Accountability Report Transmittal Form

Agency Name: University of South Carolina Lancaster

Date of Submission: September 13, 2006

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UNIVERSITY OF SOUTH CAROLINA
LANCASTER

Annual Accountability Report
Fiscal Year 2005-2006

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I.1. MISSION

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

The mission of the University of South Carolina Lancaster (USCL) is to:

> Provide a superior and affordable university education for the citizens of Lancaster, Chester, Chesterfield, Fairfield, Kershaw and York counties. USCL provides this education through superior faculty, scholarship, research, and engaged public service designed to stimulate the intellectual and cultural interests of students and the regional community.

I.1.2 VALUES

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;
> USC Lancaster faculty and staff maintain an uncompromising commitment to excellence and integrity;
> 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; and,
> A well-educated citizenry is vital to economic and community development.

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 21st 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.

The Relationship of the Mission Statement to the Vision:

There is a direct correlation between the USCL Mission Statement and the Vision Statement. The mission statement is the foundation upon which the university conducts all of its activities. The vision statement addresses in general terms the future direction of USCL and establishes a higher standard of excellence for future endeavors. Moreover, USC Lancaster's mission statement is philosophically aligned with the 3 major goals identified by the South Carolina CHE:
- *Expand Educational Opportunities for South Carolina Citizens*
- *Invest in Research for Economic Development and a Better Quality of Life*
- *Increase Cooperation and Collaboration for Efficiency and Quality*

I.2 Major achievements from past year:

1. **Enrollment** -- During Fall 2005, USC Lancaster enrolled the largest freshman class in the history of the campus.
2. **Faculty Recruitment** -- A new faculty recruitment program was highly successful. Six new PhDs with impeccable credentials were hired to begin teaching in academic year 2006-07.
3. **Native American Studies** -- Initiated a new program of Native American Studies and established ties with the Catawba Indians of South Carolina.
4. **Scholarships** -- Total endowed scholarships managed by the Educational Foundation of USC Lancaster exceeded $4 million during 2005. This endowment provided $266,000 in scholarships to 230 students during FY 2005-06.
5. **Nursing Program** -- The 2006 graduating class of the USC Lancaster Nursing Program boasted a 100% passing rate on the S. C. State Board of Nursing Examination.
6. **Board of Visitors** -- A new Board of Visitors was formed and began meeting in 2005.
7. **Expansion of Cultural Events** -- Bundy Auditorium was remodeled in anticipation of a new *Performing Arts Series* for the benefit of the community and university students.
8. **Technology** -- Two classrooms were upgraded to 'Smart Classroom' status with multi-media format capabilities. Two instructional computer laboratories were upgraded. The entire USC Lancaster campus is a wireless network for internet access.
9. **Campus Commerce** -- Phase-in of the 'Carolina Card' program began during FY 2005-06.
10. **Financial Management** -- Outsourced operation of the campus bookstore as a cost-saving initiative during FY 2005-06.

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 meet 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 50th 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 50th anniversary milestone marks the starting block for the next half-century of USCL. To set direction for the coming decades, the university will conduct a comprehensive information-gathering program as part of its strategic planning during FY 2006-07. Data will be gathered by surveying key customer and stakeholder groups. Those constituencies will be asked to rate USCL in several categories. They will also be asked to indicate what future services and degree programs they want to see available from USCL. Planning will also examine trends -- political, economic, social and technological. Trend and survey data will be analyzed 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 decades and establish goals and objectives to achieve 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 requested, 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 will serve dual purposes. First, the report will be used by the administration to report to external community stakeholders on continuing progress at USCL. Information from the report will be 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 will facilitate greater awareness and understanding of the mission, goals, performance, progress, and challenges at USCL. Internally, the report will drive the performance-based budget requests and will be shared and discussed with faculty and staff. Data will be reviewed in depth in order to determine what changes must be implemented and what tasks must be undertaken to improve performance.

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

Customers and Stakeholders of USCL	Stakeholder Requirements / Expectations (not in priority order)
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; Friendly campus atmosphere; Convenient campus design and parking; Availability of classes for degree requirements; Convenient class schedules; Affordable tuition and 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 technology laboratories; Sports and fitness programs; Safe and aesthetically pleasing campus grounds; Environmentally-friendly campus operations;
Parents / Guardians	Quality education; Diversity of academic programs; Friendly campus atmosphere; 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 computer laboratories; Safe and 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;

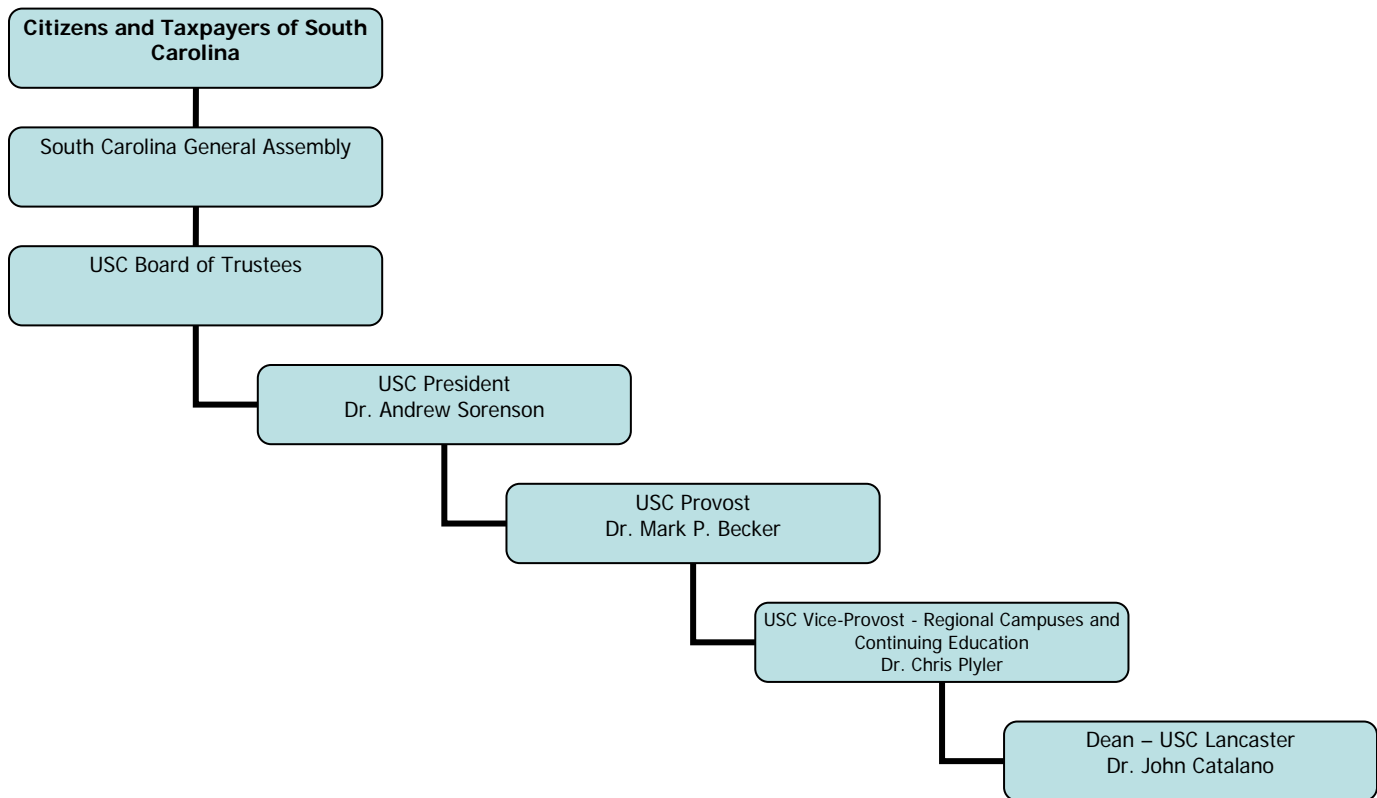|		
		Sound financial management;
		Academic excellence and integrity;
		Public service.
	Citizens / Taxpayers	Sound financial management of tax dollars;
		High student success rate;
		Academic excellence and integrity;
		Public service.
	Faculty	Freshman classes that are well prepared for college-level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

	Demonstrated commitment to community; Public service; Cultural activities.
Educational Foundation of USC Lancaster	Academic excellence and integrity; Student success; Sound financial management; Responsive administration; Modern physical plant; Relevant academic programs; Demonstrated commitment to community; Public service; Cultural activities.
City of Lancaster, Lancaster County and Six-County Service Area	Student success; Affordable education; Modern physical plant; Demonstrated commitment to community; Public service; Cultural activities.
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; 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.   The regulatory environment:

- USCL is 1 of 4 regional 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;
- USCL is subject to various laws enacted by the S. C. General Assembly;
- USCL is subject to various laws and policies regarding state and federal financial aid programs;
- USCL is an equal opportunity employer and is subject to various laws enacted by the U. S. Congress.

II. 5. Governance System

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│ Citizens and Taxpayers of South │
│           Carolina              │
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│ South Carolina General Assembly │
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│      USC Board of Trustees      │
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        │       USC President          │
        │     Dr. Andrew Sorenson      │
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                │         USC Provost          │
                │      Dr. Mark P. Becker      │
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                        ┌────────────────────────────────────────┐
                        │ USC Vice-Provost - Regional Campuses and│
                        │        Continuing Education             │
                        │            Dr. Chris Plyler             │
                        └────────────────────────────────────────┘
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                                │     Dean – USC Lancaster     │
                                │      Dr. John Catalano       │
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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. A system of faculty governance has authority in curricular matters.

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. 6.   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
- US Department of Education

II. 7. The University of South Carolina Lancaster's key competitors are:

- Tuition Price 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. 8. Principal factors which determine competitive success:

The driving force at USC Lancaster is the student. 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 are considered during deliberations such as financial management, academic needs, etc., the overriding factor is always whether the changes under discussion will favorably impact student success rates. This demonstrable emphasis on student success sets USC Lancaster apart from competitors. 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. 9. 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 demands of service region.

II. 10. Performance improvement systems

USC Lancaster will update its strategic plan using a planning model different from previous efforts. The process will involve a major program of information gathering. Key stakeholder groups (see II.2 above) will be surveyed in order to gauge their perception of USCL's strengths and weaknesses. Stakeholders will be asked a variety of questions, including what additional services and degree programs they wish to see available at USCL. The process will also examine internal and external trends -- political,

economic, social and technological. The trends and survey data will be analyzed for implications to USCL. From that study USCL will be able to re-define its strengths, weaknesses, opportunities and threats. More importantly, the information learned 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. 11. Accountability Report Appropriations/Expenditures -

USC Lancaster Base Budget Expenditures and Appropriations

Major Budget Categories	04-05 Actual Expenditures		05-06 Actual Expenditures		06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$4,186,462	$1,880,372	$4,724,640	$1,955,406	$5,107,576	$1,955,406
Other Operating	$5,027,283	$-	$5,246,801	$-	$5,765,287	$-
Special Items	$-	$-	$	$-	$-	$-
Permanent Improvements	$-	$-	$	$-	$-	$-
Case Services	$	$	$	$	$	$
Distributions to Subdivisions	$	$	$	$	$	$
Fringe Benefits	$985,112	$486,568	$1,094,295	$514,848	$1,180,408	$514,848
Non-recurring	$-	$-	$	$100,000	$-	$-
Total	**$10,198,857**	**$2,366,940**	**$11,065,736**	**$2,570,254**	**$12,053,271**	**$2,470,254**

Other Expenditures – NA For USC Regional Campuses

Sources of Funds	04-05 Actual Expenditures	05-06 Actual Expenditures
Supplemental Bills	$-	$-
Capital Reserve Funds	$-	$-
Bonds	$-	$-

II. 12.

H37-Lancaster Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 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: Federal: Other: Total: % of Total Budget:	1,254,596 15,710 2,046,741 3,317,047 32.52%	State: Federal: Other: Total: % of Total Budget:	1,362,362 16,260 2,180,371 3,558,993 32.16%	7.1-1 -- 7.1-6 7.2-1 – 7.2-3
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: Federal: Other: Total: % of Total Budget:	0 0 0 0 0.00%	State: Federal: Other: Total: % of Total Budget:	0 9,055 16 9,071 0.08%	
522	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: Federal: Other: Total: % of Total Budget:	0 428,994 1,020,218 1,449,212 14.21%	State: Federal: Other: Total: % of Total Budget:	0 138,572 987,811 1,126,383 10.18%	7.5-2; 7.5-3; 7.6-3

523	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 220,050 Federal: 0 Other: 302,940 Total: 522,990 % of Total Budget: 5.13%	State: 238,952 Federal: 0 Other: 283,571 Total: 522,523 % of Total Budget: 4.72%	7.2-4; 7.2-5;7.2-6. 7.4-1 -- 7.4-3
524	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State: 235,925 Federal: 0 Other: 321,240 Total: 557,165 % of Total Budget: 5.46%	State: 256,190 Federal: 386,065 Other: 357,413 Total: 999,668 % of Total Budget: 9.03%	7.2-4;7.2-6;7.3-3; 7.3-4; 7.5-1...5
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: 390,614 Federal: 0 Other: 476,191 Total: 866,805 % of Total Budget: 8.50%	State: 424,167 Federal: 0 Other: 477,968 Total: 902,135 % of Total Budget: 8.15%	
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: 849,416 Other: 1,539,783 Total: 2,389,199 % of Total Budget: 23.43%	State: 0 Federal: 922,533 Other: 1,671,676 Total: 2,594,209 % of Total Budget: 23.44%	7.2-6

527	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State:	0	State:	0	
		Federal:	0	Federal:	0	
		Other:	396,376	Other:	379,826	
		Total:	396,376	Total:	379,826	
		% of Total Budget:	3.89%	% of Total Budget:	3.43%	
528	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State:	265,755	State:	288,583	7.3-1; 7.3-2;
		Federal:	0	Federal:	0	7.3-3; 7.3-4;
		Other:	434,308	Other:	684,345	7.6-1 -- 7.6-3.
		Total:	700,063	Total:	972,928	7.3-5
		% of Total Budget:	6.86%	% of Total Budget:	8.79%	7.6-8
	Grand Total	State:	2,366,940	State:	2,570,254	
	Grand Total	Federal:	1,294,120	Federal:	1,472,485	
	Grand Total	Other:	6,537,797	Other:	7,022,997	
	Grand Total	Total:	10,198,857	Total:	11,065,736	

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

| Remainder of Expenditures: | State: | State: |

		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

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                              │        Dean          │
                              │   John Catalano      │
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                                        │      │   Public Information      │
                                        │      │    / Recruitment          │
                                        │      │   Shana Funderburk        │
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Information Technology	Development		Human Resources	Health Services
Blake Faulkenberry	Ralph Garris		Tracey Mobley	Bill Riner

Clinical Services	Membership Services
Lynn Baker	Kent Deese
Jimmy Abbott	Anne Small
	Kelley Steen

Associate Dean for Academic and Student Affairs	Business Manager	Facilities Management
Ron Cox	Paul Johnson	Thomas Fox

Library	TRiO Programs	Academic Divisions	Enrollment Management	Business Office	Maintenance and Security
Shari Eliades	Thelathia Bailey	Business, Behavorial Sciences, Criminal Justice, and Education - Darlene Roberts	Rebecca Parker		Jakie Blackmon
Lori Harris	**OSP** Max Bonek	Humanities - Peter Barry			
	Upward Bound Cathy McGriff	Math, Science, Nursing and Public Health - Noni Bohanek			

Academic Success Center	Distance Education	Gifted and Talented	Admissions / Records	Planning
Raquel Barros	Peter Barry	Brenda Dry	Karen Faile	Paul Johnson
			Amanda English	

Counseling Center	Financial Aid
Dianne Evans	Kenneth Cole
	Kevin Russell

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 a 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 ensures a continual flow of communication between all campus offices and the senior leadership. Weekly meetings between the Academic Division chairs and the Associate Dean ensures 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

USC Lancaster's Planning and Assessment Committee is comprised of faculty, staff and administrative representatives who annually evaluate and assess campus progress toward strategic goals. The committee also proposes revisions to the goals, initiatives, action plans and assessment procedures. The committee identified 5 strategic goals. These are detailed in below.

See http://www.uscLancaster.edu/ir/strategic.shtml for USC Lancaster strategic planning documents.

Program Number and Title	USC Lancaster Supported Agency Strategic Planning Goals/Objectives	Strategic Plan (15 June, A.D. 2006) Related FY 06-07 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures *	
Goal I	Enhance Academic Excellence	**Initiative A. Recruit and retain better prepared students.** **Initiative B. Improve Classroom Instruction Through Greater Utilization of Traditional and Multi-Media Technology.** **Initiative C. Increase Faculty Productivity in Research and Productive Scholarship.** **Initiative D. Provide New Faculty Positions to Support Academic Needs.** **Initiative E. Improve Assessment Procedures for General Education Goals.** **Initiative F. Expand Academic Course Offerings.**	7.1-1 7.1-2 7.1-3 7.1-4 7.1-5 7.1-6 7.2-1 7.2-2 7.2-3 7.2-4 7.2-5 7.2-6	
Goal II	Enhance the Fiscal Health of the Institution.	**Initiative A. Maintain a Balanced Budget.** **Initiative B. Enhance Current Endowments.** **Initiative C. Enhance Grant Writing Assistance.**	7.3-1 7.3-2	
Goal III	Enhance Academic and Student Support Services	**Initiative A. Hire Additional Staff for Academic and Student Support Services.** **Initiative B. Encourage Expanded Interaction between Faculty and Students Outside of Class.** **Initiative C. Upgrade Computer Laboratories and Improve Access to Technology.** **Initiative D. Expand Distance Education.** **Initiative E. Encourage Staff to Engage in Professional Development Activities.**	7.5-3 7.5-4 7.5-5 7.5-6	

Goal IV	Enhance the Physical Plant	**Initiative A. Establish Additional Computer Labs to meet Faculty and Student Needs.** **Initiative B. Renovate Bundy Auditorium.** **Initiative C. Renovate Hubbard Hall.** **Initiative D. Replace HVAC system in Gregory Health and Wellness center per State Energy Office Recommendations.** **Initiative E. Seek Faculty, Staff and Student Input Regarding Physical Plant.**	7.6-1	
Goal V	Enhance Partnerships Between Campus and Community.	**Initiative A. Provide Community Cultural Events.** **Initiative B. Continue to Improve Access to Gregory Health and Wellness Center for Patrons with Limited Incomes.** **Initiative C. Develop and Cultivate Partnerhsips with Olde English Consortium.** **Initiative D. Continue to Increase USC Lancaster's Influence as a Major Contributor to an Improved Quality of Life in the Region.**		

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 are 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. 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/), conducted with former students.

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

Alumni and stakeholder needs are identified through the Educational Foundation of USC Lancaster contact processes and through alumni surveys. 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 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. 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 conducts an annual alumni survey to determine how well the students' education experience met their personal and career needs. The alumni survey also measures community involvement and service, which USC Lancaster has incorporated into its mission statement.

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.

Most 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 Educational Foundation of USC Lancaster contact processes and through alumni surveys. The USCL Development Office 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. The USCL Development Office and the Educational Foundation are constantly benchmarking activities with other institutions in the University System to evaluate effectiveness and identify improvement areas.

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:

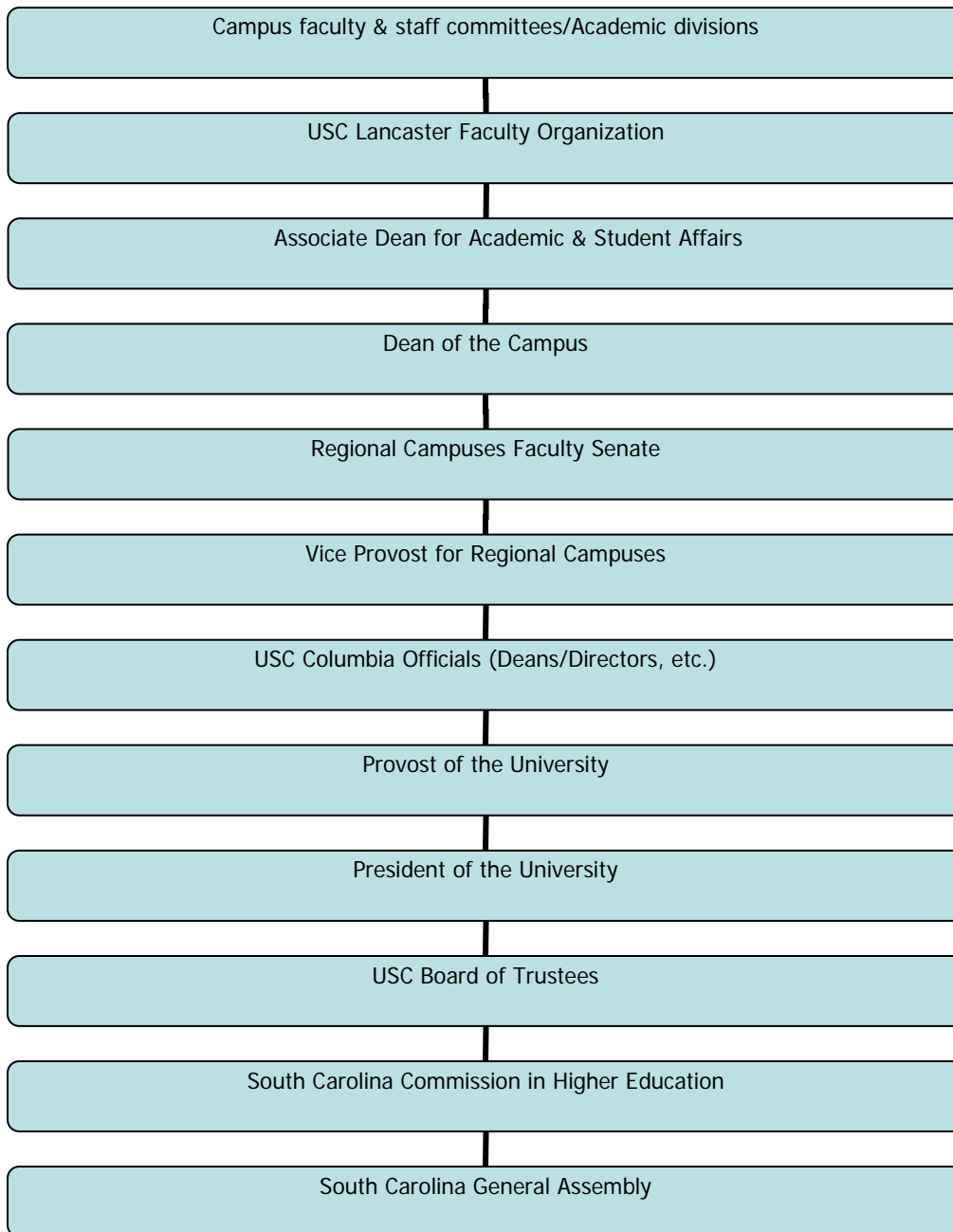| IPEDS Peer Analysis Comparison Colleges & Universities	
Arkansas State University – Beebe	Beebe, Arkansas
Arkansas State University – Mountain Home	Mountain Home, Arkansas
Arkansas State University – Newport	Newport, Arkansas
Bowling Green State University – Firelands	Huron, Ohio
Eastern New Mexico University – Roswell	Roswell, New Mexico
Eastern New Mexico University – Ruidoso	Ruidoso, New Mexico
Kent State University – East Liverpool Campus	East Liverpool, Ohio
Kent State University – Tuscarawas Regional Campus	New Philadelphia, Ohio
Louisiana State University – Eunice	Eunice, Louisiana
New Mexico State University – Alamogordo	Alamogordo, New Mexico
New Mexico State University – Carlsbad	Carlsbad, New Mexico
New Mexico State University – Dona Ana	Las Cruces, New Mexico
New Mexico State University – Grants	Grants, New Mexico
Oklahoma State University – Oklahoma City	Oklahoma City, Oklahoma
Southern University at Shreveport	Shreveport, Louisiana

University of Akron – Wayne College	Orrville, Ohio
University of Cincinnati – Clermont College	Batavia, Ohio
University of Cincinnati – Raymond Walters College	Blue Ash, Ohio
University of New Mexico – Gallup Campus	Gallup, New Mexico
University of New Mexico – Los Alamos Campus	Los Alamos, New Mexico
University of New Mexico – Taos Branch	Taos, New Mexico
University of New Mexico – Valencia County Branch	Los Lunas, New Mexico
University of Pittsburgh – Titusville	Titusville, Pennsylvania
University of South Carolina Salkehatchie Campus	Allendale, South Carolina
University of South Carolina Sumter Campus	Sumter, South Carolina
University of South Carolina Union Campus	Union, South Carolina
University of Wisconsin Colleges	Madison, Wisconsin
Wright State University – Lake Campus	Celina, Ohio

C4.2 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:

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│       Campus faculty & staff committees/Academic divisions   │
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│              USC Lancaster Faculty Organization              │
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│          Associate Dean for Academic & Student Affairs       │
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│                     Dean of the Campus                       │
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│               Regional Campuses Faculty Senate               │
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│              Vice Provost for Regional Campuses              │
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│          USC Columbia Officials (Deans/Directors, etc.)      │
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│                  Provost of the University                   │
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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:

Student Achievement	Educational Compliance
• CHE "success rate" of students • Number of degrees awarded • Number of students who successfully transfer into baccalaureate degree programs	• SACS accreditation • Accreditation of associate degree programs (business, nursing) • Annual CHE reporting • USC Institutional Reporting (strategic planning, institutional effectiveness, etc.)
Student Retention • Freshman retention • Retention of students who continue at USCL to	Finance • Fiscal solvency (VCM model)

complete BAIS or other baccalaureate degrees	
Customer satisfaction • Academic course evaluations • Library survey • Alumni survey	Relationship Management
Human Resources • Tenure & promotion process results • EPMS (annual evaluations)	Technology • Student/faculty satisfaction • Reports of Faculty Computer Committee
Facilities • Student/faculty satisfaction surveys • Number of "smart" classrooms (i.e., those equipped with multi-media capabilities)	Administrative • Ratio of administrative costs to academic expenditures • Annual faculty/staff evaluations of chief campus administrators

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. For campuses without sufficient demand, the analysis will determine the feasibility of offering by distance education a general liberal arts degree program to students on those campuses.

Services to be provided under the scope of this Request for Proposals are to include:
1) Collect and examine data pertaining to the projected and existing demographic and economic development profiles of the geographic areas surrounding the regional campuses.
2) Collect and analyze labor and commerce data, and conduct interviews with selected major employers. Based on the resulting profile, determine the extent of market demand for baccalaureate education in the indicated fields, taking into account the size of the current market of incoming students for programs.
3) Interview campus and system administrators on-site in order to develop a sense of background and strategic intent. If evidence of noteworthy demand is found for any of the campuses, assess other factors of marketability, including the existence of barriers to entry for each.
4) Examine data related to enrollment history and projections; conduct focus groups of students and, as appropriate, parents, alumni, and others to assess market willingness to embrace baccalaureate programs on regional campuses. Include an assessment of the effects of the enrollment environments at nearby competing institutions on demand for baccalaureate degrees on USC regional campuses.
5) Deliver a written assessment of whether demand is sufficient on any of the regional campuses to merit transition to four-year status.
6) Conduct a feasibility study for a general liberal arts degree beginning with an assessment of marketability for each regional campus proposing the degree. Assuming marketability, examine, in the context of similar degree programs elsewhere, each campuses capacity to offer the degree.
7) Examine factors including personnel, physical infrastructure, curricular and student support infrastructures, and library resources.
8) Deliver written assessments of each campus's readiness to offer such a degree and an estimate of the total investment required to launch and implement the program over a five-year period.

Objectives:
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.

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.htlm. 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/Faculty _Manual.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 indictors 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); 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:

	FY 2003-2004	*FY 2004-2005*	*FY 2005-2006*
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?

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

http://www.che.sc.gov/Finance/Perf_Fund/Perform/Data/2005-06/PFYr10_7A_2Yr_SupplData.pdf

CAMPUS	COHORT YR 2002	GRAUDATED	TRANSFERRED	CONT. ENROLL	SUCCESS RATE
All USC Regionals	608	119	242	31	64.5%
USC Lancaster	**214**	**57**	**72**	**9**	**64.8%**
All SC Technical Colleges	**9521**	**878**	**946**	**1434**	**37.9%**
York Technical College	575	44	67	34	36.3%
All Teaching Colleges	**6982**	**3606**	**NA**	**NA**	**51.3%**
Winthrop	966	578			59.8%
USC Aiken	441	194			44.0%
USC Upstate	540	216			40.0%

7.1-2 Student Success Rates

USC Lancaster
Student Success Rate for Fall 2005 (2002 Cohort)
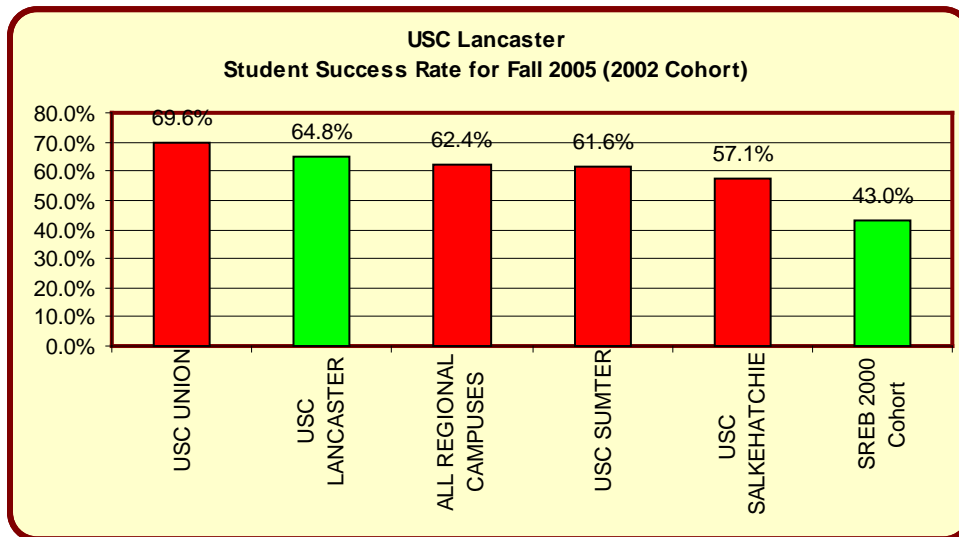
7.1-3   Freshmen Retention Rates

Freshmen retention rate for classes entering:

Fall 2001:	56.0%
Fall 2002:	57.5%
Fall 2003:	64.0%

7.6-1   Number of Graduates
Number of graduates (associate degrees):

Fall 2004:	**18**
Spring 2005:	**99**
Summer 2005:	**08**

7.1-5   Success Rate

Success Rate of Students – defined as graduating with an associate's degree, continuing education on campus, or transferring to another campus:

> 2001 Cohort (graduated by 2004): 61.2%
> 2000 Cohort (graduated by 2003): 69.0%
> 1999 Cohort (graduated by 2002): 73.2%

## 7.1-6 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%
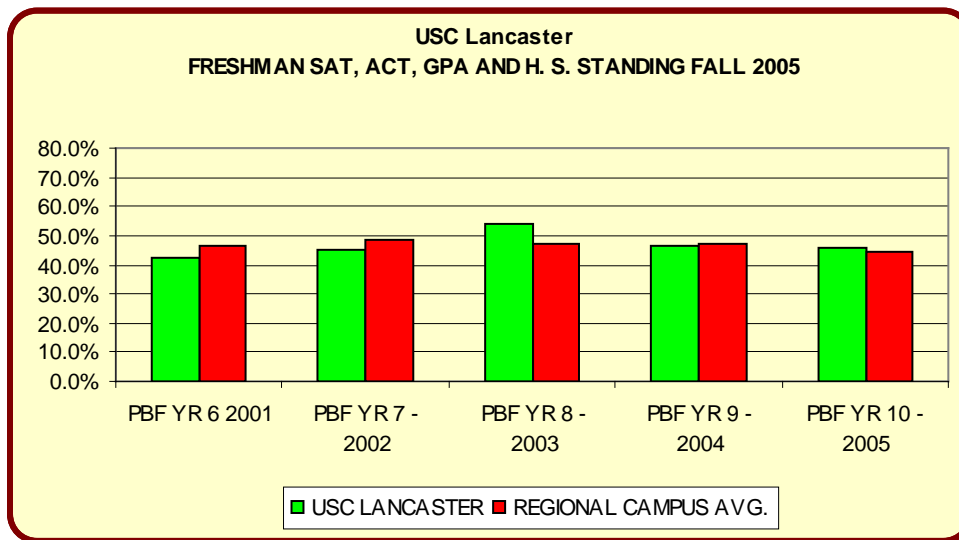> 1997 Cohort (Graduated by 2003): 29.9%
> 1996 Cohort (Graduated by 2002): 31.2%

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

USC LANCASTER
MINORITY POPULATION SERVED, RETAINED AND GRADUATED
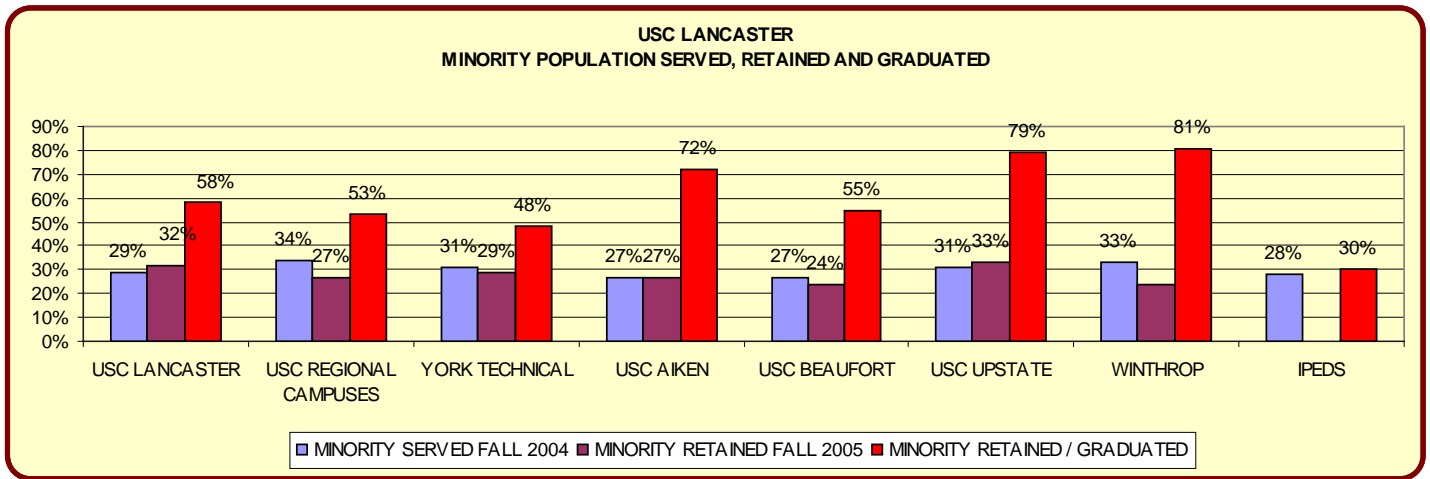
Chart 7.2-2 – Increasing the quality of incoming Freshman classes.

USC Lancaster
FRESHMAN SAT, ACT, GPA AND H. S. STANDING FALL 2005

Chart 7.2-3 Change of campus GPA.

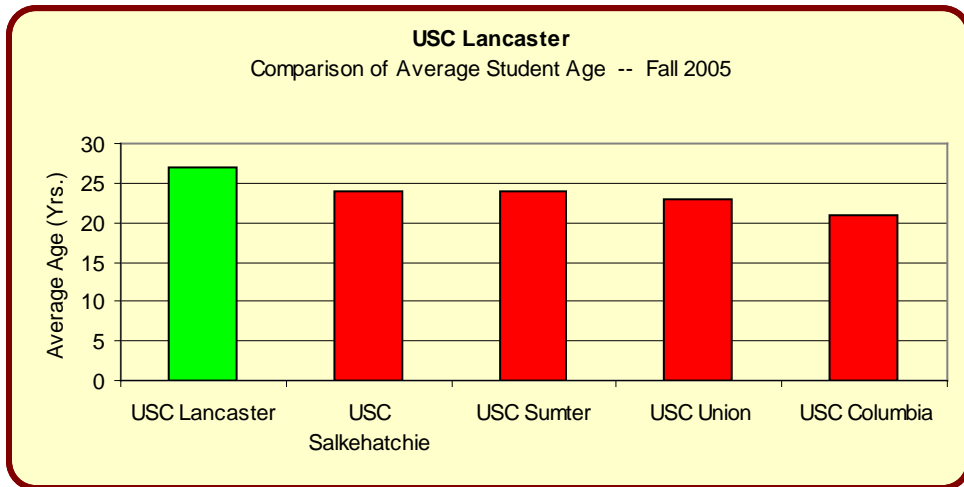|				Mean			
Cohort of USCL Students Transferring Campuses Spring 2003 to Fall 2003	**Total**	**Cum. Hrs. Earned prior to Transfer**	**Cum. GPA prior to Transfer**	**Sem. Hrs. Earned After Transfer**	**Sem. GPA after Transfer**	**Cum. Hrs. Earned after Transfer**	**Cum. GPA after Transfer**
Transferred to Columbia	92	55	3.051	12	2.588	70	2.985
Transferred to USC Upstate	10	51	2.97	12	2.392	63	2.717
Transferred to USC Sumter	2	26	2.083	10	1.346	36	1.844
Total	**104**	**54**	**3.025**	**12**	**2.546**	**69**	**2.938**
Cohort of All Regional Campus Students Transferring Campuses Spring 2003 to Fall 2003							
Total	**342**	**61**	**3.001**	**11**	**2.586**	**75**	**2.951**

7.2-4 Analysis of Student Body

USC Lancaster
Analysis of Student Body Profile
Fall Semester

	2001	2002	2003	2004	2005
FTE	614	622	622	690	748
Total Enrollment	939	943	935	1,059	1,086
Male – Total Enrollment	302	314	312	358	380
Female – Total Enrollment	637	629	623	701	706
Male – Percentage of Total Enrollment	32.2%	33.3%	33.4%	33.8%	35.0%
Female – Percentage of Total Enrollment	67.8%	66.7%	66.6%	66.2%	65.0%
Male White Full-time	257	265	247	273	288
Male African-American Full-time	35	37	48	64	77
Male Other, No response, Full-time	10	12	17	21	15
Percentage Male White to Total Enrollment	27.4%	28.1%	26.4%	25.8%	26.5%
Percenatge Male African-American to Total Enrollment	3.7%	3.9%	5.1%	6.0%	7.1%
Female White Full-time	486	457	449	474	470
Female African-American Full-time	132	143	135	183	180
Female Other, No response, Full-time	32	29	40	49	54
Percentage Female White to Total Enrollment	51.8%	48.5%	48.0%	44.8%	43.3%
Percentage Female African-American to Total Enrollment	14.1%	15.2%	14.4%	17.3%	16.6%
SAT Averages	**2001**	**2002**	**2003**	**2004**	**2005**
Regular	1,028	1,033	1,030	1,019	1,010
CAP	851	817	837	856	861
Freshman	895	889	923	925	925

7.2-5 Enrollment Data

USC Lancaster
Enrollment By Age -- Fall 2005

USC Lancaster
Comparison of Average Student Age -- Fall 2005
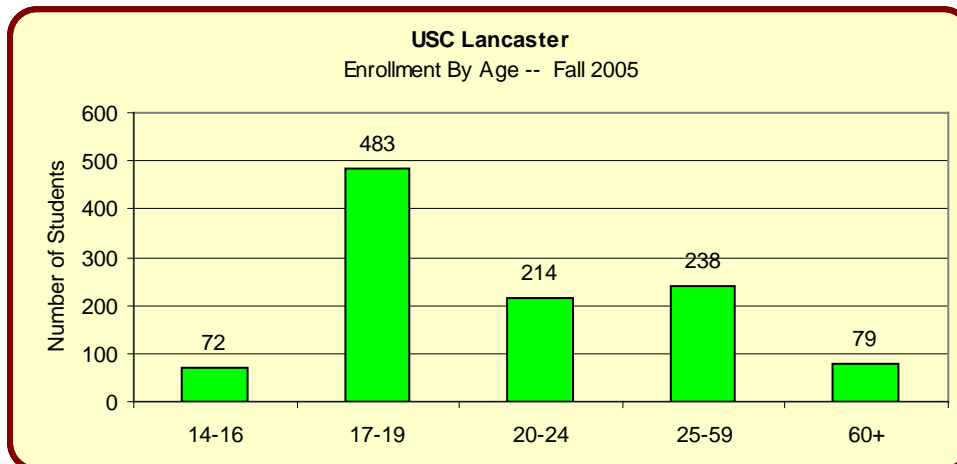
7.2-6 Financial Aid

USC Lancaster Student Body Profile		USC Lancaster Scholarships / Grants Fall 2005			
			No. of Recipients	Percentage Eligible at USCL	Percentage who Received Aid
Financial Aid – Fall 2005		**Campus Based**			
		Aid	68	8.28%	8.28%
Enrollment	1086	**Pell**	363	44.21%	44.21%
Eligible for Aid	821	**SNBG**	65	7.92%	7.92%
Percentage Eligible	76%				
Total Received Aid	821				
Percentage of Eligible Receiving Aid	100%				

C7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?
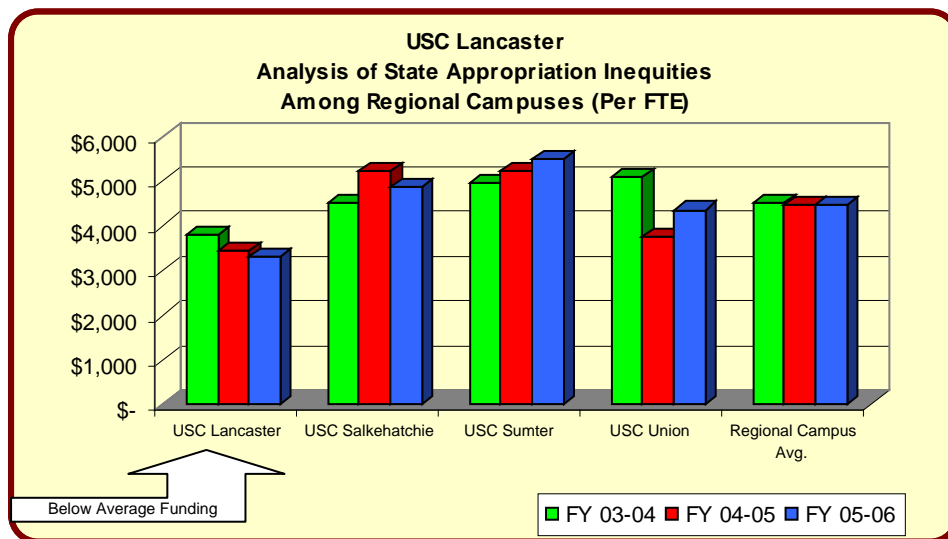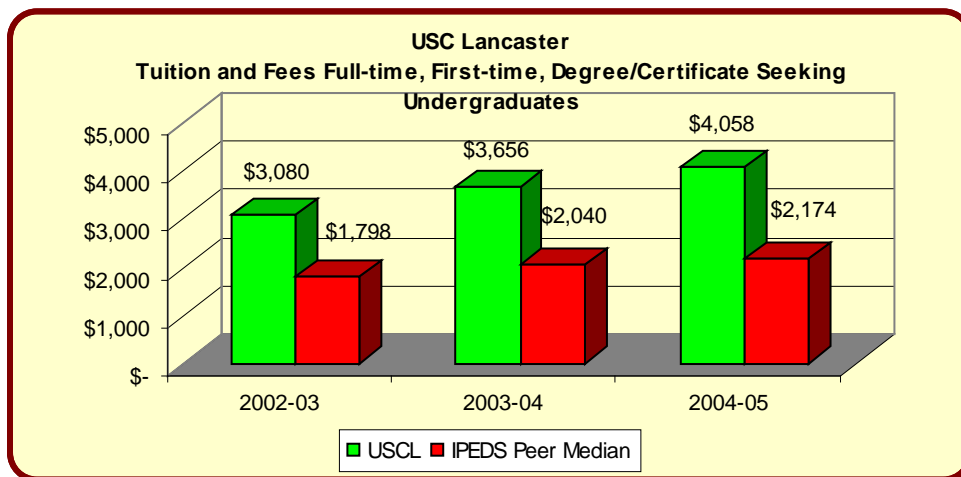
7.3-1 Core Expenses per FTE.

USC Lancaster
Core Expenses per FTE Student FY 2004

7.3-2 Core Revenues per FTE

USC Lancaster Core Revenues per FTE Student FY 2004

Tuition and Fees | State and Local Appropriations
- USCL: $2,376 | $3,745
- IPEDS Peer Median: $1,697 | $4,327
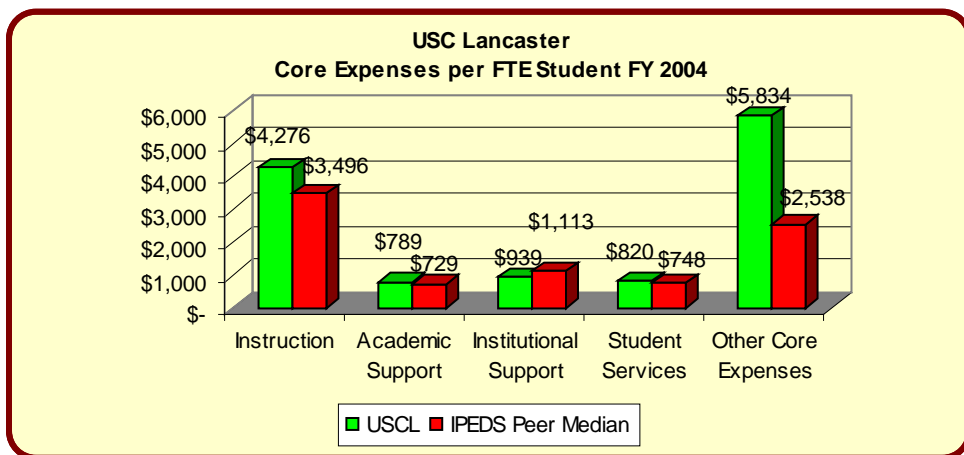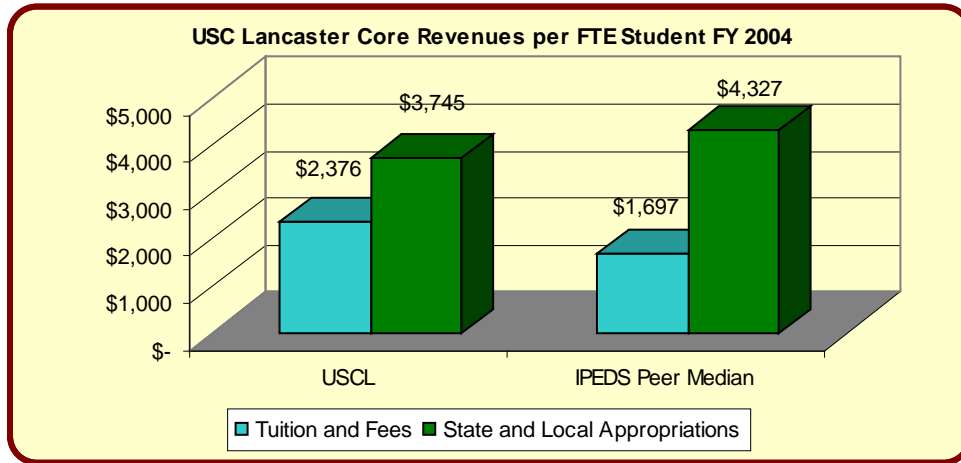
7.3-3 Inequities among Regional Campus State Appropriations

USC Lancaster Analysis of State Appropriation Inequities Among Regional Campuses (Per FTE)

Below Average Funding

FY 03-04 | FY 04-05 | FY 05-06

7.3-4 Tuition and Fees

USC Lancaster Tuition and Fees Full-time, First-time, Degree/Certificate Seeking Undergraduates

USCL | IPEDS Peer Median
- 2002-03: $3,080 | $1,798
- 2003-04: $3,656 | $2,040
- 2004-05: $4,058 | $2,174

7.6-2 Types and Averages of Financial Aid

USC Lancaster
Types and Average Amounts of Financial Aid, by Full-time, First-time, Degree/Certificate Seeking Undergraduates 2003-04

Federal Grants: USCL $2,962, IPEDS Peer Median $3,008
State and Local Grants: USCL $3,401, IPEDS Peer Median $1,085
Institutional Grants: USCL $1,101, IPEDS Peer Median $840
Loans: USCL $2,554, IPEDS Peer Median $2,953

Legend: USCL, IPEDS Peer Median
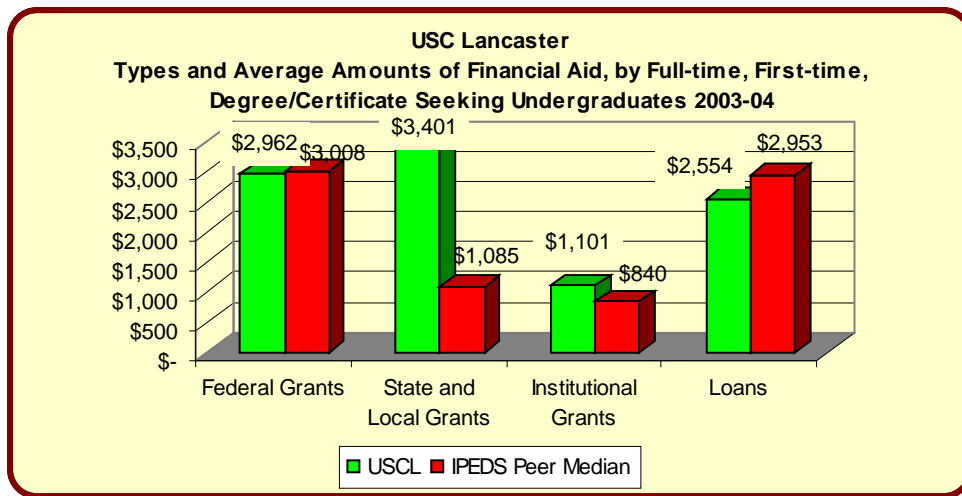
A. Budget System Used at USC Lancaster

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.

The USCL Budget Committee annually prepares its budget based on priorities established in the strategic plan and input from the Administrative Council. 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 50th 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 will be closely monitored to ensure vendor compliance with all aspects of the advertised RFP and vendor proposal.

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?**

Chart 7.4-1 Increasing faculty scholarship productivity

YEAR	Scholarly Activity
2005	29
2004	25
2003	25

Chart 7.4-2 Increasing the amount of externally funded research conducted by faculty

YEAR	FTE
2005	$525,445
2004	$462,031
2003	$565,689

Chart 7.4-3 **Scholarly Research Database FY 2005**

Books	3 Book Chapters
	9 Refereed Articles
	7 Non-Refereed Articles
Presentations	6 National / International Presentations
Performances	5 Presentations / Juried Exhibitions

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

7.5-1 Geographic Origin

USC Lancaster
Geographic Origin of Students by County -- Fall 2005

(Lancaster 58%, York 21%, Chester 10%, Chesterfield 6%, Fairfield 2%, Kershaw 2%, Other 1%)

7.5-2 Library Usage

USC Lancaster
Analysis of Medford Library Use
Total Entrances

(FY 2000: 42,083; FY 2001: 34,420; FY 2002: 31,223; FY 2003: 0; FY 2004: 0; FY 2005: 50,978; FY 2006: 54,305)

Data not available for '03 and '04 due to construction

7.6-3 Library Activity
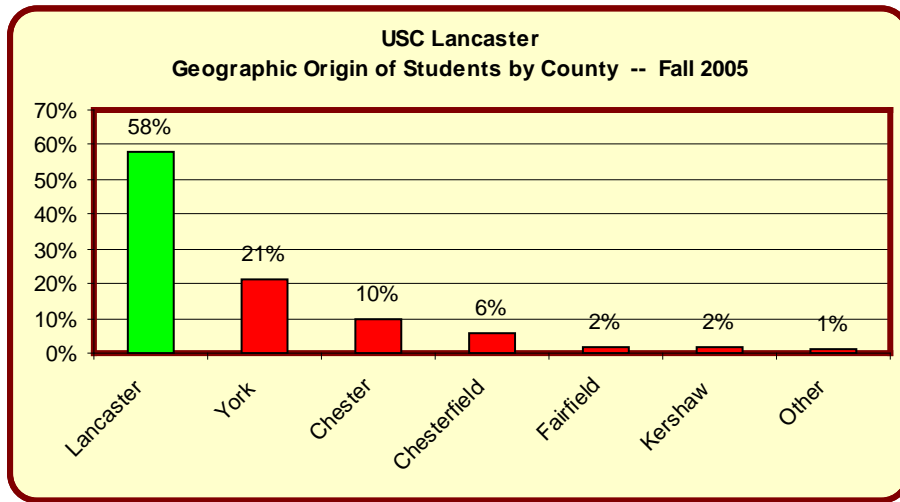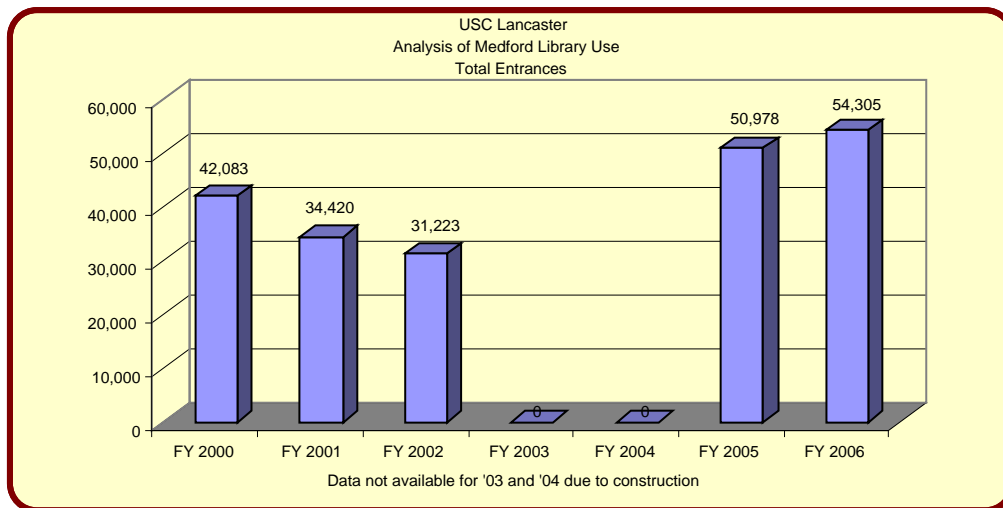
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
USC Lancaster							
Medford Library							
Analysis of Activity							
Total Circulation	4,743	4,009	3,800	3,409	4,483	4,114	3,588
Database Sessions				6,187	9,831	11,896	n/a
Database Searches				17,663	40,246	47,773	n/a
Library Instruction – Sessions	20	16	21	20	19	24	15
Library Instruction – Participants	419	365	526	373	318	398	127
Books added to Collection – Purchases		307	562	432	308	562	480
Books added to Collection – Gifts		153	26	1,053	635	352	69
Community Computer Use – Logins						2,057	2,567

7.5-4 Academic Success Center – Survey Data

USC Lancaster
Medford Library
Analysis of Academic Success Center – Faculty Survey -- Spring 2006

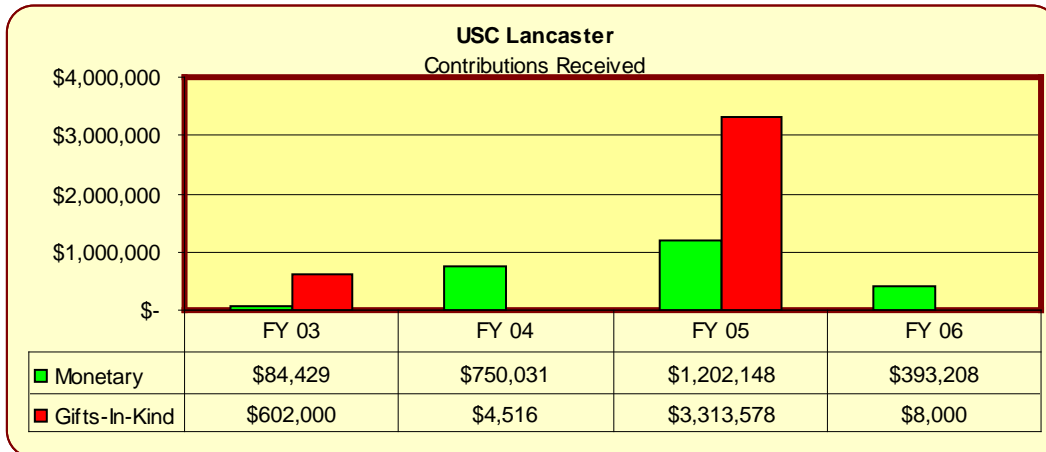| Do you encourage your students to use the Academic Success Center at USC Lancaster's Medford Library?	89%Yes		
How satisfied are you with:	**Very**	**Satisfied**	**Somewhat**
Tutoring Services	11%	78%	11%
Computer Labs	33%	56%	0%
Assistance with Instructor's Materials	0%	67%	0%

7.6-4   Opportunity Scholars Program

USC Lancaster Opportunity Scholars Program (OSP) GPA Comparisons -- 2005 -2006	
	GPA
OSP White Female	2.59
OSP African-American	2.82
USCL White Female	2.90
USCL African-American	2.48
OSP White Male	2.16
OSP African-American	2.59
USCL White Male	2.41
USCL African-American	2.27
Omega League Impact	**GPA**
Omega League Participants	2.54
Non-Omega League	2.21

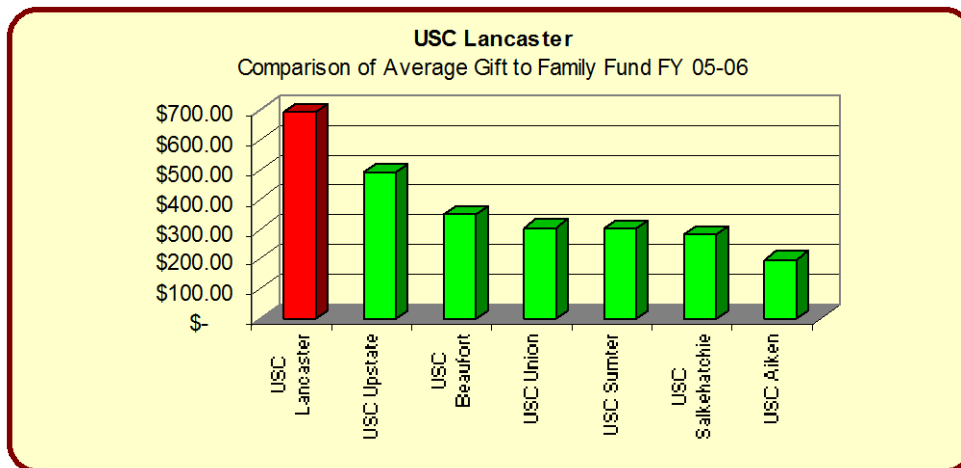**C7.6 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY: ACCOMPLISHMENT OF YOUR ORGANIZATIONAL STRATEGY AND ACTION PLANS**

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.

7.6-5 Gifts to Educational Foundation of USC Lancaster

USC Lancaster
Contributions Received

	FY 03	FY 04	FY 05	FY 06
■ Monetary	$84,429	$750,031	$1,202,148	$393,208
■ Gifts-In-Kind	$602,000	$4,516	$3,313,578	$8,000

7.6-6 Participation in USC Family Fund

USC Lancaster
Comparison of Average Gift to Family Fund FY 05-06

	No. of Employees	No. of Donors	Rate of Participation	Total Giving	Average Gift
USC Lancaster	**75**	**18**	**24%**	**$ 12,493**	**$ 694.05**
USC Upstate	465	116	25%	$ 57,241	$ 493.46
USC Beaufort	108	44	41%	$ 15,397	$ 349.93
USC Union	31	5	16%	$ 1,531	$ 306.10
USC Sumter	117	111	95%	$ 33,820	$ 304.69
USC Salkehatchie	52	10	19%	$ 2,827	$ 282.70
USC Aiken	374	276	74%	$ 54,664	$ 198.06

7.6-7   Public Service Programs – Health Services

USC Lancaster Health Services Programs FY 2005 -- 2006		
	Patient Visits	**New Admissions**
Cardiopulmonary Rehabilitation	1,208	58
Physical Therapy	3,958	412
Diabetes Education	2,109	488
Gregory Health and Wellness Center **Physical Fitness / Aquatics Programs** 1,800 – 2,000 Memberships		

7.6-8 Strategic and Operational Planning