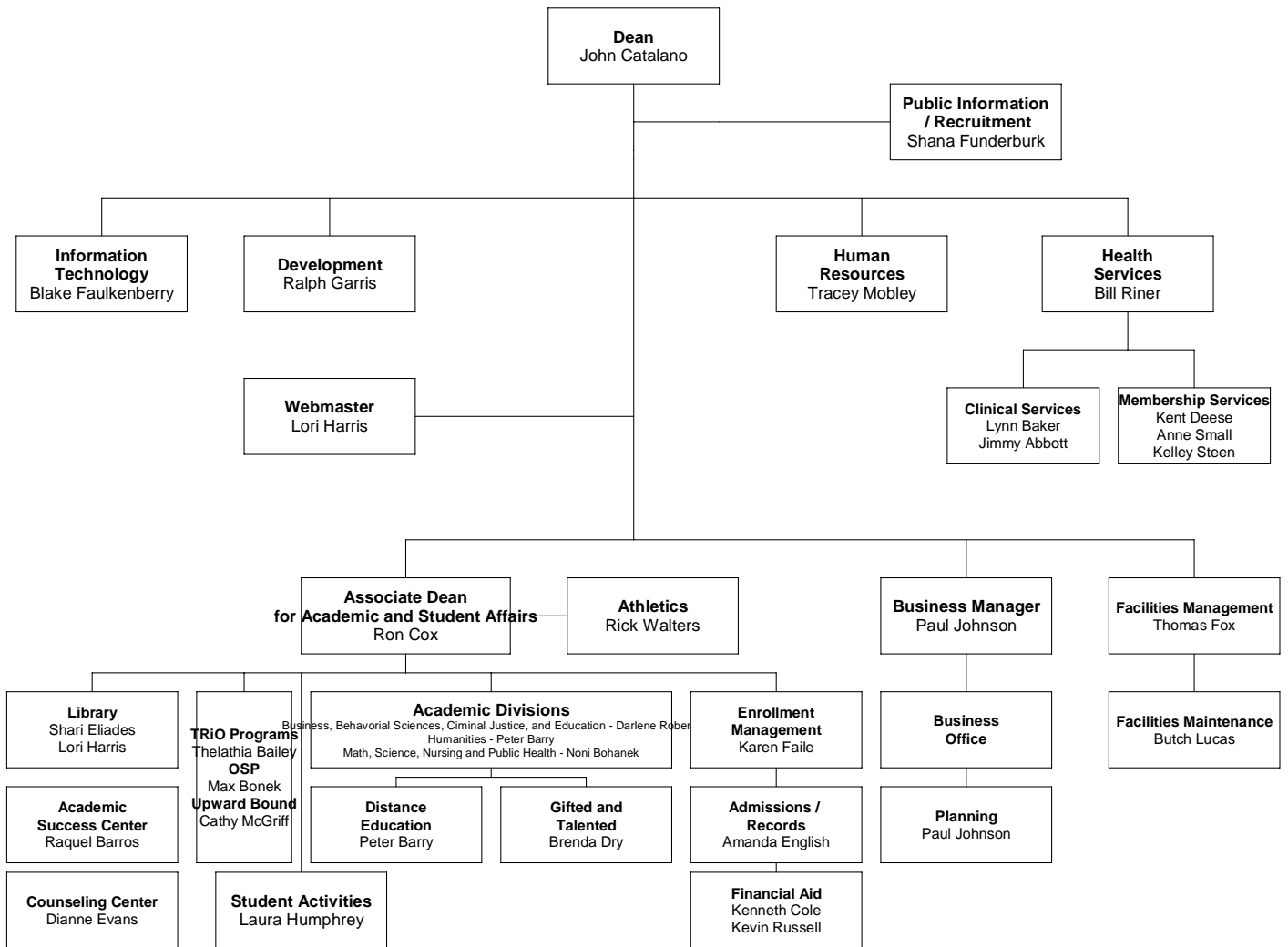
Below: List any programs not included above and show the remainder of expenditures by source of funds.

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

\* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this d

## II. 13. Organizational Chart



## Section III

### Category 1 – Senior Leadership, Governance, and Social Responsibility

**C1.1** Mission, vision and values at USC Lancaster are developed in a team environment following the USC Guidelines for Academic Units. The Planning and Assessment Committee works in conjunction with administration officials to establish a five-year strategic plan for the campus and prioritize objectives and strategies for achieving goals. The USC Lancaster Research and Productive Scholarship Committee nurtures faculty productivity in research and scholarship and awards local funds for research proposals.

The mission, vision, values and goals are communicated in a variety of ways. Documents and reports are posted on the campus' website. Information is shared with key stakeholder groups through formal reporting at planned meetings and at public speaking opportunities in which senior leadership participates. Faculty and staff are informed of campus priorities through meetings, publications, memorandums, website postings and email.

Senior leaders at USCL live by the mission and organizational values daily. Their interactions with students, faculty and staff, at every level, demonstrate their genuine commitment to academic excellence and accessible education at an affordable price. Individual and team efforts are recognized both formally and informally. Meetings such as the Annual Faculty and Staff Retreat are occasions for recognizing campus accomplishments.

**C1.2** USC Lancaster's senior leaders promote and support an environment that fosters and requires legal and ethical behavior by leading by example. In personal interaction with employees, students and the community, leadership articulate and demonstrate a commitment to integrity, fiscal responsibility and accountability to regulatory authorities. In situations where policies may not be understood, leadership will actively seek advice and counsel of subject matter experts. The Employee Performance Management System is one mechanism wherein adherence to policies is formally recognized. Moreover, senior leadership at USC Lancaster encourages audits by external authorities.

**C1.3** USC Lancaster senior leaders employ a variety of tools to monitor progress toward goals and objectives. First, individuals or teams assigned a task may be given a target date for completion of the task. Periodic feedback may be requested. This may include informal and formal discussions, meetings, or reports.

**C1.4** USC Lancaster senior leaders keep faculty and staff apprised of professional development opportunities by distribution of literature, discussion at faculty and staff meetings and by assuring adequate financial resources for travel conferences, seminars and workshops. The Employee Performance Management System is used as a tool to encourage development of staff.

**C1.5** USC Lancaster senior leaders constantly seek out employees who hold potential as future leaders, whether on campus or in the community at large. Employees demonstrating such potential may be sponsored by the university in Leadership Lancaster, Rotary, and other service organizations. Opportunities are provided for networking with other community leaders through cultural, sporting and community fund raising events.

**C1.6** USC Lancaster's senior leaders communicate with, empower, and motivate faculty and staff in a number of ways. Weekly meetings of the Dean's administrative council ensure a continual flow of communication between all campus offices and the senior leadership. Weekly meetings between the Academic Division chairs and the Associate Dean ensure continual communication between faculty and senior leadership. Directors and managers are given broad discretion in carrying out their responsibilities, thus fostering a sense of ownership in the campus. Senior leaders take an active role in faculty and staff award recognition processes by recognizing (and encouraging directors and managers to recognize) outstanding achievement and effort by faculty and staff.

In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

**C1.7** USC evaluates the performance of senior leaders at USC Lancaster through comparative analysis of regional campus programs, student success rates, financial management, public service, and faculty accomplishments. The faculty evaluates USCL senior leadership on an annual basis.

**C1.8** Key compliance processes, goals and measures are conducted via the regulatory Annual Evaluation of Associate Degree Programs at Public Institutions. In 1996, the passage of Act 359 underscored the importance of program accountability by focusing on questions related to time to degree and graduates' first-time passing rates on professional licensure examinations. The purposes of this annual review remained unchanged by Act 359. Those purposes have been and remain:

- 1) To insure that programs demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and
- 2) To identify programs which need to be strengthened.

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

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. At the most recent fall term, each program must enroll at least 16 students who generate 12 full-time equivalents.
3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

**C1.9** Representatives of the senior leadership at USC Lancaster participate in numerous community organizations and activities. Participation may include formal representation of the university or individual volunteer work. Among the community organizations in which USC Lancaster employees participate are:

Rotary – John Catalano, Ralph Garris, Robert Collins, Jr., Shana Funderburk  
Springs Memorial Hospital Board of Directors – John Catalano  
Educational Foundation of USC Lancaster – Ex Officio: John Catalano, Paul Johnson  
Lancaster Chamber of Commerce – John Catalano  
Lancaster School Board of Trustees – Peter Barry  
Lancaster County Mental Health Board – Noni Bohonak  
USDA Missing Pet Network – Noni Bohonak  
Palmetto Council, Boy Scouts of America – Robert Collins, Jr.  
Lancaster County Council of the Arts Executive Board – Ron Cox  
Community Playhouse of Lancaster County Executive Board – Ron Cox  
Columbia Junior Volleyball Program – Darris Hassell  
Tutor – Columbia area high school students – Darris Hassell  
Lancaster City Planning Commission – Richard Van Hall  
Lancaster County Joint Planning Commission – Richard Van Hall  
U. S. Coast Guard Auxiliary – Paul Johnson  
Covenant Care Clinic – Susan Watts

## **Category 2 – Strategic Planning**

### **Planning Model**

USC Lancaster's strategic planning process is a model recommended by the American Management Association. The over-arching goal of this planning model is to make quality decisions about the strategic direction of the university. The process to update our strategic plan began in earnest during the fall of 2006. That process will culminate in a new Blueprint for Quality Enhancement in 2008, after which operational plans will be developed for implementation. The process is driven by Paul Johnson, USCL's Business Manager and Director of Planning. The methodology requires significant information gathering and is a departure from many planning models currently used in higher education. There are a total of 8 people on USCL's Planning Committee. They are the Associate Dean for Academic and Student Affairs, Public Information Officer, Director of Human Resources, Registrar, the three Academic Division Chairs and the Business Manager.

The process began by closely examining the mission statement in order to summarize or condense it into one sentence. This was done not for the purpose of changing the mission but rather to provide a summary that would facilitate easy discussion with campus community stakeholders. The next step was to re-define USCL's values statement, then re-examine our vision statement. The values statement changed significantly and is available above. The vision has not yet undergone any revision, but may be refined later in the process.

### **Data Gathering**

#### **Stakeholder Surveys**

Data gathering is a major step in our planning process. This step is necessary because the strategic plan is based upon factual data. Information is gathered through a series of surveys of key stakeholders. Customers and stakeholders surveyed during 2007 include: 1) Faculty; 2) Staff; 3) Students; 4) Alumni; 5) Local Business Leaders; 6) City and County Officials, both elected and appointed; 7) Lancaster County School District; 8) Lancaster County Commission on Higher Education; 9) Board of Directors – Educational Foundation of USCL; 10) Board of Visitors; 11) Incoming freshman; and, 12) Parents of incoming freshman. They were asked to rate USCL in several categories. They were also asked what future services, degree programs and athletics programs they want to see available from USCL. The scope of this survey process is a departure from traditional planning and assessment models used in higher education that typically limit surveys to faculty, staff, students and alumni. Survey data provides quantifiable data about our strengths and weaknesses and stakeholder expectations.

#### **External and Internal Trends Analysis**

Information is gathered about external trends – political, economic, social and technological. Internal trends in programmatic areas are also gathered. The analyses of survey and trend data translate into new information (and sometimes validate perceptions) upon which to base decisions.

#### **SWOT Analysis**

The next step in our planning process is to complete an analysis of our strengths, weaknesses, opportunities and threats (SWOT Analysis) based upon the feedback from stakeholders and trends. The objective of this analysis is two-fold: 1) to align internal strengths with external opportunities and, 2) to relate internal weaknesses with external threats. This importance of the analysis cannot be overstated. The university will strive to capitalize on its strengths by directing available resources to new opportunities. The university will also take corrective actions with weaknesses identified during this analysis in order to minimize or negate external threats to our mission and programs.

#### **Strategic Goals and Objectives**

From the SWOT analysis new strategic goals and supporting objectives will be developed. Annual operational plans will follow.

# USCL's STRATEGIC PLANNING PROCESS

1. MISSION STATEMENT

2. VALUES STATEMENT

3. VISION STATEMENT

4. SITUATION ANALYSIS  
EXTERNAL / INTERNAL SURVEYS  
EXTERNAL / INTERNAL TRENDS

PLANNING BASE

5. STRENGTHS / WEAKNESSES  
OPPORTUNITIES / THREATS  
(SWOT ANALYSIS)

EXPECTED RESULTS

6. GOALS

7. OBJECTIVES

8. FORMULATE STRATEGIES

HOW DO WE GET THERE?

9. IMPLEMENTATION

10. REVIEW / REPEAT



	<b>USC Lancaster</b>	<b>Strategic Plan</b>		
<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goals/Objectives</b>	<b>Related FY 06-07 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures *</b>	
Goal I	Enhance Academic Excellence	<p><b>Initiative A. Recruit and retain better prepared students.</b></p> <p><b>Initiative B. Improve Classroom Instruction Through Greater Utilization of Traditional and Multi-Media Technology.</b></p> <p><b>Initiative C. Increase Faculty Productivity in Research and Productive Scholarship.</b></p> <p><b>Initiative D. Provide New Faculty Positions to Support Academic Needs.</b></p> <p><b>Initiative E. Improve Assessment Procedures for General Education Goals.</b></p> <p><b>Initiative F. Expand Academic Course Offerings.</b></p>	<p>7.1-1</p> <p>7.1-2</p> <p>7.1-3</p> <p>7.1-4</p> <p>7.2-1</p> <p>7.2-2</p> <p>7.2-3</p> <p>7.2-4</p> <p>7.2-5</p> <p>7.2-6</p>	
Goal II	Enhance the Fiscal Health of the Institution.	<p><b>Initiative A. Maintain a Balanced Budget.</b></p> <p><b>Initiative B. Enhance Current Endowments.</b></p> <p><b>Initiative C. Enhance Grant Writing Assistance.</b></p>	<p>7.3-1</p> <p>7.3-2</p> <p>7.3-4</p> <p>7.3-5</p>	
Goal III	Enhance Academic and Student Support Services	<p><b>Initiative A. Hire Additional Staff for Academic and Student Support Services.</b></p> <p><b>Initiative B. Encourage Expanded Interaction between Faculty and Students Outside of Class.</b></p> <p><b>Initiative C. Upgrade Computer Laboratories and Improve Access to Technology.</b></p> <p><b>Initiative D. Expand Distance Education.</b></p> <p><b>Initiative E. Encourage Staff to Engage in Professional Development Activities.</b></p>	<p>7.1-3</p> <p>7.1-4</p> <p>7.2-1</p> <p>7.2-2</p> <p>7.2-5</p> <p>7.3-1</p> <p>7.3-2</p> <p>7.3-4</p>	

Goal IV	Enhance the Physical Plant	<p><b>Initiative A. Establish Additional Computer Labs to meet Faculty and Student Needs.</b></p> <p><b>Initiative B. Renovate Bundy Auditorium.</b></p> <p><b>Initiative C. Renovate Hubbard Hall.</b></p> <p><b>Initiative D. Replace HVAC system in Gregory Health and Wellness center per State Energy Office Recommendations.</b></p> <p><b>Initiative E. Seek Faculty, Staff and Student Input Regarding Physical Plant.</b></p>	<p>7.3-1</p> <p>7.3-4</p>	
Goal V	Enhance Partnerships Between Campus and Community.	<p><b>Initiative A. Provide Community Cultural Events.</b></p> <p><b>Initiative B. Continue to Improve Access to Gregory Health and Wellness Center for Patrons with Limited Incomes.</b></p> <p><b>Initiative C. Develop and Cultivate Partnerhsips with Olde English Consortium.</b></p> <p><b>Initiative D. Continue to Increase USC Lancaster's Influence as a Major Contributor to an Improved Quality of Life in the Region.</b></p>		

### **Category 3 – Student, Stakeholder, and Market Focus**

**C3.1** USCL’s mission statement defines the student and market segments. This segment grows naturally out of the resources from which the campus provides services. Groups are pursued based on compatibility with mission and current accessibility. Additional programs are sought based on the needs of the market segment.

#### **Knowledge of Student Needs and Expectations:**

Community need and demand determines which educational programs the institution will provide, and the Greater USC system provides authorization and approval for such programs. As a unit of the University, USCL has as part of its mission to provide higher education and intellectual leadership for the Lancaster area. Therefore, the primary market for students attending USCL is a SC resident living in its six--county service area. Out-of-state students generally come to USCL from bordering counties in North Carolina. The primary reasons students attend USCL are convenience and affordability. USC Lancaster provides five associate degree programs (Arts, Sciences, Business, Criminal Justice, and Nursing) and seeks opportunities to expand cooperative bachelor degrees through departments and colleges of four-year campuses of the University. USCL promotes student ability to move through the USC system or successfully transfer outside the system to pursue bachelors and graduate degrees. The desire to complete the bachelor degrees on the USC Lancaster campus is increasingly expressed by students and community leaders in general.

The Admissions Office annually monitors applications from new students. The primary source for new enrollees is area secondary schools. In addition, business and industry provides both marketing appeal as well as potential enrollment. The expansion of dual enrollment courses in the area high schools has proven to be an additional method of course delivery which also directly impacts enrollment while also meeting a need expressed by local school districts.

Most new freshmen enter USCL from our area high schools. They gain information about USC Lancaster through word of mouth, from admissions counselor visits to their school, guidance counselors, web exploration, campus visits, telephone inquiries, and/or from USCL’s presence at their high school. USCL’s admissions officers and the public information officer work in conjunction to maintain and increase campus interaction with schools, businesses and industry.

USC Lancaster student needs and expectations are assessed throughout the academic year and allow for constant review of services, programs, and qualify goals and direction. The following is a list of various methods currently used to assess learning experiences and evaluate the level of student satisfaction.

- Student Orientation Survey (new students)
- Course Evaluations (current students)
- Participation on Campus Committees (Current)
- Student Government Forums with Faculty & Administration (current students)
- Library Surveys (current students)
- Academic Success Center Surveys (current students)
- Placement Tests (current students)
- Alumni surveys (former students)

USC Lancaster endeavors to provide a stimulating environment in which students can develop the attributes essential for a fulfilling and productive life through the attributes of intellectual, emotional, health and physical development, the capacity to make ethical decisions, respect for the dignity and worth of all individual and active community involvement.

At orientation, each student is required to take placement tests, evaluate their experience of getting acquainted to campus and the campus personnel. Students with special needs are directed to the Office of Student Life or to the USCL Counseling Center for evaluation and assistance. Course evaluations are conducted near the end of each academic term to assess the perceived value of the course and the method and quality of instruction.

Student participation in the governance of the institution is an important mechanism for gauging involvement and generating student input and feedback. Student representatives are appointed to several campus committees and also serve (as non-voting members) on all faculty hiring committees. In addition, the Student Government Association officers regularly meet with the Associate Dean for Academic & Student Affairs to discuss student concerns and issues of student interest.

As a function of library services, a full assessment of the Medford Library's services is conducted on a four cycle set forth by the South Carolina Commission on Higher Education. USC Lancaster's Institutional Effectiveness assessment can be viewed at [http://usclancaster.sc.edu/planning/IE\\_SummaryRept2006.pdf](http://usclancaster.sc.edu/planning/IE_SummaryRept2006.pdf). The Library's goals are also regularly reviewed and assessed through the campus' annual Strategic Planning process. The institution's current plan ("Blueprint for Quality Enhancement") can be viewed online at <http://usclancaster.sc.edu/planning/BQE2006.pdf>.

**C3.2** Listening and learning comes in a variety of forms. Admissions counselors listen to the views of students, their parents, and high school guidance counselors. The course evaluation process monitors the views of current students. Monitoring of enrollment levels tracks changing interests. USCL currently assigns a full-time faculty member to assist and advise currently-enrolled non-traditional students, but needs to develop a system to listen to the needs of non-traditional prospective students. In addition, many campus offices conduct evaluations to determine and improve the effectiveness of their operations.

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

**C3.4** How do you determine student and stakeholder satisfaction and dissatisfaction?

USCL's strategic planning methodology requires surveys being conducted of key stakeholder groups. During the year just ended, twelve surveys were developed and distributed. Selected data from those surveys are presented in Section 7 of this report. Alumni and stakeholder needs are also identified through the Educational Foundation of USC Lancaster contacts. USCL's Development Office (directed by Professor Ralph Garris, who also teaches criminal justice courses for the campus) maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni and others interested in the mission of USC Lancaster. The goal of all contacts is to build and strengthen relationships of key constituent groups by understanding what their expectations are from USCL. USCL's Development Office regularly benchmarks activities with other institutions in the University System to evaluate effectiveness and identify improvement areas. Alumni contacts include personal visits by Development Office personnel and work with the USC call center to contact alumni each year for a donation. Any negative comments from these calls are referred to the USCL Development Office and reported to the Dean or Associate Dean.

The Lancaster County Commission on Higher Education is made of community leaders. Members of this group are invited to the campus numerous times throughout the academic year. The group serves as an excellent feedback source for the evaluation of student and stakeholder relationships.

Student needs are ascertained through academic course evaluations which are conducted on every class every semester. The results of these are shared with faculty and with academic division chairs, and are used to improve instruction and better meet student needs. USCL also surveyed students through the strategic planning process. Surveys were also distributed to in-coming freshman and their parents during the summer months of 2007.

**C3.5** USC Lancaster cultivates positive relationships throughout its service area to attract students. The campus hosts an annual luncheon for high school guidance counselors at which campus officials share information about new course offerings, degree programs, financial aid, etc. The USCL Scholarship Committee annually awards numerous academic scholarships to attract and recruit high school graduates who have demonstrated a record of excellence in their secondary school careers. Most scholarships can be renewed for a second year, thus enabling the campus to retain a higher percentage of its most capable and successful students.

Staff members from the Admissions Office, the Office of Student Life, and the Office of Public Information regularly participate in “Educational Opportunity” days at high schools throughout the service area. At these events, USCL representatives talk with perspective students and distribute campus literature, including course schedules, academic bulletins, and other promotional items.

Many of USC Lancaster’s students enter college with less-than-adequate academic preparation. To help ensure the success of these students, USCL provides an on-campus Academic Success Center (ASC). Housed in the Medford Library, the ASC provides students with tutoring services utilizing both professional and student tutors (each of whom is recommended or approved by faculty members who teach the courses). The ASC also provides computerized tutorial programs in certain disciplines.

USC Lancaster’s TRIO Program, which is federally-funded, also plays a major role in campus recruitment and retention. The Opportunity Scholars Program, which serves approximately two hundred first-generation (“high risk”) college students, provides academic, personal, and career counseling as well as tutorial services and cultural-event opportunities for participants. A second component of TRIO is the Upward Bound Program, which serves “high risk” students in area high schools by providing mentoring, counseling, tutoring, and by educating participants about the importance (and necessity) of earning a college degree.

To assist incoming freshmen with making the adjustment to University life, USC Lancaster hosts three separate orientation sessions every summer. During these two-day sessions, students meet with campus leaders, take placement tests, attend presentations by USCL officials, meet their academic advisors and pre-register for courses. Recognizing that family support is an important factor in student success, USCL also hosts a two-hour parent orientation during each of these sessions. All participants in these orientation sessions (students and parents) are encouraged to complete an evaluation form which is used to improve the content, format, and effectiveness of the events.

Many USCL students are employed, either on a part-time or full-time basis. Many are non-traditional students with family and other obligations. Further, there are the traditional issues that students face – family problems, relationship problems, other personal matters, etc. Many of our students perform balancing acts in their daily lives that heavily tax their time and resources. To help students cope with the many demands they face, USC Lancaster provides an on-campus Counseling Center. Located in Starr Hall, the center is staffed by three full-time employees – one with a Ph.D. in clinical psychology, one with a master’s degree in clinical psychology, and one with a master’s degree in educational psychology. All currently enrolled students are eligible for services. The goal of the Counseling Center is to assist students in clarifying and resolving issues of personal, educational, and career concerns. All counseling is conducted in a confidential and professional setting providing students the opportunity to explore and evaluate information central to the helping process. Common needs and concerns of college students include: Self-assessment, Choosing a major, Career exploration, Goal-setting, Decision-making, Stress management, Time management, Test anxiety, Critical thinking,

Developmental issues, Esteem problems, Relationship problems, Depression, Anxiety and panic, Anger management and Sexual identity. Students may come in or call to schedule an appointment. Information on the Counseling Center is found online at <http://usclancaster.sc.edu/cnslcent.htm>.

Alumni and stakeholder needs are identified through the Lancaster Partnership of the USC Education Foundation (LPUSCEF) contact processes and through alumni surveys. The Office of University Advancement maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni and groups interested in the mission of USC Lancaster. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Advancement Office staff participate in the Council for the Advancement and Support of Education (CASE) and the University of South Carolina University Development Council (UDC). The Advancement Office and LPUSCEF are constantly benchmarking activities with other institutions in the University System to evaluate effectiveness and identify improvement areas.

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

#### **Category 4 – Measurement, Analysis, and Review of Organizational Performance**

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

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

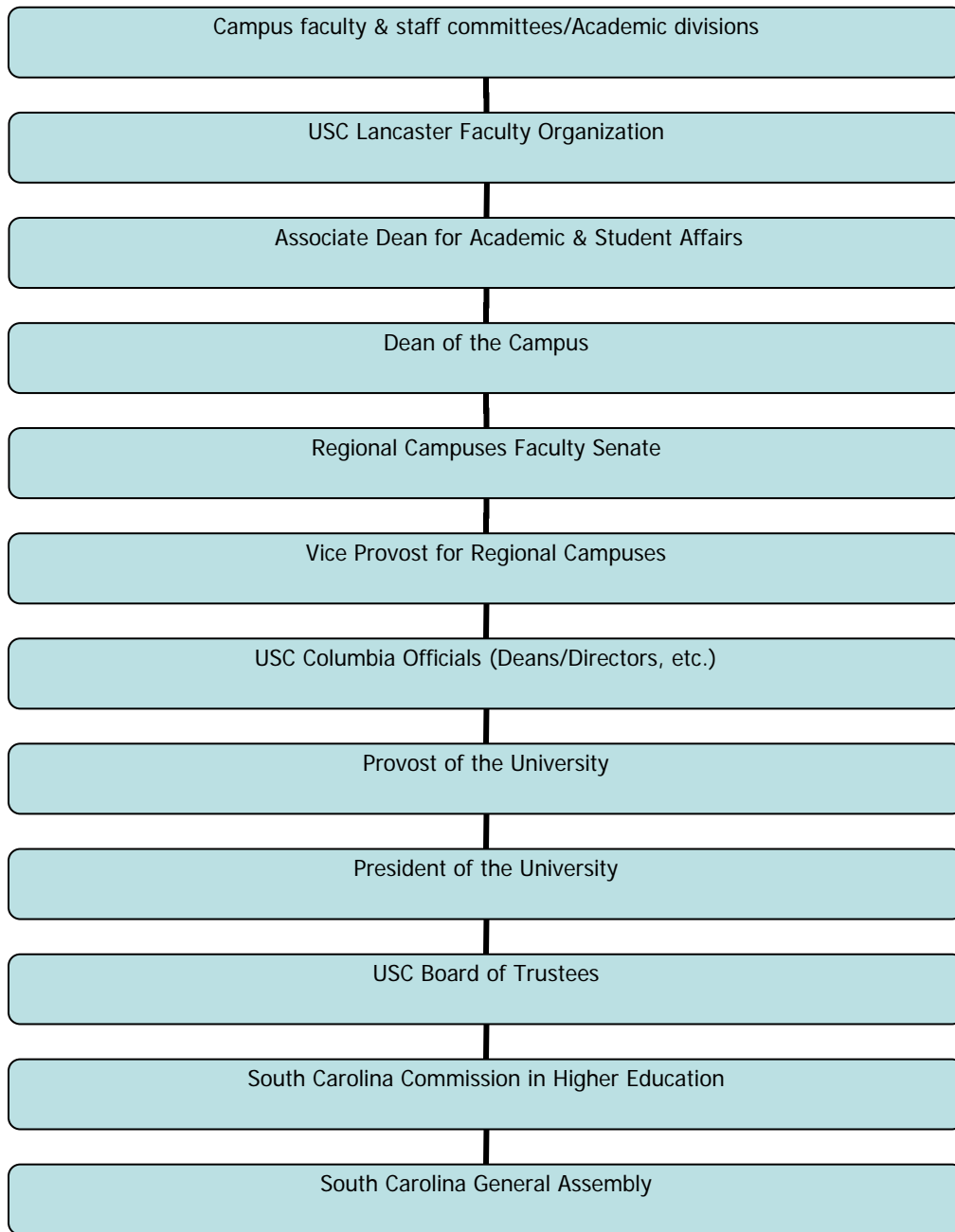
**C4.2** USC's Office of Institutional Research supports the achievements of USC Lancaster by providing the following support:

- Coordination and providing institutional research for the institution as a whole and for academic and administrative units;
- Coordination and support with the process of assessing institutional effectiveness for the University of South Carolina Lancaster; and,
- Support for the planning process for the University of South Carolina Lancaster.

Each Regional Campus works with the Office of Institutional Assessment and Compliance to provide data and assessment needed for establishing effective procedures for conducting planning, assessment or institutional research, and reporting official data in a timely and accurate manner. Integration among planning, assessment

and institutional research is essential for maintaining the greater University’s commitment to excellence in teaching, research and public service.

USC Lancaster’s data and information analyses are disseminated in a variety of ways. Major reports are posted and updated regularly on the campus web page (<http://usclancaster.sc.edu/planning/index.html>). Information and data are also transmitted and disseminated through a direct line of campus and University offices and committees:



**C4.3** USC Lancaster’s key measures are kept current through data collection and assessment, surveys, along with data and financial auditing, all of which are vital in the long-range planning process. USCL has identified its key measures as:

<p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>• CHE “success rate” of students</li> <li>• Number of degrees awarded</li> </ul>	<p><b>Educational Compliance</b></p> <ul style="list-style-type: none"> <li>• SACS accreditation</li> <li>• Accreditation of associate degree programs</li> </ul>
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<ul style="list-style-type: none"> <li>• Number of students who successfully transfer into baccalaureate degree programs</li> </ul>	(business, nursing) <ul style="list-style-type: none"> <li>• Annual CHE reporting</li> <li>• USC Institutional Reporting (strategic planning, institutional effectiveness, etc.)</li> </ul>
<b>Student Retention</b> <ul style="list-style-type: none"> <li>• Freshman retention</li> <li>• Retention of students who continue at USCL to complete BAIS or other baccalaureate degrees</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>• Fiscal solvency (VCM model)</li> </ul>
<b>Customer satisfaction</b> <ul style="list-style-type: none"> <li>• Academic course evaluations</li> <li>• Library survey</li> <li>• Alumni survey</li> </ul>	<b>Relationship Management</b>
<b>Human Resources</b> <ul style="list-style-type: none"> <li>• Tenure &amp; promotion process results</li> <li>• EPMS (annual evaluations)</li> </ul>	<b>Technology</b> <ul style="list-style-type: none"> <li>• Student/faculty satisfaction</li> <li>• Reports of Faculty Computer Committee</li> </ul>
<b>Facilities</b> <ul style="list-style-type: none"> <li>• Student/faculty satisfaction surveys</li> <li>• Number of “smart” classrooms (i.e., those equipped with multi-media capabilities)</li> </ul>	<b>Administrative</b> <ul style="list-style-type: none"> <li>• Ratio of administrative costs to academic expenditures</li> <li>• Annual faculty/staff evaluations of chief campus administrators</li> </ul>

**C4.4** USC has begun to conduct an analysis of market demand for baccalaureate degrees in areas served by the regional campuses, and identification of which if any of the campuses has sufficient demand potential to merit conversion to four-year status. Specific objectives are: 1) Determine whether adequate demand exists on any of the two-year USC campuses for baccalaureate degrees to merit transition to four-year status, 2) Identify the campuses where such demand exists, and (3) Determine the feasibility of offering a general liberal arts degree to students on the remaining regional campuses via distance education (video, online, etc.)

**C4.5** The Office of Institutional Effectiveness & Compliance on the Columbia campus provides a secure network where all data and surveys are housed (<http://kudzu.ipr.sc.edu/>). Data is updated, reviewed and disseminated each term, reported and reviewed by multiple constituents throughout the University of South Carolina System, The South Carolina Commission on Higher Education (CHE), The National Center for Education Statistics (NCES), and the federal Integrated Postsecondary Education Data Systems (IPEDS).

**C4.6** USC Lancaster utilizes its annual organizational performance review to develop priorities for continuous improvement. This is accomplished through the Long Range Planning/Review Process (full circle). Each unit on campus examines goals and tasks which support the mission, vision, and educational goals of USCL to consider the following questions:

### **Planning**

- How does your division/department/committee/office plan to meet the growing demand for USCL’s services?
- What strategies and initiatives have been developed to meet current and short-term needs?
- What strategies and initiatives have been developed to meet long-term needs, including preparation to offer baccalaureate degrees (either in cooperation with other campuses or, if it is determined feasible, as a four-year campus of the University)?
- Are these strategies and initiatives current, comprehensive, and properly stated?
- Do they reflect the priorities, facts and assumptions contained in the campus strategic plan?



- Do any of your existing strategies or initiatives need to be amended or deleted? Do any new strategies or initiative need to be added?

### **Assessment**

- How much or how well has your division/department/committee/office accomplished or implemented each part of its plan?
- Are the results quantifiable (in terms of percentage of completion)?
- Can accomplishments be assessed in terms of subjective evaluation (unsatisfactory, satisfactory, outstanding)?
- Have the factors limiting ability to accomplish or implement any part of the plan been identified (finances, time, training, physical space, equipment, etc.)?
- Has customer satisfaction with your service been assessed? Does the survey instrument accurately reflect the nature of the service provided? Is the survey instrument current with the goals and initiatives of the division/department/committee/office?

**C4.7** USC Lancaster employees a process for collection, transfer, and maintenance of organizational and employee knowledge (including best practices) through

- Weekly meetings of the Dean’s Administrative Council (includes all administrative offices and faculty & staff representation)
- Weekly meetings between the Associate Dean for Academic & Student Affairs with the chairs of USCL’s three academic divisions
- Meetings of faculty committees (standing and *ad hoc*) as needed
- Monthly meetings of the USC Lancaster faculty organization
- Quarterly meetings of the USC Regional Campuses Faculty Senate
- Regular meetings of the Dean with USC’s President, Provost, Deans, and Chancellors

These meetings serve as a source of valuable information and also allow USC Lancaster to continually identify best practices in every process. This information is used to modify policies and procedures and aid in the continuous improvement of all aspects of the University.

In addition, USC Lancaster utilizes a process for informal review for faculty and staff through:

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

### **Category 5 – Faculty and Staff Focus**

**C5.1** The USC Lancaster faculty is organized in three academic divisions – Humanities; Math, Science, Nursing & Public Health; and Business, Behavioral Sciences, Criminal Justice, & Education. Division chairs work

directly with faculty to utilize and develop their full potential by promoting teaching excellence, research and scholarly activities, and professional, campus, and community service.

Enrollment limits are set on individual course sections to permit faculty to work with students in familiar, comfortable classroom settings. Although USCL faculty normally teach a 4/4 course load (12 credit hours per semester), efforts are made when scheduling to ensure that the total number of course preparations is limited.

USC Lancaster encourages professional and personal development by providing limited travel funds for scholarly conferences and professional workshops. The campus also has established a local Research & Productive Scholarship Committee which provides competitive grants to faculty (with particular emphasis on junior faculty) for scholarly projects resulting in publications. USC Lancaster rewards faculty performance through the rank system; rewards faculty and staff performance with merit raises when monies are available; and provides opportunities for professional development by allowing every full-time employee the opportunity to enroll in one USC course per semester free of charge.

Faculty and staff provide feedback to the administration through monthly faculty meetings, weekly administrative council meetings, and less formal one-on-one meetings. The results of these meetings are considered when changes to the system are being considered.

**C5.2** USC Lancaster promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and task forces which pool campus resources to address pertinent issues. This planning structure allows all employees to provide input regarding campus decisions. Budget authority is delegated downward in the structure. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process.

Institutional standing committees include faculty, staff, administrative, and where appropriate, student representatives. These committees include:

- Academic Success Center
- Admissions, Petitions, & Grade Change
- Campus Safety
- Commencement
- Disciplinary (student)
- Special Events & Lectures
- Student Academic Progress (financial aid)

The USC Lancaster Faculty Organization consists of the Chief Executive Officer and the Deans of USC Lancaster, professors, associate professors, assistant professors, instructors, librarians, and such other persons as the faculty organization sees fit to elect and serves as a vehicle for the sharing of information as well as a forum for faculty input into campus decisions. The by-laws of the USCL faculty may be found online at [http://usclancaster.sc.edu/faculty/faculty\\_org\\_bylaws.pdf](http://usclancaster.sc.edu/faculty/faculty_org_bylaws.pdf).

The USCL Faculty Organization has established numerous standing and ad-hoc committees charged with offering recommendations to the Administration regarding campus decisions.

These committees include:

Academic Advisory	Bookstore	Computer Advisory
Curriculum	Ethics/Human & Animal Studies	Evaluation
Honors Day	Honors Program	Hiring Priorities
Library	Student Affairs	Student Scholarship/Special Awards
Tenure & Promotion	Welfare & Grievance	

In addition, there are several committees and bodies which have been established to promote cooperation and information sharing among the regional campuses and throughout the Greater University. These include:

- Greater USC Faculty Senate;
- Regional Campuses Faculty Senate;
- Provost's Advisory Committee;
- Regional Campuses Tenure & Promotion Committee; and,
- USC System Grievance Committee.

Organizations such as the USCL Student Government Association provide students with the opportunity to be actively involved in campus decision-making by offering suggestions and advice on a variety of issues as well. SGA Officers meet regularly with leading campus officials and the Association meets weekly to discuss and propose changes to existing USCL policies.

**C5.3** USC Lancaster achieves effective communication and knowledge/skill/best practice sharing across the campus via:

- Coordination via Information Technology;
- Common e-mail system allows rapid sharing of information;
- Campus mail-room;
- Sharing of committee minutes;
- Development opportunities advertised to all; and,
- USC Lancaster Faculty Organization and Administrative Council meetings.

**C5.4** As a regional campus of the University of South Carolina, USCL's faculty and staff performance management system includes merit Plans, Employee Performance Management System (EPMS), and the process of coordinating with departmental and institutional plans. The faculty evaluation system is tied directly to the USC Regional Campuses Tenure and Promotion process and to campus goals. Pay raises (in excess of State-mandated cost-of-living increases) are nearly entirely merit driven - <http://hr.sc.edu/policies/hr136.pdf>. The EPMS system includes specific objectives that can be tied to campus goals and initiatives, and pay-for-performance is used (when funds are available) to reward exceptional performance.

**C5.5** Effective succession planning is managed by:

- Senior faculty mentoring of new and junior faculty;

- The USC faculty rank system (supported by funds for research, scholarship, travel);
- Availability of travel funds for staff for professional development workshops & conferences;
- Maintaining a large pool of qualified and experienced adjunct instructors who may apply for full-time teaching positions; and,
- When feasible, “overlap” time between the arrival of new faculty or staff member and departure (or retirement) of experienced faculty or staff member.

Staff positions typically lack a career ladder structure that necessitates a succession plan.

**C5.6** USC Lancaster encourages faculty and staff education, training, and development that addresses the key organizational needs of the campus. As a part of the University of South Carolina system, employees at USC Lancaster have access to most professional development programs offered by the Greater University (<http://hr.sc.edu/profdevp.html>). These programs:

- Help employees adjust to new work situations and create a greater sense of community;
- Provide knowledge of the appropriate application of operating procedures so employees are able to function more quickly and efficiently in various University departments;
- Encourage employees to hone skills by providing instruction and practice in work-related areas such as leadership, teambuilding, writing, or computing;
- Improve interpersonal skills through human relations training and increase productivity by improving communications between managers and employees;
- Foster good employee relations and reduce turnover by sponsoring programs that lead to greater job satisfaction and promotional opportunities;
- Provide information about University policies and procedures; and,
- Enhance the quality of work life for USC employees.

USC Lancaster also conducts some on-campus workshops, including training for academic advisors, technology and information support training, library and database orientations, etc. In addition, all full-time USCL employees are eligible to take one course per semester free of charge.

Evaluation of effectiveness is informal, but faculty scholarship is definitely increasing. Promotion and Tenure provides an indirect measure.

**C5.7** USC Lancaster motivates faculty to develop and utilize their full potential through an annual review process which includes evaluation by a peer committee and administrative review (Division Chair, Associate Dean, and Dean). Outstanding service is also recognized by the “Outstanding Teacher” and “Outstanding Staff Member” awards (<http://usclancaster.sc.edu/studentlife/springfling2005/springfling2005.htm>). In addition, USCL annually nominates one of its faculty members for the Governor’s Professor of the Year Award. The Employee Performance Management System (EPMS) and staff annual review offers employees an opportunity to merit raises based on exemplary work.

**C5.8** USCL has established and strives to maintain a clean and safe environment that allows students, employees, and the general public to utilize campus facilities for their intended purpose. The Facilities Management Director is responsible for enforcing the rules and regulations of the security policies stated in the USCL Student Handbook. All freshmen and new students are informed of security procedures and practices during freshman orientation and are encouraged to be responsible for their own security and the security of others. For Security Procedures refer to pages 29, 30, 31 in the USCL Student Handbook. During evening hours, the campus maintains on-site security personnel who have direct communication access to police and other emergency services (fire, ambulance, etc.). Should an emergency arise on campus, a person dials 6-7085 (on-campus) or 803-313-7085 (if not using USC telephone system).

USC Lancaster's science labs, located in the Bradley Building, undergo routine inspection by campus and USC Columbia officials to ensure that the campus remains in compliance with all OSHA and other regulatory policies and procedures. Emergency procedures are posted in and around each lab, as well as in appropriate offices in the Gregory Health & Wellness Center and the Carole Ray Dowling Health Services Center.

**C5.9** USC Lancaster is currently in the process of implementing surveys to collect data and assess faculty and staff well-being and areas of motivation. These surveys will be reviewed during the Fall 2006 and implemented for the first time in Spring 2007.

**C5.10** USC Lancaster Faculty and Staff Organization will begin to identify and determine priorities for improvement once the satisfaction surveys for faculty and staff well-being have been identified, administered, collected and assessed.

### **Category 6 – Process Management**

**C6.1** In developing new programs, as well as in enhancing and delivering existing programs, USC Lancaster follows the process set forward by the South Carolina Commission on Higher Education. The USCL Mission Statement serves as a framework to guide the development and delivery of these programs. Details are worked out by governance structure and faculty action.

In 1967, the South Carolina General Assembly enacted legislation creating the state Commission on Higher Education. Among other things, the Commission serves as a coordinating agency through which provides program approval for the state's technical colleges, teaching colleges, and universities. The essential nature of this function was reemphasized in Act 359 (1996), which specifically mandated that the Commission "examine" the "curriculum offerings" of each public college and university in the state "and the respective relationships to services and offerings of other institutions." Act 359 also reaffirmed that "no new program may be undertaken by any public institution of higher learning without approval of the Commission."

The principal role of the Commission in program approval is to take a statewide (and in some cases, a regional or national) viewpoint. In reviewing proposals for new programs or modifications to existing programs, the Commission seeks answers to the following broad questions concerning each program:

- What are the objectives of the proposed program?
- Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives?
- Is the program compatible with the mission, role, and scope of the institution?
- How much does the program cost?
- Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials?

The complete process and procedure can be viewed at the Commission for Higher Education website: [http://www.che.sc.gov/New\\_Web/ForInstitutions/AcadProg.html](http://www.che.sc.gov/New_Web/ForInstitutions/AcadProg.html). The following illustrates the general process by which new programs and modifications to existing programs at USC Lancaster are considered and approved:

1. USCL Curriculum Committee;
2. USCL Faculty Organization;
3. Dean of USCL;
4. Regional Campuses Faculty Senate;
5. Vice Provost for Regional Campuses;
6. Provost of the University;
7. President of the University;

8. USC Board of Trustees; and,
9. South Carolina Commission on Higher Education.

Curriculum Policies and Procedures – All curriculum development must adhere to the policies and procedures defined by the USC Columbia Faculty Senate <http://www.sc.edu/policies/facman/FacultyManual.pdf#page=8>.

Faculty Quality Assessment – Prior approval for a faculty member to teach each and every course must be obtained from the appropriate academic department at USC Columbia. Per the requirements of the Southern Association of Colleges and Schools (SACS), a faculty member must have a minimum of a master's degree and at least 18 graduate credit hours in a field to teach. This pertains both to full-time and adjunct faculty.

**C6.2** USC Lancaster incorporates input from students, faculty, staff, stakeholders, suppliers, and partners for determining key learning-centered process requirements through:

- Cross-functional campus committees;
- Where appropriate, student and community representation on committees;
- Community surveys (including key businesses, agencies, and public authorities);
- Faculty Organization and Regional Campuses/Greater University faculty committees;
- The USCL Dean's Administrative Council;
- The Educational Foundation of USC Lancaster; and,
- The Lancaster County Commission on Higher Education.

**C6.3** USC Lancaster utilizes organizational knowledge, and incorporates new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery via:

- New Program Approval & Review of Existing Programs;
- Faculty welfare by surveying a workload study (conducted by the Regional Campuses Faculty Senate on an annual basis), Faculty Scholarship, and faculty use of multi-media technology in the classroom;
- Student evaluation of academic courses and instruction;
- Outcomes from TRIO Programs (Opportunity Scholars and Upward Bound programs);
- Technology enhancement of delivery systems; new technologies to increase course/program offerings; and,
- Cost Control.

**C6.4** USCL's key performance measures and/or indicators used for the control and improvement of our learning-centered processes include:

- Student evaluation of courses and instructors;
- Long term student retention studies;
- Graduation rates/degrees awarded;
- Retention rates of minority students;
- GPA analysis of students transferring to baccalaureate-granting institutions;
- Reports of the CHE ([http://www.che.sc.gov/New\\_Web/Rep&Pubs/Per\\_Fund/PFData.htm](http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm)); and,
- Alumni satisfaction with educational experience (Alumni survey).

Information is disseminated by the Associate Dean for Academic & Student Affairs to the appropriate divisions on an on-going basis, and meetings are held to use the information to increase the quality of the learning-centered programs.

**C6.5** USC Lancaster systematically evaluates and improves the learning-centered process in an ongoing program of data collection, review and planning. Using the performance measures outlined in C6.4, the Academic Dean and Academic Division Chairs, in conjunction with the Faculty Organization, develop plans for

the improvement of the quality of the learning-centered process on a departmental basis. For 2006 – 2007, initiatives are being taken to improve the quality of academic advisement and to assess the quality of the introductory level English and mathematics courses. As SACS and CHE requirements are made more rigorous concerning learning-centered processes, USCL will be transforming its systems to be more compliant.

**C6.6** USC Lancaster’s key support processes are located in the “Blueprint for Quality Enhancement,” the Institutional Effectiveness Report, and the Campus Master Plan. The Long Range Planning process is used to evaluate, improve and update these processes to achieve better performance in all areas.

**C6.7** USC Lancaster obtains revenue from the following sources:

1. State Appropriations;
2. Tuition and Fees;
3. Grants;
4. Lancaster County Commission for Higher Education Appropriation;
5. Auxiliary Services – Bookstore and Vending Services;
6. Membership fees – Gregory Health and Wellness Center;
7. Patient fees – Physical Therapy, The Diabetes Education Center and the Cardiac Rehabilitation Center; and,
8. Gifts to the Educational Foundation of the University of South Carolina Lancaster.

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

For the past several years now, USC Lancaster has received considerably less than its fair share of the already small state appropriations for the USC regional campuses. This disparity is the result of flat or decreasing state appropriations coupled with steady enrollment increases at our campus. In short, as we have strived to serve more students, we have seen our funding level per full-time-equivalent (FTE) student steadily decrease. To illustrate, the following table shows the disparity of appropriated funding among the USC regional campuses:

	<i><b>FY 2003-2004</b></i>	<i><b>FY 2004-2005</b></i>	<i><b>FY 2005-2006</b></i>
USC Lancaster	\$3800 per FTE	\$3430 per FTE	\$3302 per FTE
USC Salkehatchie	\$4498 per FTE	\$5215 per FTE	\$4875 per FTE
USC Sumter	\$4977 per FTE	\$5244 per FTE	\$5501 per FTE
USC Union	\$5108 per FTE	\$3740 per FTE	\$4357 per FTE
Regional Campus average	\$4519 per FTE	\$4455 per FTE	\$4483 per FTE

There can be no reasonable justification for this inequity. All USC regional campuses perform the same function, have similar missions, charge the same tuition, and are of a similar size. The cumulative effect of years of disparity resulted in the under-funding of USCL by millions of dollars—dollars that could have been used to hire additional faculty, purchase additional equipment and resources, and to better serve even more students in our area. What we seek is parity, plain and simple.

Of its six-county service area, only Lancaster County appropriates funds (through the County Higher Education Commission) for operation and maintenance of the physical plant. The campus has enjoyed and continues to enjoy strong support from Lancaster County Council (as well as Lancaster City and other town officials). In FY

2005-06, the Commission funded USCL at \$508,035 (based on a millage rate of 3.5). In addition, the Commission included a one-time expenditure of \$130,000 to provide additional parking for USC Lancaster’s growing student population.

The Educational Foundation of USC Lancaster also provides funding for special projects, including building renovations and other tangibles.

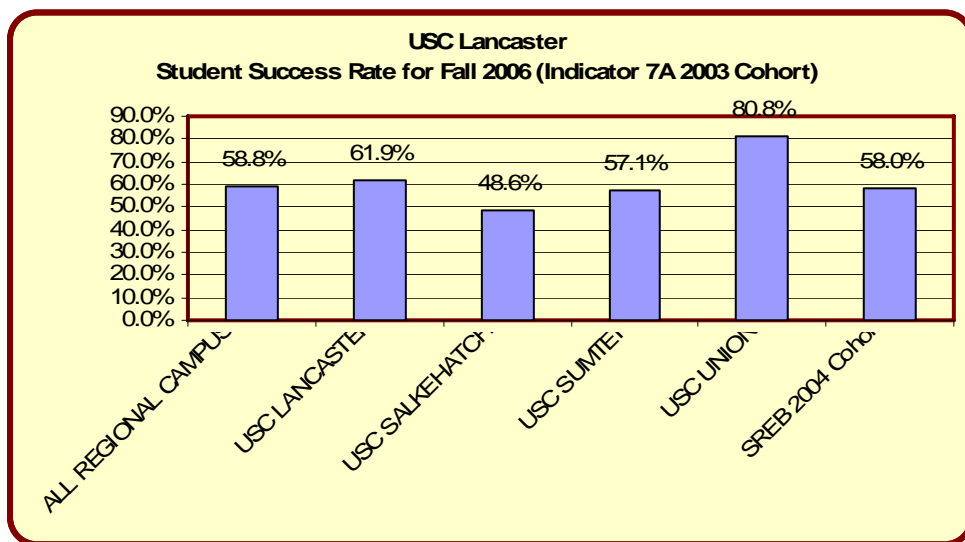
**Category 7 – Results**

**C7.1 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT LEARNING, AND IMPROVEMENTS IN STUDENT LEARNING? HOW DO YOUR RESULTS COMPARE TO THOSE OF YOUR COMPETITORS AND COMPARABLE ORGANIZATIONS?**

**7.1-1 USC Lancaster Student Success Rate as reported by the South Carolina Commission on Higher Education – view full chart and data at:**

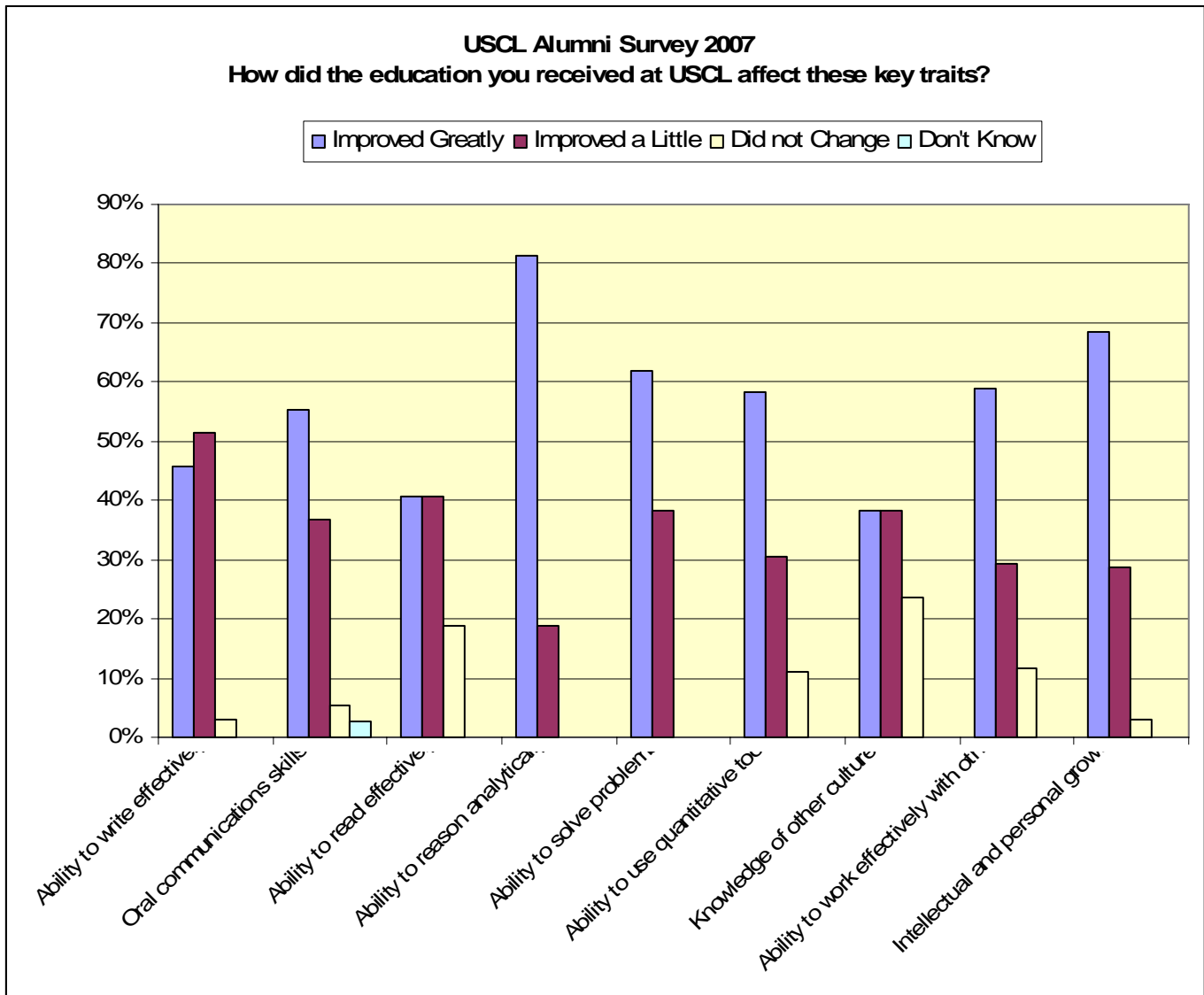
CAMPUS	COHORT YR 2003	GRADUATED	TRANSFERRED	CONT. ENROLL	SUCCESS RATE
All USC Regionals	570	117	184	34	58.8%
<b>USC Lancaster</b>	<b>197</b>	<b>65</b>	<b>49</b>	<b>8</b>	<b>61.9%</b>
All SC Technical Colleges	10,309	1,197	1,056	1,593	37.3%
York Technical College	618	65	66	90	35.8%

**7.1-2 Student Success Rates**





### 7.1-3 Alumni Survey Data



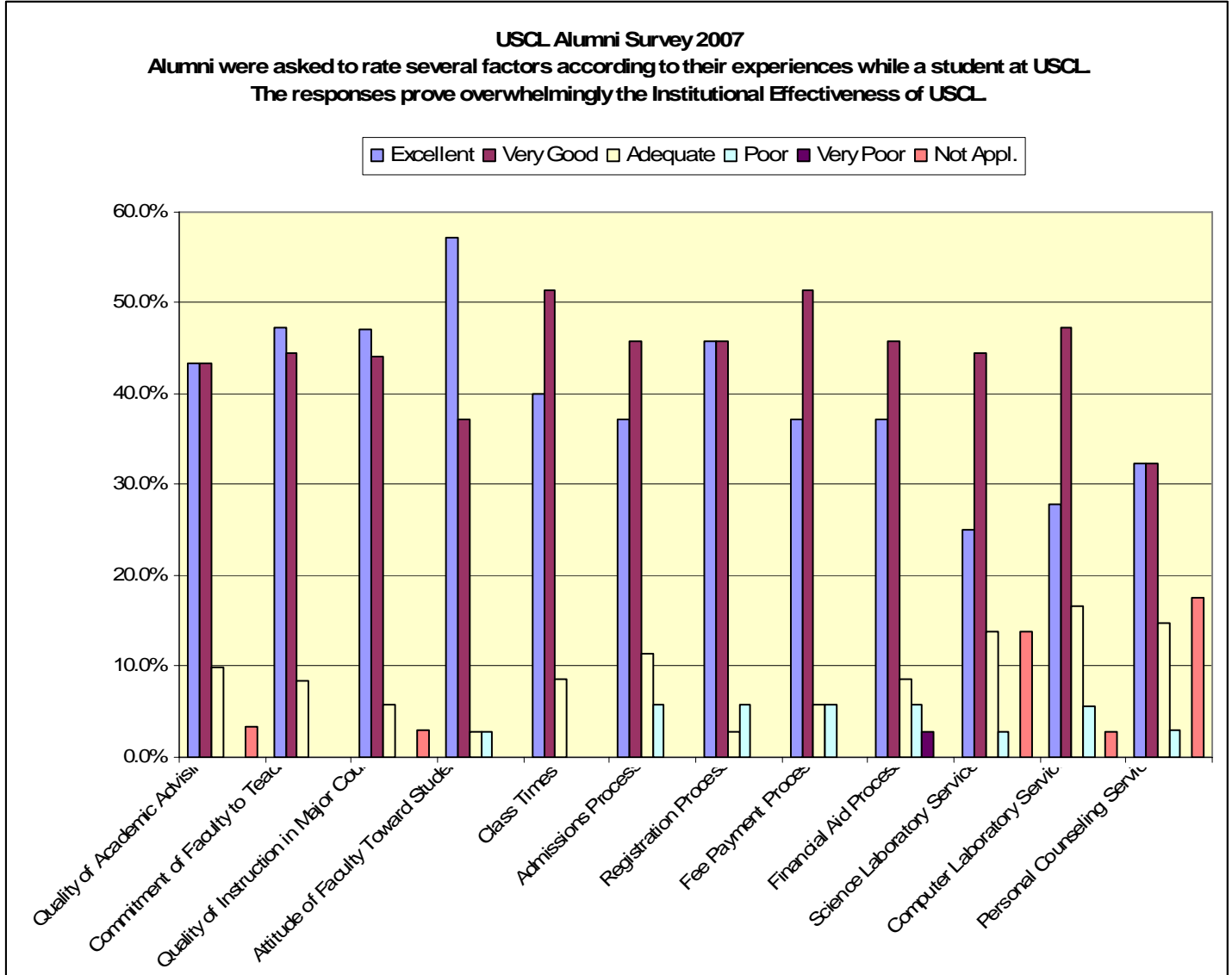
### 7.1-4 Graduation Rate in Normal Time

**Percentage of Entering Students who Received a Baccalaureate Degree within 150% of normal time (6 years):**

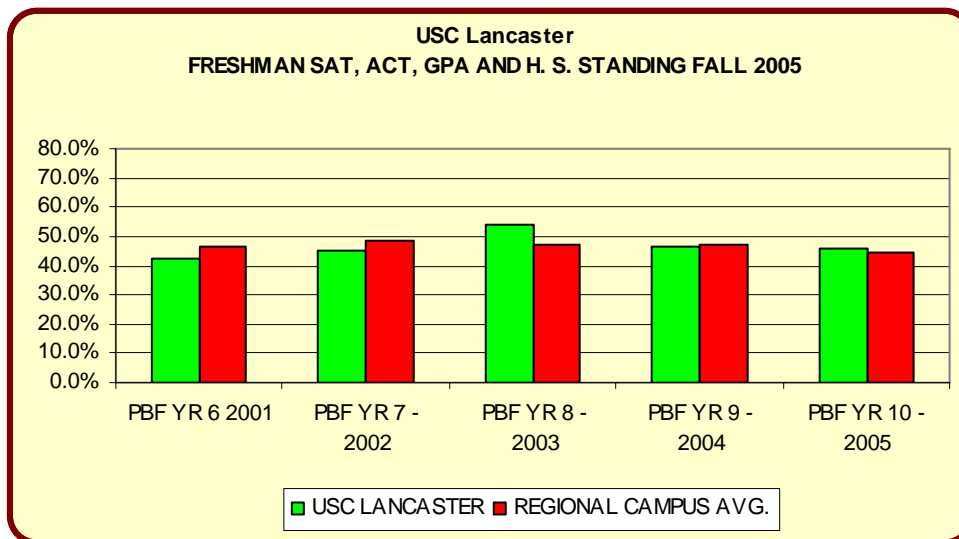
- 1998 Cohort (Graduated by 2004): 33.3%
- 1997 Cohort (Graduated by 2003): 29.9%
- 1996 Cohort (Graduated by 2002): 31.2%

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

7.2-1



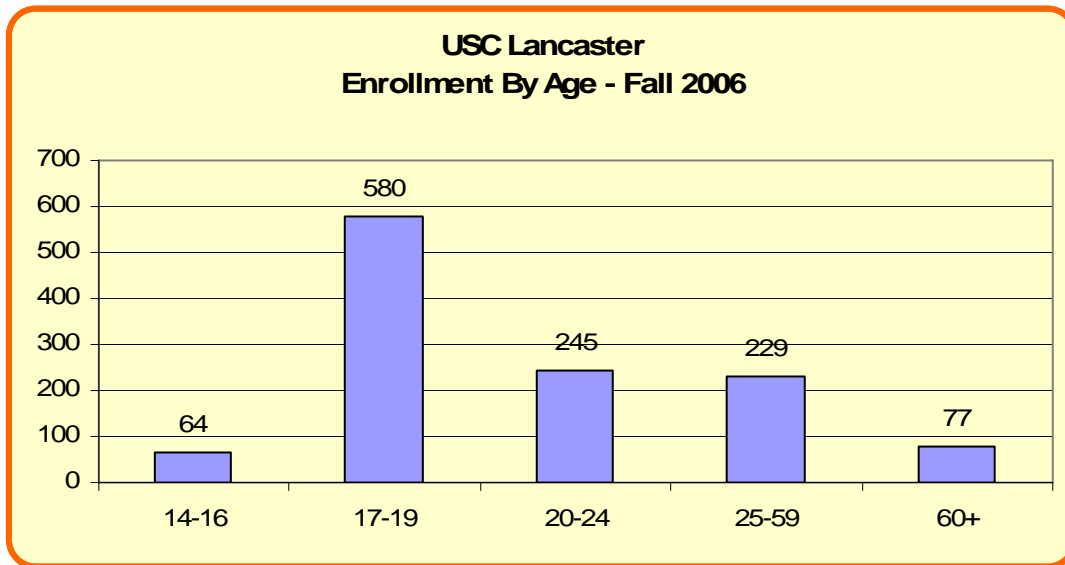
**Chart 7.2-2 – Increasing the quality of incoming Freshman classes.**



**7.2-3 Analysis of Student Body**

	2001	2002	2003	2004	2005	2006
<b>FTE</b>	614	622	622	690	748	824
<b>Total Enrollment</b>	939	943	935	1,059	1,086	1,195
<b>Male - Total Enrollment</b>	302	314	312	358	380	414
<b>Female - Total Enrollment</b>	637	629	623	701	706	781
<b>Male - Percentage of Total Enrollment</b>	32.2%	33.3%	33.4%	33.8%	35.0%	34.6%
<b>Female - Percentage of Total Enrollment</b>	67.8%	66.7%	66.6%	66.2%	65.0%	65.4%
<b>Male White Full-time</b>	152	155	143	145	154	170
<b>Male African-American Full-time</b>	25	26	33	45	50	55
<b>Male Other, No response, Full-time</b>	2	5	10	7	7	10
<b>Percentage Male White to Total Enrollment</b>	16.2%	16.4%	15.3%	13.7%	14.2%	14.2%
<b>Percentage Male Afro-American to Total Enrollment</b>	2.7%	2.8%	3.5%	4.2%	4.6%	4.6%
<b>Female White Full-time</b>	207	190	180	205	210	235
<b>Female African-American Full-time</b>	70	78	82	81	108	134
<b>Female Other, No response, Full-time</b>	3	5	8	20	18	15
<b>Percentage Female White to Total Enrollment</b>	22.0%	20.1%	19.3%	19.4%	19.3%	19.7%
<b>Percentage Female Afro-American to Total Enrollment</b>	7.5%	8.3%	8.8%	7.6%	9.9%	11.2%
<b>SAT Averages</b>						
<b>Regular</b>	1,028	1,033	1,030	1,019	1,010	1,010
<b>CAP</b>	851	817	837	856	861	841
<b>Freshman</b>	895	889	923	925	925	898

7.2-4 Enrollment Data



7.2-5 Financial Aid

USC Lancaster Student Body Profile	
Financial Aid - Fall 2006	
Enrollment	1,195
Eligible for Aid	861
Percentage Eligible	72%
Total Received Aid	859
Percentage of Eligible Receiving Aid	99.77%

USC Lancaster Scholarships / Grants Fall 2006			
	No. of Recipients	Percentage Eligible at USCL	Percentage who Received Aid
Campus Based Aid	72	8.36%	8.36%
Pell	380	44.13%	44.13%
SNBG	60	6.97%	6.97%
LIFE	290	33.68%	33.68%
LTAP	344	39.95%	39.95%
USC Lancaster Schol	136	15.80%	15.80%
Outside Scholarship	149	17.31%	17.31%

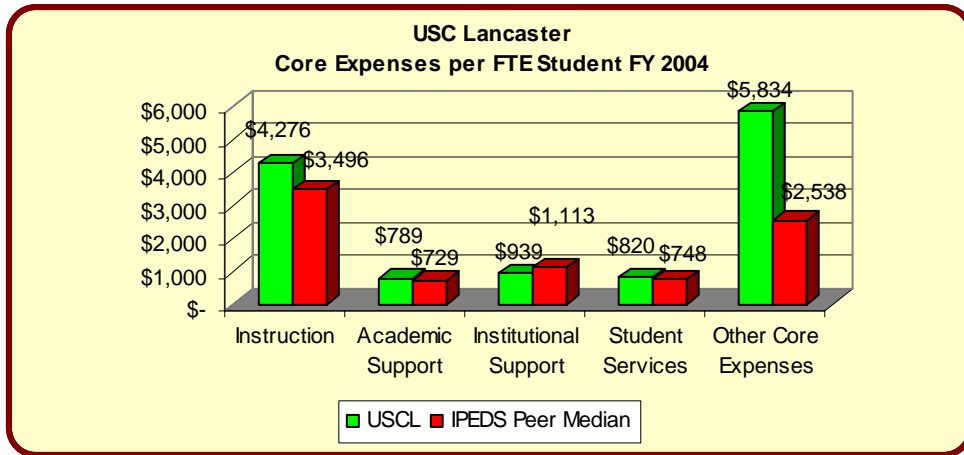
C7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3-1

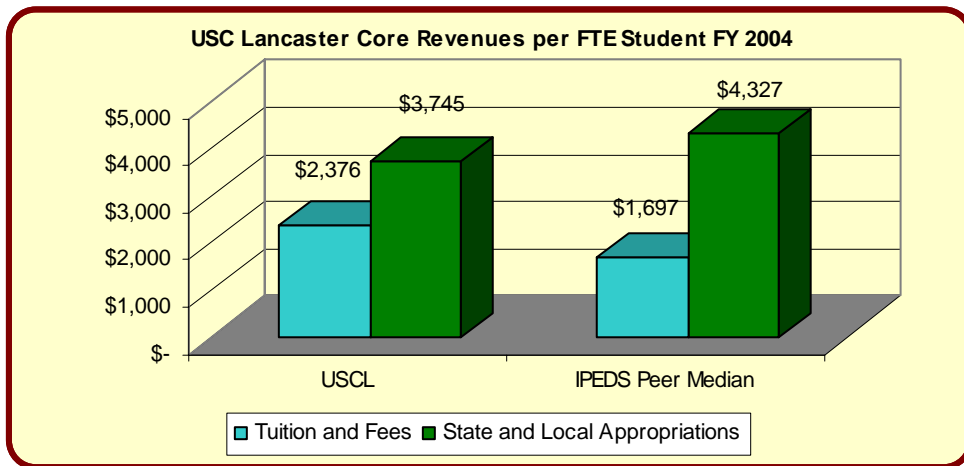
Institution	Instruction expenses per FTE student: Fiscal year 2005	Public service expenses per FTE student: Fiscal year 2005	Academic support expenses per FTE student: Fiscal year 2005	Institutional support expenses per FTE student: Fiscal year 2005	Student services expenses per FTE student: Fiscal year 2005	Other core expenses per FTE student: Fiscal year 2005
University of South Carolina-Lancaster	4538	1939	722	903	769	3976
University of South Carolina-Salkehatchie	4889	1696	1120	1501	1068	4850

University of South Carolina-Sumter	4599	288	1694	1459	1137	3533
University of South Carolina-Union	3817	990	1086	1252	771	3465

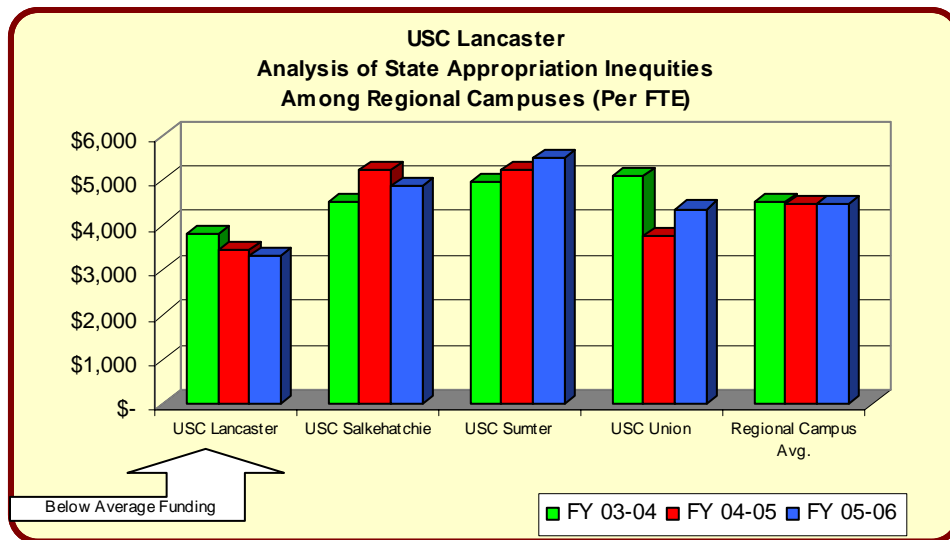
**7.3-2 Core Expenses per FTE.**



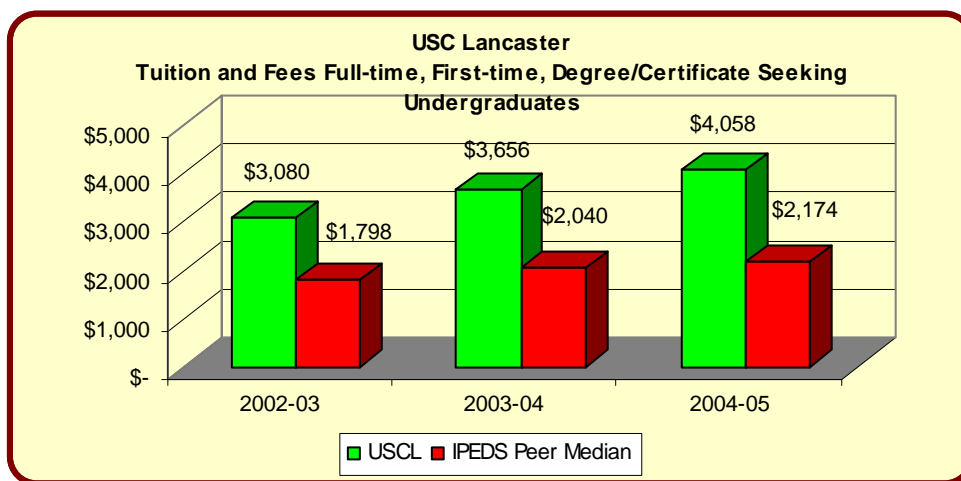
**7.3-3 Core Revenues per FTE**



**7.3-4 Inequities among Regional Campus State Appropriations**



### 7.3-5 Tuition and Fees



#### A. Budget System Used at USC Lancaster

Like all USC regional campuses, USC Lancaster operates on what might be described as a “Modified Value-Centered Management” model. As a separate line item in the State budget, the campus depends on state appropriations and the budget is tuition/enrollment driven. (It has been stated with accuracy that the regional campuses were employing VCM long before it became the norm at other institutions of higher learning.)

The largest portion of the budget is dedicated to instruction, reflecting the campus mission and vision of providing academic excellence. The second major expenditure is maintenance of the physical plant, without which instruction could not take place.

USCL prepares its budget based on priorities established in the strategic plan and input from the Dean, Associate Dean, and Department Heads. These budgets are conservative in nature and are normally based on a flat level of enrollment (i.e., no increase). This is indicative of the administration’s dedication to fiscal responsibility and its intention to avoid deficit spending.

## **Plans for Enhancing Revenue Streams**

USC Lancaster sources of revenue:

State Appropriations

Tuition and Fees

Grants

Lancaster County Commission for Higher Education Appropriation

Auxiliary Services – Bookstore and Vending Services

Membership Fees – Gregory Health and Wellness Center

Patient Fees – Physical Therapy, The Diabetes Education Center and the Cardiac Rehabilitation Center

Educational Foundation of the University of South Carolina Lancaster

Ensuing budget requests from USC Lancaster will reflect the will of the six-county service region and support the strategic goals of the campus. In the future, greater emphasis will be placed on justification of operating and capital budget requests. Key stakeholders will be kept apprised of inequities among regional campuses in state appropriations per FTE (see chart above). New sources of grants will be explored in an effort to increase annual grants received. A fund raising campaign by the Educational Foundation of USC Lancaster will be conducted in conjunction with the 50<sup>th</sup> anniversary of USC Lancaster and in conjunction with the USC fund raising campaign through 2013. The campaign will establish general endowment, faculty chair, and special project funds. USC Lancaster will implement greater coordination with management and staff of the USC Office of Vice-President for University Advancement. The objective is to improve the effectiveness of current fund raising programs at USCL and provide the community with more information about planned-giving opportunities. USC Lancaster will explore the possibility of providing continuing education seminars on planned-giving to area attorneys and CPAs in order to increase local awareness. The campus will also strengthen student recruitment programs in order to improve its classroom utilization rate and maximize the return on investment in the physical plant.

USC Lancaster outsourced its bookstore operations to Nebraska Bookstore Company in May 2006. The contracted service is closely monitored to ensure vendor compliance with all aspects of the advertised RFP and vendor proposal. A fee increase for public membership at the Gregory Health and Wellness Center was imposed in 2007.

### **B. Plans for Revising the Budget Allocation Model**

No plans for revising the budget model are under consideration at the present time.

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

**Table 7.4-1**

<b>USCL Faculty Survey 2007</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
The process by which the curriculum is established, reviewed and evaluated (i.e., through the Faculty Senate) recognizes the various roles of the Faculty, Administration, and Governing Board in that endeavor.	27%	33%	10%	3%	0%	27%
USCL respects the academic freedom of the faculty.	70%	23%	3%	0%	0%	3%

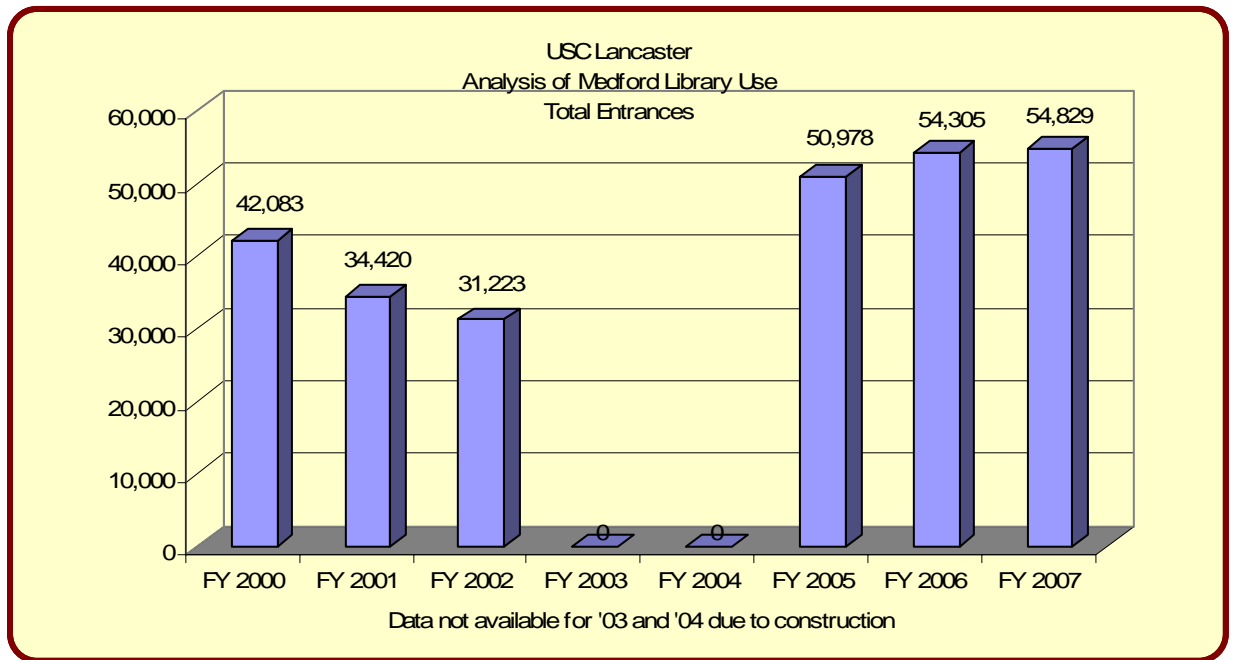
**Table 7.4-2**

<b>USCL Faculty Survey 2007</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
I have a clear understanding of the criteria by which my work is evaluated.	21%	41%	17%	14%	3%	3%
The criteria used by the Local Tenure and Promotion Peer review Committee are fair and appropriate.	22%	22%	22%	22%	6%	6%
USCL provides me opportunities, including system opportunities, to continue my professional development.	37%	23%	20%	7%	0%	13%
My teaching load and other responsibilities are equitably and reasonably assigned in comparison to my peers.	30%	37%	10%	13%	0%	10%
The general tone and policies of the campus clearly encourage me to take the initiative in promoting my own growth as a teacher and scholar.	34%	45%	7%	3%	0%	10%



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

**7.5-1 Library use is an indicator of scholarly activity by students and the public.**



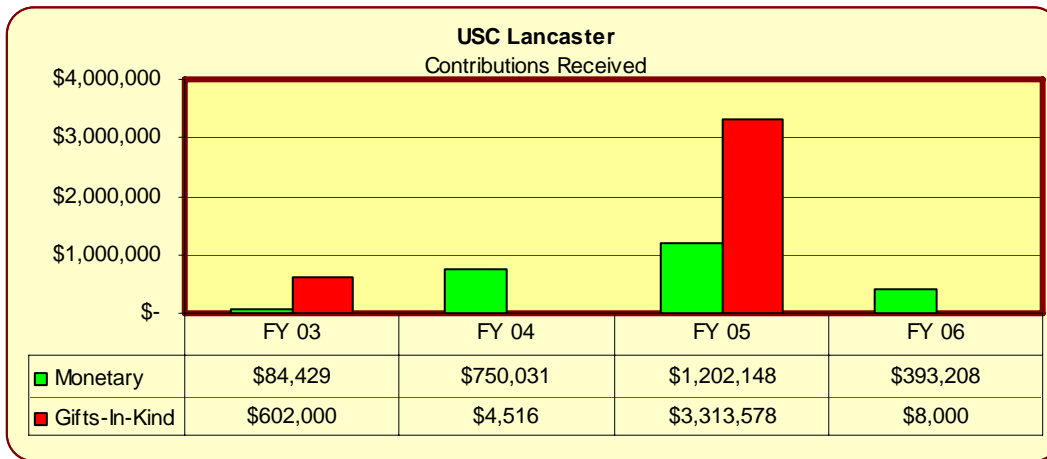
**7.5-2 Library Activity**

USC Lancaster Medford Library Analysis of Activity								
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
<b>Total Circulation</b>	4,743	4,009	3,800	3,409	4,483	4,114	3,588	3,229
<b>Database Sessions</b>				6,187	9,831	11,896	n/a	14,818
<b>Database Searches</b>				17,663	40,246	47,773	n/a	51,373
<b>Library Instruction - Sessions</b>	20	16	21	20	19	24	15	26
<b>Library Instruction - Participants</b>	419	365	526	373	318	398	127	563
<b>Books added to Collection - Purchases</b>		307	562	432	308	562	480	536
<b>Books added to Collection - Gifts</b>		153	26	1,053	635	352	69	122
<b>Community Computer Use - Logins</b>						2,057	2,567	2,939

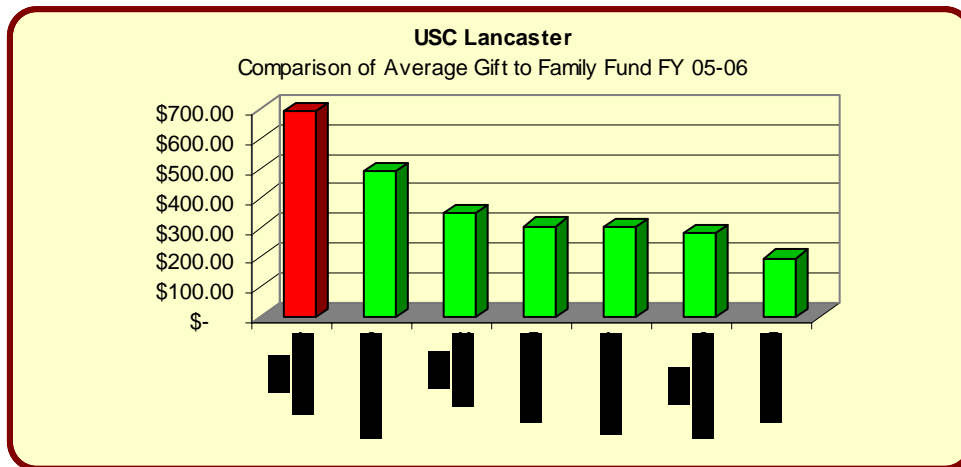
**C7.6 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY: ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS**

Each year employees of the University are asked to support the institution with an annual gift through the University Family Fund. The results for the past two years have been remarkable. USC Lancaster led all campuses of the USC System in average gift per participant.

### 7.6-1 Gifts to Educational Foundation of USC Lancaster



### 7.6-2 Participation in USC Family Fund



### 7.6-3 Public Service Programs – Health Services

<b>USC Lancaster</b>		
<b>Public Service Programs</b>		
<b>FY 2006 -- 2007</b>		
	<b>Patient Visits</b>	<b>New Admissions</b>
Cardiopulmonary Rehabilitation	1,737	85
Physical Therapy	3,851	289
Diabetes Education	1,956	429
<div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     Gregory Health and Wellness Center                      Physical Fitness / Aquatics Programs                      1,800 - 2,000 Memberships                 </div>		