

# **REGIONAL CAMPUSES AND CONTINUING EDUCATION**

## **ANNUAL REPORT**

### **2004-2005**

The Division of Regional Campuses and Continuing Education is comprised of three distinct units: the regional campuses and their administration, credit and continuing non-credit education.

The Office of the Vice Provost advances and facilitates communications and relations among the greater University, the four USC Regional Campuses at Lancaster, Salkehatchie, Sumter and Union and the credit and noncredit units of Continuing Education.

Within this office, the Regional Campuses Central Financial Aid Office serves as the office responsible for ensuring appropriate compliance with federal, state, and University regulations for the four Regional Campuses and USC Beaufort. It allocates funds to the individual campuses and monitors the utilization of funds through the use of an online computer record keeping system. It is responsible for the application of all federal, state grants, and state scholarship funds as well as the fiscal accountability of all funds.

Also reporting to the Vice Provost is the Central Computer Services office which assists with developing and implementing technology recommendations and system network issues across the regional campuses and throughout the division.

The Credit Programs partner with USC Columbia academic departments by providing undergraduate courses for students who need flexibility in scheduling and provides additional support for students over age 25 who seek a degree or additional coursework for career advancement. The Credit Programs include the Evening and Weekend Programs and the courses at Fort Jackson.

The Division's non-credit Continuing Education unit has been reorganized due to budget reductions and has redefined itself by streamlining operations and by adding and improving personal and professional offerings to constituents. Several professional contract conferences are scheduled each year and many summer youth programs are conducted, including the Carolina Master Scholars program. Additionally, Continuing Education Units for a variety of professional development opportunities are administered by this office.

# **DIVISION OF REGIONAL CAMPUSES & CONTINUING EDUCATION**

## **Mission**

The mission of the Regional Campuses is to bring the resources of South Carolina's comprehensive research university through the delivery of academic programs and services that enhance business and employment opportunities to citizens in twenty counties throughout the state. The campuses carry out this mission through the efforts of a faculty committed to the highest standards in teaching and discovery, application, integration, and university citizenship. These men and women are visible professionals in their communities and at every level of university governance.

Each of the regional campuses is an integral part of the community it serves, whether through the offering of selected upper-division and graduate course work; promotion of the arts; extensive offering of continuing education courses and programs; the enhancement of primary and secondary education; the development of cooperative baccalaureate programs; leadership in the development of distance learning technology, or as a first step in one's journey in earning a baccalaureate degree at the University of South Carolina. The Regional Campus System is itself an integral part of USC, advancing the mission of the University through excellence in outreach and engagement.

## **Palmetto College**

The Palmetto College is an academic unit of the University of South Carolina comprised of faculties from the University's four regional campuses and with participation from the senior and Columbia campuses. By using faculty and facilities at the regional campuses combined with modern, distance-education technology, Palmetto College will create an academic collective that will give students the opportunity to earn four-year degrees.

Although Palmetto College will not earn degree-granting status until the fall semester of 2006, a selection of courses is being offered for fall 2005. Five classes in English, History, Psychology, and Women's Studies that should fulfill upper-level core requirements for a future degree will be offered immediately, with additional classes added in subsequent semesters. Besides degrees in the academic disciplines, two other degree programs are being considered for the future.

The base tuition for Palmetto College will be the same as for USC Columbia. The Board of Trustees Mandated Fees will not be assessed as these fees will not benefit the students of the regional campuses. Along with the base tuition, Palmetto College students will be assessed college-specific fees. The resulting Palmetto College tuition will be slightly higher than for the regional campuses because students will be working toward four-year degrees.

Technology will be a driving force in making Palmetto College possible. Each regional campus will house at least one "smartroom," a classroom outfitted with TV monitors and cameras, increased bandwidth, and other cutting-edge technology. Because the smartrooms will be connected through an interactive TV broadcast, a course can be taught at one campus but viewed by students at the other campuses, reducing redundancies. Other courses will be available via the Web or through live instruction

The academic mission of each of the regional campuses that comprise Palmetto College is closely intertwined with their surrounding communities. The presence of Palmetto College and the possibility of a four-year education offer much needed hope to those constituent communities and their residents, many of whom have no transportation and are therefore limited to their education opportunities beyond the regional campuses.

## **Strategic Plan**

The division of Regional Campuses and Continuing Education and the regional campuses participate in the strategic planning process of the University. The full text of the 2001-2006 strategic plan is available on the division website at: <http://rc.sc.edu/viceprovost/sp/rccesp.html>

In April 2004, an update for the five year 2003-2008 plan was submitted. The following is the executive summary from the five year plan for the division. Each of the regional campuses executive summaries is included in their respective section.

### **Executive Summary (April 30, 2004)**

The division of Regional Campuses and Continuing Education provides learning and service opportunities for people to learn throughout their lives by offering credit and non-credit courses and experiences. In concert with the mission of the University of South Carolina, the goals of the division are:

To offer academic, budgetary, human resources, financial aid and student support services for the four regional campuses of the University

To provide quality instruction for credit and non-credit courses and sponsored activities

To facilitate, manage and offer planning assistance to educational groups, professional associations, and other organizations for institutes, seminars, and short courses, usually with the co-sponsorship of a USC Columbia department, school or college

The collective units which comprise the USC Division of Regional Campuses and Continuing Education continued to make progress in finding new and better ways to serve students throughout 2002, 2003 and 2004.

A priority in the second year of the Division's *2000-2005 Strategic Plan* was to initiate a study of academic and administrative processes throughout the University with an eye toward improving the University's ability to respond to statewide educational needs through USC Columbia and the four regional campuses. Toward that end, the Provost charged a twenty-six member task force with developing a model which would eliminate unnecessary administrative barriers that impede service to students. The model would facilitate the delivery of upper-division coursework and degree programs to the regional campuses in response to demonstrated need through a combination of mediums. A report, inclusive of program and technology recommendations, is in draft form and was submitted to the Provost by the end of the spring 2003 semester.

The Division's non-credit Continuing Education unit has been reorganized in response to budget reductions and has redefined itself by streamlining operations and by adding and improving personal and professional offerings to constituents. Several professional contract conferences have been scheduled; a new travel program featuring USC faculty is being introduced, and a significant addition of summer academic programs for youth including the Carolina Master Scholars program highlights much of the programming in noncredit Continuing Education.

Academic Credit Programs continue to partner closely with USC Columbia academic departments by providing undergraduate courses for students who need flexibility in scheduling. Recurring budget cuts have, however, made it necessary to reduce courses and sections from the evening, weekend and Fort Jackson schedules. A reliable method of measuring these heavily-enrolled courses will presumably accompany the implementation of Value Centered Management effective July 1.

The Regional Campuses Central Financial Aid Office continues to render support for the financial aid offices on the Regional Campuses and thereby minimizing the need for employing additional personnel on the campuses to address increasing workloads. The introduction of lottery monies as a means of reducing tuition for students on the regional campuses has gone smoothly due in large part to the efficiency and competency of the central financial aid staff.

The Office of the Vice Provost will continue to advance and facilitate communications and relations among the greater University, the four USC Regional Campuses, and the credit and noncredit units of Continuing Education. To that end, the Division is collaborating with the Office of Information Technology by integrating the responsibilities of computer support personnel to enhance training, response and service.

# **Regional Campuses Central Financial Aid Office**

## **Mission**

The Regional Campuses Central Financial Aid Office provides administrative support to the Financial Aid Offices located on the University of South Carolina Regional Campuses and USC Beaufort.

## **Functions**

In order for the Regional Campuses Central Financial Aid Office to fulfill its mission, the following functions are performed:

- Securing the application of all Federal (Title IV), State Grant and State Scholarships and allocating these funds to individual campuses
- Establishing policies and procedures to insure appropriate compliance with federal, state, and University regulations
- Designing policies wherein individual campuses structure and needs are addressed by encouraging input from the financial aid directors
- Accounting for the entire Regional Campuses system and USC Beaufort and applicable fiscal reporting
- Maintaining an ongoing training program for the Regional Campuses and USC Beaufort financial aid directors and their respective staffs
- Program development of the computerized record keeping providing more efficient and effective service to the Regional Campuses and USC Beaufort students

## ACADEMIC CREDIT PROGRAMS

For those students who cannot enroll in traditional day classes, the University of South Carolina is committed to offering classes to suit the schedules of working adults and other students who need flexibility. The Division offers an Evening Program, a Weekend Program and a program for Fort Jackson.

The Evening Program offers a wide array of undergraduate courses beginning at 5:30 p.m. or later. In addition to full semester classes, accelerated eight week sessions are offered that allow for faster progression toward degree goals.

The USC Fort Jackson Program offers coursework leading to AA/AS/BA/BS degrees, academic advisement, registration, textbook sales, and other assistance. USC civilian students are authorized to enroll in Fort Jackson courses on a space available basis. Five 8-week terms per year allow for maximum flexibility in earning college credits. For military students, the AA and AS degrees are available.

For students whose weekdays are filled, but have the need to take college classes, the Weekend Program may offer a viable solution. Selections of undergraduate courses are offered on Saturdays, from 9:00 a.m. - 2:00 p.m. every other Saturday over the 16-week semester. A few select classes meet every Saturday for two and one half hours.

### **Evening, Weekend and Fort Jackson Programs**

<b>Number of Credit Hours Generated 2004/2005</b>	
Fort Jackson	5,067
Evening Program	24,423
Weekend Program	1,299
<b>TOTAL CREDIT HOURS</b>	<b>30,789</b>

- Total of 10,263 enrollments in 2004/2005 (some are duplications)

## **ACADEMIC ENRICHMENT AND CONFERENCES**

The University of South Carolina's office of Academic Enrichment and Conferences (AEC) extends the intellectual resources and knowledge base of the south's top ranked research universities into local communities throughout the state and beyond. Our commitment to outreach and engagement means developing and sustaining a meaningful and mutually beneficial collaboration with partners in education, business, government, and social services. The AEC programs assist individuals and organizations in becoming more competitive, improving their earning potential and enriching their lives.

### **Mission**

The mission of the Office of Academic Enrichment and Conferences is to enrich the quality of life for the populace through non-credit academic enrichment programs and conferences. In addition, the office provides an opportunity for participants to take advantage of numerous noncredit offerings through coordinating professional development (Continuing Education Units – CEUs), summer academic programs, online learning, and customized conference and meeting planning services.

During the 2004/2005 fiscal year, the office of Academic Enrichment and Conferences served 36,342 students, community citizens, federal and state agencies and national higher education constituents.

## Academic Contracted Conferences

AEC refocused efforts to be an internal support for departments on the USC campus. Like the University of Maryland and other institutions, AEC is gearing the mission to be an extension of the academic arm. The AEC will logistically support any University non-credit need, thereby freeing academic departments to dedicate their limited staff and resources to programming.

During the 2004-2005 fiscal year, AEC collaborated with 14 university, state and federal departments to host international, national and local symposiums, conferences and events. The University's engagement in these events reached over 2,300 participants attending these programs.

<b>Contracted Programs Annual Report 2004-2005</b>			
<b>Program</b>	<b>Academic Partner</b>	<b>#</b>	<b>Program Focus</b>
<b>GLEAMNS Head Start Pre-Service Training</b>	SC Department of Education	300	Headstart Teachers
<b>COMSOL Engineering Bioengineering Conference</b>	College of Engineering	64	Professors/Engineers
<b>Public Health Preparedness Lunch &amp; Learn</b>	College of Engineering	82	Professors, Students, Engineers in Bioengineering Field
<b>Public Health Preparedness Advisory Board - Fall</b>	Arnold School of Public Health	177	General Public focusing on Public Health Awareness
<b>Foundation Center- Proposal Writing Seminar</b>	Arnold School of Public Health	16	Public Health Officials from throughout the United States
<b>The Grant Institute</b>	Foundation	45	Grant Writers
<b>SC Governor's Conference on Tourism</b>	Foundation	32	Grant Writers
<b>Spring Symposium</b>	SC Parks Recreation and Tourism	653	National Tourism Conference Promoting SC Media, Tourism Professionals, and Government Representatives
<b>The Grant Network</b>	SC National Association of Social Workers	593	Social Workers and Public Health Officials
<b>Palmetto Health Preparatory Classes</b>	Foundation	10	Grant Writers
<b>USC NanoCenter - Polymer Nanocomposites Symposium</b>	Palmetto Baptist	36	Health Professionals
<b>Public Health Preparedness Advisory Board - Spring</b>	USC NanoCenter	119	Government Officials, Professors, Manufactures and Students in the Nanotechnology field
<b>Site Visit for Research Centers of Economic Excellence / Endowed Chairs</b>	Arnold School of Public Health	15	Public Health Officials from throughout the United States
<b>SE Book Arts</b>	Office of Research	82	Researchers from across the USA
<b>Regional and Branch Campus Administrators</b>	Department of Art Academic Enrichment and Conferences	60	Book Artists/Professors/Students from South Carolina
		47	Higher Education Administrators
		<b>2331</b>	

## Summer Academic Programs

The third year of the Carolina Master Scholars program for academically superior 6<sup>th</sup> – 12<sup>th</sup> grade students proved to be very successful in creating opportunities for these young scholars to advance their knowledge, while also exposing them to many facets of our University.

The 11-week-long *Carolina Master Scholars Adventure* courses attracted over 140 academically superior students who originated from nine (9) states. One of the critical factors to our success continues to be the participation of USC faculty in teaching the courses. The close involvement of these teacher-scholars saturates the program with credibility and integrity and clearly distinguishes it from otherwise similar programs offered in other states.

In December 2004, the inaugural graduation ceremony of our first class of Carolina Master Scholars was held. Nine (9) students received their Carolina Master Scholars diploma from USC President, Dr. Andrew Sorensen.

The commitment to Excellence in Engagement is exemplified in the facilitation of additional academically talented youth attending the Summer Program for Research Interns (SPRI), the Southeastern Piano Festival, College Summit and Kellogg High School Enrichment Programs.

Summer Academic Programs Annual Report 2004-2005				
Summer 2005	Academic Partners	Students	Ages	Program Focus
<b>Carolina Master Scholars Adventure Series</b>	Academic Enrichment & Conferences	140	12-18	Academically Talented Youth
Adventures in Medicine 1		11		
Adventures in Medicine 2		12		
Adventures In Advancement		8		
Adventures In Forensic Science and Wet Lab		22		
Adventures In Science		11		
Adventures in Robotics 1		13		
Adventures In Robotics 2		20		
Adventures in Business: Investment		11		
Adventures in Law and Criminology		16		
Adventures In Writing		14		
Adventures in Journalism		2		
<b>Summer Program for Research Interns</b>	SC Honors College	24	16-18	Academically Talented Youth
<b>Southeastern Piano Festival</b>	School of Music	20	15-18	National Competition
<b>College Summit</b>	Student Affairs	89	16-18	Minority Based
<b>Kellogg High School Enrichment Program</b>	Arnold School of Public Health	44	15-18	Minority Based
<b>Kellogg Undergraduate Summer Program</b>	Arnold School of Public Health	14	18-20	Minority Based
<b>Church of Christ</b>	Private	917	18-20	Minority - Community Service
<b>SC Baptist</b>	Private	5000	14-18	Minority - Religious
<b>Florida Pokers Baseball</b>	Private	28	Adult	Sports
<b>US Cheer</b>	Private	29	12-18	Sports
<b>ETC SAT/ACT Test Prep</b>	Academic Enrichment & Conferences	16	14-18	High School Students
<b>Total Students Attending AEC Summer Program</b>		<b>6461</b>		

The addition of the SAT/ACT Test Preparation weeklong camp was very successful, allowing students to strengthen their testing skills as well as learn which of the tests best suits their testing style.

For the second time in five (5) years, AEC hosted the Church of Christ National Youth Conference. This weeklong event brought 921 academically distinguished youth to our campus. In addition to the recruiting potential, this group made an estimated \$1.5 million impact on the state of South Carolina.

Coordinated with Student Affairs, College Summit began its inaugural year in South Carolina with the summer program held at USC. As the flagship institution for SC, USC brought 89 youth who show academic potential to campus for a week of polishing their college application and interview skills.

AEC works closely with Enrollment Management to track these academically talented youth as they complete their high school experience and choose a college to attend. The SPRI program documents a positive correlation of having academically talented youth living on campus and subsequently enrolling at USC. The figures overwhelmingly demonstrate the validity of youth summer academic programs as a recruitment tool, and a means to lessening the “brain drain” from SC by academically talented students.

<b>SPRI Matriculation Report Annual Report 2004-2005</b>								
<b>Program Year</b>	<b># of SPRI Students</b>	<b># of USC Apps</b>	<b># Accept to USC</b>	<b># Attend USC</b>	<b># of SCHC Apps</b>	<b># Accept to SCHC</b>	<b># at SCHC</b>	<b>% at USC</b>
2004	29	19	19	10	15	12	8	34%
2003	27	15	15	9	13	12	9	33%
2002	25	10	10	4	7	6	3	16%
2001	30	5 *	5 *	4	4	1	1	13%
2000	10	0	0	0	0	0	0	0%
* 3 students declined to attend as freshmen, but later transferred to USC								

## **Professional Development**

2004-2005 was the pilot year for a program with Palmetto Health Baptist. The course is designed to assist health professionals with identifying academic majors, assessing institutional fit, and guiding them through the admissions process as they strive to reenter the world of higher education.

Other non-credit offerings by AEC are courses for preparation for the GRE, GMAT, and LSAT tests. Beginning June 2005, the courses are designed to be completed two weeks prior to testing dates of the individual entry exams.

On-line courses allow students to take non-credit classes wherever they choose and at their own pace, thus eliminating work, home and other location conflicts. During 2004-2005, twenty (20) students took 24 on-line courses.

## Continuing Education Units (CEUs)

During 2004-2005, 249,437 institutional CEU units were awarded through USC Columbia and Regional Campuses.

The nearly 250,000 institutional CEUs were comprised of 21 cosmetology schools; 19 USC departments, state agencies, non-profits, and businesses; 16 contracted conferences; and 21 summer academic programs. This number reflects a strong desire for increased professional and academic development of the nearly 30,000 participants who engaged in these activities.

<b>USC CONTINUING EDUCATION UNITS (CEUs)</b>					
<b>Annual Report 2004-2005</b>					
<b>PROGRAMS</b>	<b>STUDENTS</b>	<b>CONTACT HOURS</b>	<b>TOTAL CONTACT HOURS</b>	<b>CEU HOURS</b>	<b>INSTITUTIONAL CEUs</b>
<b>COLUMBIA: COSMETOLOGY CEU PROGRAMS</b>	<b>23,227</b>	<b>1,371</b>	<b>2,365,023</b>	<b>137</b>	<b>236,502</b>
<b>COLUMBIA: GENERAL CEU PROGRAMS</b>					
Balanced Scorecard Institute	35	133.0	4,655.0	13.3	465.5
Hilton Head Health Institute	8	310.0	2,480.0	31.0	248.0
Institute for the Cultural Education of Au Pairs	1	10.0	10.0	1.0	1.0
I-TEKK	26	130.0	3,380.0	13.0	338.0
Lexington Prosthetics and Orthotics, Inc.	52	14.0	728.0	1.4	72.8
Lucius Pitkin Incorporated	77	75.0	5,775.0	7.5	577.5
McClosky Institute of Voice	7	17.5	122.5	1.8	12.3
Pro-Parants	20	8.0	160.0	0.8	16.0
SC Commission on Minority Affairs	1	4.0	4.0	0.4	0.4
SC Victim' Assistance Network	22	28.8	632.5	2.9	63.3
USC - Building Connections	44	76.0	3,344.0	7.6	334.4
USC - College of Social Work	10	20.0	200.0	2.0	20.0
USC - Dept. of Exercise Science	35	7.0	245.0	0.7	24.5
USC - Dept. of Psychology	1	5.5	5.5	0.6	0.6
USC – School of Law	19	12.5	237.5	1.3	23.8
USC - School of Medicine	16	23.0	368.0	2.3	36.8
USC - School of Public Health	67	131.5	8,810.5	13.2	881.1
USC – Ctr. For Health Svs. & Policy Research	9	53.0	477.0	5.3	47.7
USC – Inst. For Public Svc. & Policy Research	6	22.0	132.0	2.2	13.2
Contracted Conferences & SAP	2,331	184	30,191	18.4	3,019.1
Carolina Master Scholars Adventures Series	140	253	3,217	25.3	322
Other Summer Youth & Academic Programs	1,182	481.5	34,457.8	48.2	3,445.8
<b>TOTAL COLUMBIA CAMPUS CEU</b>	<b><u>27,337</u></b>	<b><u>3,370.3</u></b>	<b><u>2,464,658.3</u></b>	<b><u>337.03</u></b>	<b><u>246,465.8</u></b>
<b>REGIONAL CAMPUSES</b>					
Lancaster	0	0	0	0	0
Salkehatchie	0	0	0	0	0
Sumter	213	139.5	29,713.5	13.95	2,971.35
Union	0	0	0	0	0
<b>TOTAL REGIONAL CAMPUSES CEU</b>	<b><u>213</u></b>	<b><u>139.5</u></b>	<b><u>29,714</u></b>	<b><u>13.95</u></b>	<b><u>2,971.35</u></b>
<b>TOTAL USC SYSTEM</b>	<b>27,550</b>	<b>3,510</b>	<b>2,494,372</b>	<b>351</b>	<b>249,437</b>

### **Summary:**

By restructuring and refocusing priorities during the 2004/2005 fiscal years, AEC saw a growth in outreach and professional development programs. Collaborating with our academic colleagues allows both entities to develop, expand and operate more non-credit outreach programs, thus furthering the mission of the University. The collaboration on grants and existing programs will enrich our non-credit programs, while leaving space to continually assess the needs of our community and respond to these needs by developing and adding non-credit curriculum.

## **Finances**

As both a Value Center Management service unit and an academic unit, the Division is very conscientious of its operating budgets. The division administration, the central Financial Aid Office and Computer Services are budgeted to a central operating account funded through the direct charges transferred from the Regional Campuses.

The Academic Credit Programs operate in conjunction with the colleges and schools across the Columbia campus and have several budgets by academic term for both the Evening/Weekend programs and for Fort Jackson. As a VCM dictates, all tuition for Evening, Weekend and Fort Jackson courses is distributed to the 29300 accounts for this division. For Evening courses, Academic Credit Programs pays all instruction and then transfers the net to the department that owns the course. The exception is courses that are taught by faculty employed by Academic Credit Program on a full-time basis (slotted position - tenure track and non-tenure track). For Fort Jackson, Academic Credit Programs pays the instruction and keeps all tuition.

After nearly a decade of fiscal challenges, Academic Enrichment and Conferences (Noncredit Continuing Education) is surely beginning to turn the corner. AEC services were re-directed towards the University's outreach mission leading to a focus on contract programs that aids the University, state and federal partners. Through streamlining programs, eliminating or overhauling "at risk" programs, concentrating on profit programs, and working with grant programs, AEC is moving in a positive direction. For a 3 year period, AEC carried a substantial "E" fund deficit that was covered at the end of the 2004-05 fiscal year with "A" funds from the Academic Credit Programs. The division is hopeful that through the developments and improvements made in the AEC programs, it will become a self-sustaining unit within the Office of Regional Campuses and Continuing Education.

## REGIONAL CAMPUSES

Accredited with USC Columbia by the Southern Association of Colleges and Schools, the regional campuses in Allendale, Lancaster, Sumter and Union principally provide the first two to three years of undergraduate education as well as select associate degree programs primarily for the counties which comprise their service areas. The regional campuses also provide for the completion of baccalaureate degrees by offering select upper-division courses in conjunction with the Aiken, Columbia and Spartanburg campuses. In addition to providing these programs, the regional campuses bring the resources of the entire University to citizens throughout the state. Each regional campus has developed a mission statement relevant to the community served and approved by the USC Board of Trustees and the South Carolina Commission on Higher Education.

### Economic Development

The Regional Campuses cultivate the intellectual potential of citizens across the state and inspire students to pursue higher education and prepare them for successful careers. These institutions enhance the livability and cultural life of their communities and have a significant impact on the economic development of them.

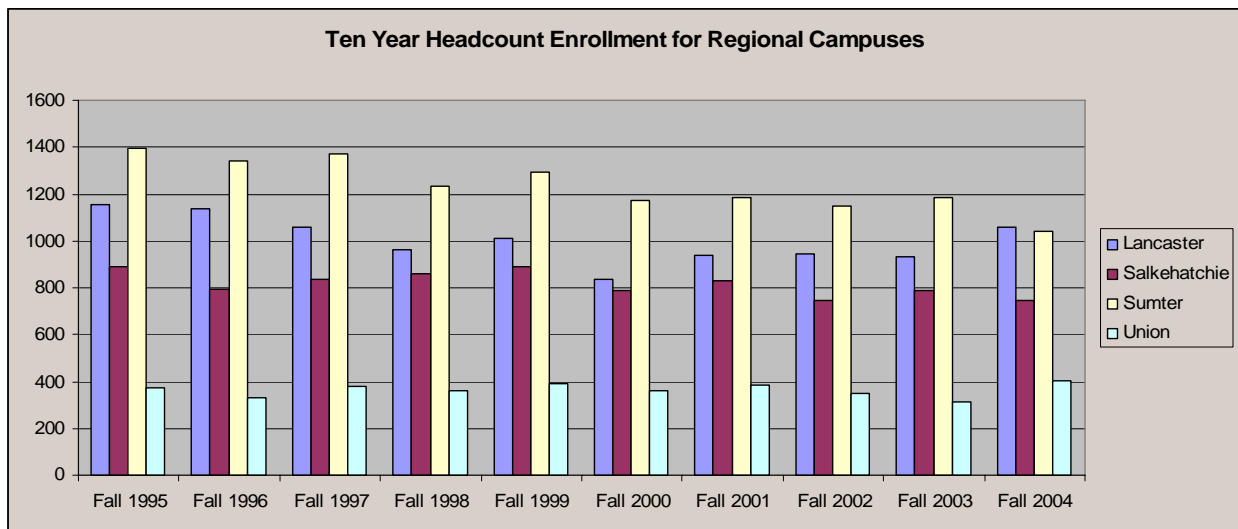
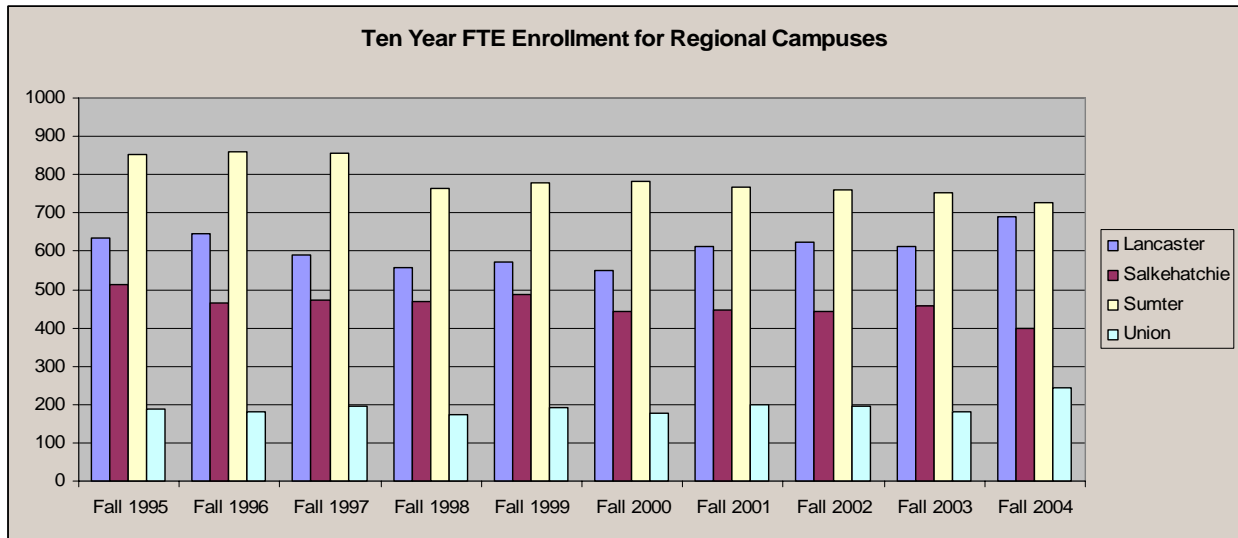
In 2000, USC Columbia conducted a comprehensive study of the economic impact of the entire USC system. The study concluded that the regional campuses provided a stimulus of \$ 58 million dollars to the state's economy and provided an employment impact of 840 jobs.

<b>Campus</b>	<b>Economic Impact</b>	<b>Employment Impact</b>
USC Lancaster	\$18.8 Million	270 jobs
USC Salkehatchie	\$11.9 Million	182 jobs
USC Sumter	\$22.0 Million	307 jobs
USC Union	\$ 5.3 Million	81 jobs

*\*Source: USC Division of Research, Economic Impact Study, 2000*

# Enrollment

Regional Campus enrollments fluctuate each year, yet remain consistent over the last ten years. Many students enter and exit the campuses each year – some transfer to other colleges and universities; some leave for family and job obligations, and some are transferred with the military. There is no question that the increase of South Carolina Education Lottery Scholarships to students for the first two years of study led many current Regional Campuses’ students and prospective students to attend one of the technical colleges. Despite this trend, each Regional Campus is committed to enrollment management, recruiting new students and retaining those enrolled. Both USC Lancaster and USC Union have experienced significant increases in enrollment for the Fall 2005 semester.

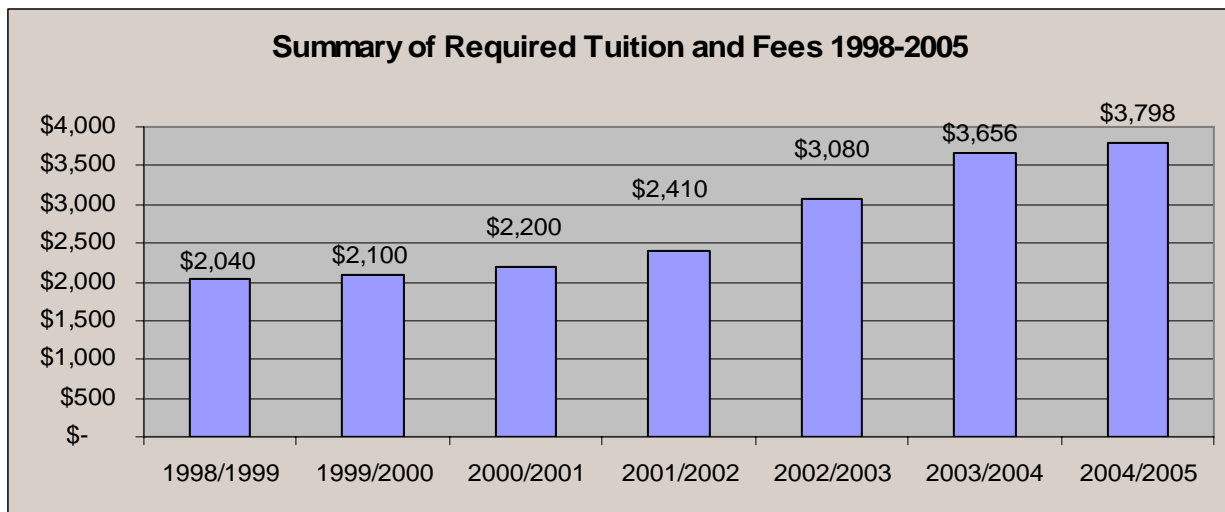




## Tuition

The Regional Campuses are committed to making higher education accessible to citizens around the state in the counties and communities comprising their service areas. The Regional Campuses are located in many economically depressed areas of the state making it critical to provide affordable tuition for the students in these impoverished regions.

The Regional Campuses charge the same credit hour tuition, but several of the fees vary by campus. Although in comparison to the USC Columbia campus and the other senior institutions, the tuition is quite low; it has risen dramatically over the last several years, due in large part to state budget reductions and the need to provide updated technology for students, faculty and staff.



Palmetto College will offer upper division courses leading to baccalaureate degrees on the regional campuses beginning fall 2005. The tuition will be \$2,528 for full time, resident students.

# USC LANCASTER

## **History**

Established in 1959, USC Lancaster admits all students who show promise of academic success. Most of USCL's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.

We are more than proud of our history; we are also excited about the future. USC Lancaster opened the \$10.7 million James A. Bradley Arts and Sciences Building in 2000 with an unprecedented \$8 million contributed through a community fund raising campaign. In 2003, the campus completed another major building project with the expansion and renovation of Medford Library.

## **Mission Statement**

Approved by the University of South Carolina Board of Trustees, April 1998

One of the five regional campuses of the University of South Carolina, the University of South Carolina Lancaster has grown since its inception in 1959 from a community dream into a vital public coeducational institution of higher learning. USC Lancaster is today a comprehensive learning center, offering high-quality University programs and services to approximately 1,200 full- and part-time students from a service area of six counties (Lancaster, Chester, Chesterfield, Kershaw, Fairfield, and York).

The Lancaster campus grants associate degrees in the arts, sciences, business, criminal justice, and technical nursing. Limited upper-division course work creditable toward baccalaureate degrees through the University is also offered by USC Lancaster's faculty. Graduate courses are available through the Extended Graduate Campus Office under the auspices of the USC Columbia Graduate School. Opportunity for area residents to pursue personal enrichment is also provided through regular programs and services and additional public service activities. USC Lancaster admits all students who show promise of academic success.

Most of USC Lancaster's students are first-generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this region. With the considerable resources of the University, the many advantages of a small college setting, and the efforts of a talented faculty, staff, and administration dedicated to scholarship and teaching excellence, USC Lancaster strives to create a supportive educational climate that respects cultural and intellectual diversification, encourages innovation and adaptation, and responds affirmatively to the needs of its students. Students at USC Lancaster are helped to achieve the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Public service in the broadest sense is another important purpose of USC Lancaster. Through regular course offerings, continuing education programs, summer enrichment programs, and cultural events, USC Lancaster helps area residents obtain personal development, professional growth, and cultural enrichment. Through health fitness and recreation programs, USC Lancaster helps residents develop an appreciation of the interrelationship of physical health and overall personal wellness. Through its Child Development Center, USC Lancaster helps economically disadvantaged preschool children attain the physical, social, and intellectual development necessary for later success in school.

For USC Lancaster to meet the growing academic, professional, and personal aspirations of the residents of its area, it will continue to develop and expand its programs and services and provide access to the resources of the wider University of South Carolina.

### **Accomplishments 2004-2005:**

- Fall 2004, enrolled the largest freshman class and the largest group of full time students in campus history (nearly 13 percent increase for Fall 2004, and over a 10% increase for Spring and Summer 2005). Total applications and accepted applications for fall 2005 are running significantly ahead of last year. In terms of numbers of students served, USC Lancaster is now the largest of the four regional campuses.
- Received the highest graduation “Success Rate” (CHE Performance Funding Indicator 7a) of any of the regional campuses or technical colleges in the state of South Carolina for the third straight year.
- The Gregory Health and Wellness Center continues to maintain a membership roll of nearly 1800 community members. The USCL Diabetes Education Clinic (formerly TDEC) and the new Pediatric Obesity Clinic have been added to the Health Services Center that includes a Cardiac Rehabilitation Program and a Physical Therapy Program. All four health services are now housed in the newly remodeled Carole Ray Dowling Health Services Center.
- The National League of Nursing and the South Carolina State Board of Nursing recently reaccredited the cooperative nursing program for 8 additional years. 100% of the 2005 USCL graduating nursing class passed R.N. boards on the first attempt. The freshman nursing class increased by 50% in 2004-05.
- In addition to three new nursing faculty, USCL appointed two new tenure track assistant professors. A Visiting Assistant Professor of Indian Studies was also appointed, who will begin to utilize the extensive papers of Dr. Thomas Bloomer, recently donated to the Medford Library.

- **Strategic Plan - Executive Summary (April 30, 2004)**

Despite a third year of consecutive budget cuts and a continuing inequity in the rate of state funding per student, the University of South Carolina Lancaster can report a number of successes as it continues to build on its four-decade tradition of bringing academic excellence, scholarship and community service to the citizens of Lancaster, Chester, Chesterfield, Kershaw, Fairfield and York Counties.

In its annual evaluation by the South Carolina Commission on Higher Education for 2002-2003, USC Lancaster earned a rating of “Achieves Standards”, garnering a score of 86% (2.57 of a 3.0 maximum), which places it at the very top of this category. (The regional campuses range for “achieves standards” is 67% to 86 %.) Of 13 scored indicators, the campus “exceeded standards” on 5, and “achieved standards” on 5, and “achieved compliance” on 2. The remaining indicator (percentage of administrative costs to academic costs) – on which the campus had previously “exceeded standards” – was deferred from measurement in 2002-2003.

In regard to the CHE evaluation, USC Lancaster continues to be proud of the recognition of our students’ successes as a testament to the effectiveness of our academic program. Indicator 7A for example, examines the graduation rate for first-time, full-time degree seeking students graduating with 150% of normal program time. For the USC regional campuses, the “success rate” was set as 50%-65%. USC Lancaster’s students exceeded this range, attaining a “success rate” of 73.2%, the highest rate among the USC regional campuses. USCL students also exceeded standards on indicator 7D, which examines the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests. The target range for the regional campuses was set at 75%-89%. For 2002-2003, USCL students taking such examinations achieved a passing rate of 90.9%.

USC Lancaster is equally proud of the diversity which exists on campus. While the vast majority of USCL students continue to come from the six-county service area, “bridge” programs such as Upward Bound (part of the federally funded TRIO program) enable us to recruit and attract minority students from area high schools. Partly as a result, 20.5% of students enrolled in Fall 2002 were minority (up from 19.2% in Fall 2001). USC Lancaster also strives to maintain this diversity by retaining minority students. The USCL Black Awareness Group remains one of the most active student organizations on campus, hosting a series of cultural and entertainment events throughout the academic year. In 2002-2003, the USCL Student Government Association granted a charter for a USCL “step-team” called “Dynasty”, which has performed on campus and competed in several regional competitions. These efforts to enhance cultural diversity on campus have played a major role in the successful retention of minority students. From Fall 2001 to Fall 2002, USCL retained minority students (PF Indicator 8C-2) at a rate of 63.4%, again the highest rate among the USC regional campuses.

USCL increased its percentage of minority faculty from 9.6% in 2001 to 11.1% in Fall 2002. Over the same period, the percentage of “non-traditional” students (i.e., those age 25 and older) rose from 30.2% to 33.1%, and approximately 2/3 of our students were female. On-campus diversity is a critical factor in meeting our mission of providing education and community service to all citizens, regardless of age, race or gender, and enabling us to succeed in creating an academic atmosphere where all students aspire to *The Carolinian Creed*, which calls on students

to pledge themselves to “discourage bigotry, while striving to learn from differences in people, ideas and opinions.”

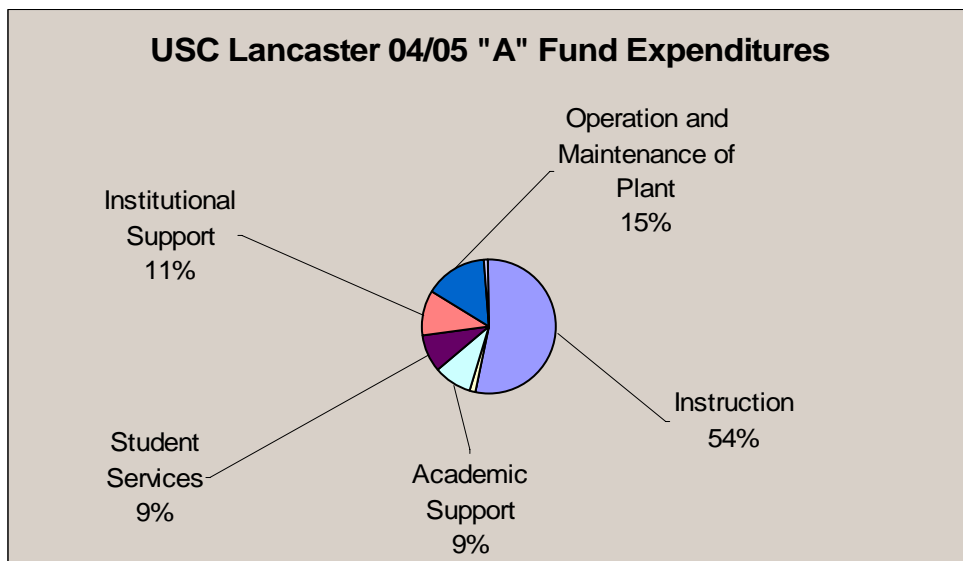
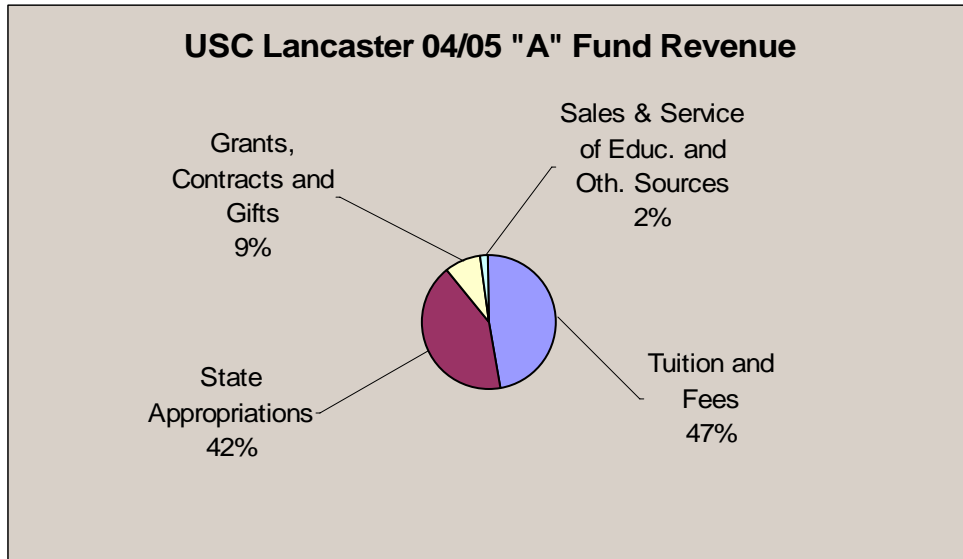
The USC Lancaster Planning Committee, after having established a five-year strategic plan for the campus, undertook the task of prioritizing Objectives and Strategies for AY 2003-2004 under each of the major established campus goals. Priority of objectives was based on campus need, with consideration given to budgetary factors. Despite additional cuts in state funding, USC Lancaster achieved many of its annual goals for the year.

(Several pages of text deleted for Annual Report. Details are available in full narrative of USC Lancaster Strategic Plan)

Despite the difficult economic times and dwindling State appropriations, the dedicated faculty, staff, and administration at USC Lancaster reflect on the past year with a definite sense of pride and satisfaction in their accomplishments, individually and collectively. The initiatives begun and the achievements made over the past twelve months have added to the institution’s well-founded reputation for academic excellence, scholarship, and community service. As the campus approaches its fiftieth anniversary, USC Lancaster faces the future with confidence, pride and determination to continue to build on this solid foundation. USCL will continue to expand its role as both leader of, and servant to, our students and the citizens of our communities, in the best traditions of the University of South Carolina.

## Finances

USC Lancaster receives 42% of operating funds from the state, however, on a per student basis the campus receives the lowest state appropriation per enrollment of all the Regional Campuses. USC Lancaster retains a strong fund balance for all Education and General Funds.



# USC SALKEHATCHIE

## **History**

The Salkehatchie campus was established in 1965 as a regional center of the University of South Carolina as the result of local civic commitment and momentum. In late 1964, a group of residents from Allendale, Bamberg, and Hampton counties organized a movement to create a regional campus. The General Assembly of South Carolina responded the next year by creating the Western Carolina Higher Education Commission, which is composed of two representatives from each of the participating counties. Barnwell County later joined the compact and Colleton County followed in 1984. Although the campus is located in Allendale, it was given the name Salkehatchie because the Salkehatchie River runs through all five counties that support the campus.

The first building for the campus was an unused elementary school in Allendale. Since that time, the campus has expanded to 14 buildings on two sites and possesses over 220 acres. In 1979 classes began on the Walterboro campus followed in 1981 by the acquisition of the Main Classroom building and gymnasium. Also in 1981 the new Science and Administration building was opened on the Allendale campus. Several other acquisitions followed, culminating with the construction and opening of the new Learning Resources building in 1991. More recently, USC Salkehatchie has acquired two buildings in close proximity to the Walterboro campus to be used for science labs and offices. Future construction includes a new Science and Technology Center on the Allendale campus to house science laboratories, administrative offices, and special programs such as the Salkehatchie Leadership Institute.

The academic program was initiated in the fall of 1965 with eight part-time faculty and 76 students. Today, over 800 students enroll each term and are taught by sixteen full-time faculty. Since 1965 USC Salkehatchie has provided opportunities in higher education to hundreds of students who might otherwise have missed the chance for a college education. As the campus has grown, so has its educational, cultural, and economic impact on the community. Salkehatchie expects to continue to play an important part in the lives of the people in the five county area and will celebrate its fortieth anniversary next fall.

## **Mission Statement**

USC Salkehatchie Campus values its role as a part of the University of South Carolina, bringing the programs, resources, and opportunities of the University to the local service area of Allendale, Bamberg, Barnwell, Colleton, and Hampton Counties, along with the USC Salkehatchie mission of providing undergraduate and graduate coursework. The USC Salkehatchie service area is rural, economically depressed, and ranks low in most educational and quality of life indicators. Thus, the campus presence and the opportunities provided are extremely important, and the campus administration recognizes the need to integrate educational and economic development efforts in the service area.

USC Salkehatchie plays an important role in helping the University fulfill its priority of providing students with an educational experience of the highest quality, grounded in the traditional liberal arts. USC Salkehatchie acts as a resource to its five-county area by serving as a focal point for the cultural and intellectual development of the area through providing various

cultural, intellectual, economic, and education programs. Its academic, community development, cultural, public service, and recreational programs and services reflect USC Salkehatchie's purpose to enhance and enrich the communities of its service area and to improve the quality of life of its citizens.

### **Accomplishments 2004-2005**

- Dr. Roberto Refinetti was named a finalist in the Governor's Professor of the Year program, giving Salkehatchie a finalist for two consecutive years (Sharon Folk was selected in 2003-2004).
- Increased the Performance Funding score from 76 to 88 giving the campus an "Exceeds Performance" score.
- Reinstated NJCAA baseball program with use of private funds secured from community leaders.
- Received \$228,531 for 2005-2008 (total \$914,124) for Opportunity Scholars Program to provide academic support and tutoring services for students.
- Sloan Sauls, USC Salkehatchie student and SGA president for 2005-06, was awarded a system-wide University 101 scholarship.
- USC Salkehatchie Leadership Institute was awarded a grant of \$193,481 from the USDA to begin an art guild for the campus service area in order to increase tourism and boost economic development.
- Received \$180,000 from the Sisters of Charity Foundation to launch the Salkehatchie Healthy Communities Collaborative aimed at improving health care in the region.
- Awarded first CAN Prize to a student based on an interdisciplinary writing project promoting critical thinking.
- Outfitted two new SMART classrooms, one on each campus, in order to accommodate Palmetto College and other distance education classes.
- Reorganized recruiting office and hired an additional recruiter through private funds provided by local businesses.
- Received an additional \$100,000 appropriation from Colleton County Council to establish a second science lab for East (Walterboro) campus.
- Co-sponsored numerous community civic events including the Allendale/Hampton Hospice Festival of Trees, Walterboro/Colleton Business Expo, etc.
- Dean featured on cover of Women's Health Quarterly magazine, spring 2005 issue.

- Provided summer arts and science camp to talented middle school students at no charge (funded by Donnelley Foundation Grant).
- Received exercise equipment (value in excess of \$200,000) from USC Columbia to establish a wellness center on the West (Allendale) Campus for use by students, faculty, staff and community.
- Leadership Institute partnered with South Carolina Manufacturers Extension program to work with local industry in becoming more efficient and competitive.
- Expanded Leadership Institute services to include a Center for Governance to train elected officials serving the Salkehatchie service area.
- Dr. Authur Mitchell, professor of history, received notification that the first of two books he authored had been accepted for publication.
- Dr. Joe Siren, professor of history and Outstanding Professor of the Year, coordinated the Salkehatchie Speech Tournament, bringing 57 high school entries to campus from 5 local high schools.
- Dr. Ann Carmichael participated in a panel presentation with fellow regional campus deans at the Regional and Branch Campus Administrators Conference held in Florida.
- Dr. Mary Hjelm and others co-authored a chapter on the topic of “preppie gangs” which will be published in the *Handbook of Juvenile Justice: Theory and Practice* this fall.
- Secured \$528,889 in grant funding and \$298,546 in private funding to further the mission of the institution.
- Established a second Reduction in Load plan aimed at promoting faculty research and scholarship.
- Developed a series of events to commemorate Salkehatchie’s 40<sup>th</sup> anniversary celebration (2005-06).
- Partnered with legislatures, University officials, and others to successfully convince legislators to support USC Salkehatchie’s continued operation and service to the people of this region.

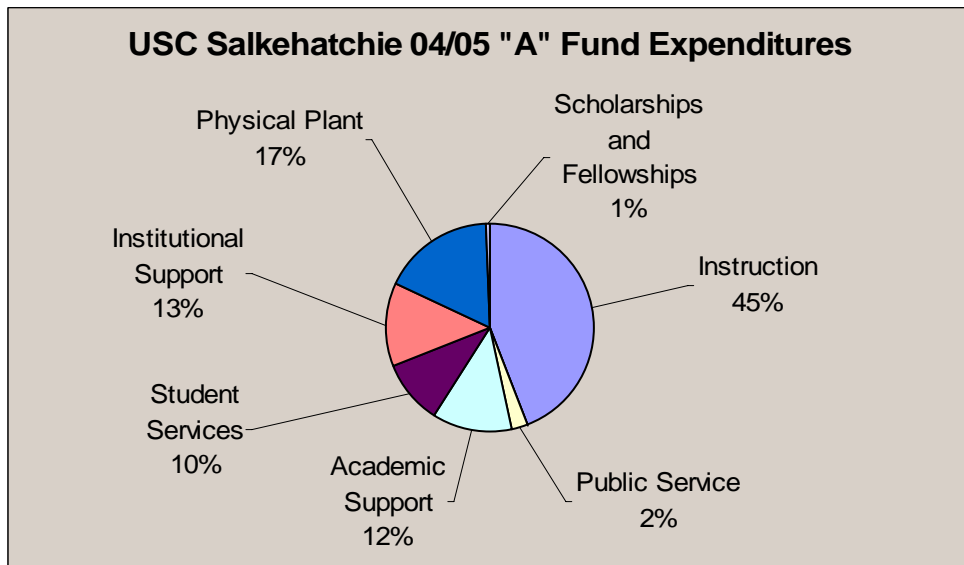
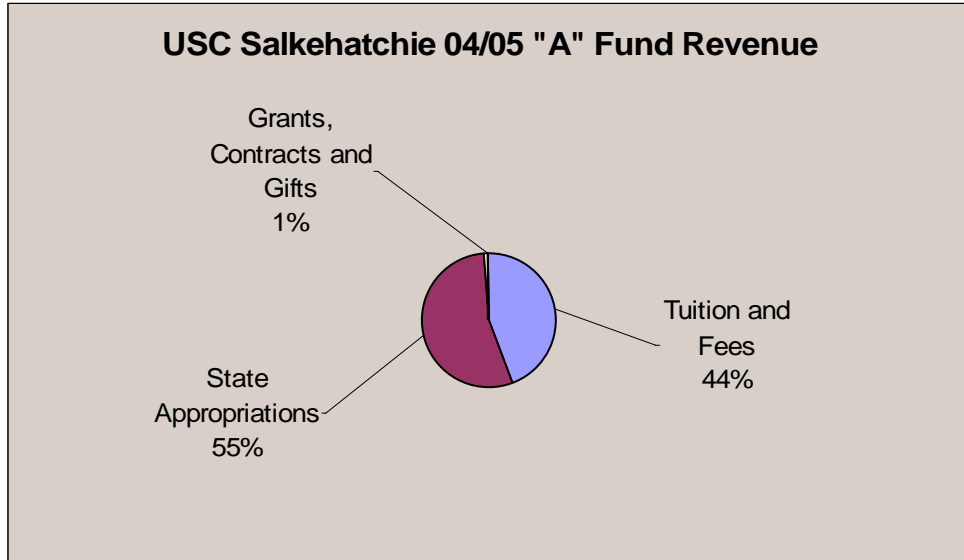
## **Strategic Plan – Executive Summary (April 30, 2004)**

USC Salkehatchie Campus made substantial progress toward meeting strategic goals and strategies planned for the academic year 2003-2004. Five primary goals were identified during the 2002-2003 planning period. These five goals were refined and remain the focus of the 2003-2004 Strategic Plan. The focus of these goals was to (1) provide sound fiscal management of campus financial and human resources; (2) enhance faculty scholarship and research opportunities and external institutional funding; (3) increase campus enrollment; (4) improve technology infrastructure and use of technology in academic programs; and (5) continue cutting edge practices in the sustaining and development of community partnerships. While the status of the State Budget and future of institution continues to challenge the campus administration in fulfilling our mission, we have not let this situation thwart our progress.

Specific accomplishments made during 2003 include an enrollment increase of 5.62% during the fall 2003 semester; the development of an aggressive marketing plan and the implementation of brochure and promotional CD-ROM for recruiting; increased two-way video course offerings; chartered an Education Club for students majoring in education; developed and implemented a policy to allow faculty release time for research activities; provided training to faculty for use of the two-way video system and instruction support technology; increased grant awards over 7% from last year, making it the second consecutive year that Salkehatchie faculty and staff have surpassed institutional goals; had a faculty receive both an NIH and NSF grant for academic research; completed the upgrade of telephone systems in Allendale and Walterboro and initiated the plan to upgrade the infrastructure to allow for expansion of two-way and multi-port video; completed the third class for entrepreneurs through the Business Development Center; received recognition state and nationally for the Salkehatchie Leadership Institute by receiving the Innovators Award at the Southern Growth Policies Board Meeting in Mississippi and being recognized at the Governor's Rural Summit as a model program for economic development; had one of eight finalists for the Governor's Professor of the Year; completed phase one of the campus Masterplan; and acquired two buildings adjacent to the Walterboro Campus that will allow for program expansion.

## Finances

USC Salkehatchie receives just over 50% of operating funds from the state. Salkehatchie retains a strong fund balance for all Education and General Funds, and this is notable as just a few years ago, the campus was operating in the red.



# USC SUMTER

## **History**

The doors of what would become the University of South Carolina Sumter opened for the first time on August 24, 1966 with a class of 96 students. Originally Clemson University at Sumter, the campus did not officially become a sibling of the USC family of campuses until July 23, 1973.

Following negotiations between the (then) Sumter County Commission for Higher Education and officials of both Clemson and USC, campus operations were formally shifted from Clemson University to the University of South Carolina. The transfer of authority was recognized by the South Carolina Commission on Higher Education. After evaluating an institutional self-study and visiting the campus in 1975, the Southern Association of Colleges and Schools approved the changeover.

In 1996, to extend representation to other counties in the campus' five-country service area, the Sumter County Commission for Higher Education was renamed the Mid-Carolina Commission for Higher Education. The restructured commission now officially includes members from Sumter, Clarendon and Lee counties.

USC Sumter launched a new evening program in the fall of 1978. The program offers two eight-week sessions each semester and one eight-week summer session, enabling evening students to carry a full-time course load. An identical program at nearby Shaw Air Force Base serves active-duty military personnel and their families, base civilian employees and the public. Shaw classes emphasize upper-level courses not regularly taught at the Sumter campus.

USC Sumter confers Associate in Arts and Associate in Science degrees and offers access to baccalaureate degrees conferred by USC sister campuses through cooperative agreements. USC Sumter offers all coursework for four-year degrees in Early Childhood and Elementary Education (USC Spartanburg), Bachelor of Art in Interdisciplinary Studies (USC Columbia), Business Administration (USC Aiken) and Nursing (USC Columbia and USC Upstate).

The South Carolina Commission on Higher Education recognized USC Sumter as the state's top-ranked public higher education institution, based on performance, for 1999-2000. USC Sumter has continued to earn very high marks every year since that initial scoring.

## **Mission Statement**

This statement was approved by the USC Board of Trustees on April 23, 1998.

The University of South Carolina Sumter, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership for the Sumter area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service and creative endeavor which enrich the classroom experience. USC Sumter offers a varied curriculum rooted in the liberal arts and aimed at preparing students to continue their education in the university and throughout life. The University of South Carolina Sumter recruits students prepared to begin or planning to complete a baccalaureate level education. While USC Sumter does not offer remedial instruction, it is nonetheless able to admit most students who apply because of the close working relationship

between students and faculty. Enrollment varies with community need, but is expected to remain near 1000 FTE students.

The University of South Carolina Sumter was established to encourage higher education in Sumter and adjacent counties. It primarily serves students from Sumter, Lee, Clarendon, Williamsburg, and Kershaw counties. The design of the early institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demand of constituents.

The institution itself grants the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor degrees on campus through cooperative agreements with other institutions. Graduate education is coordinated at USC Sumter through the University's Graduate Regional Studies program. USC Sumter also provides access to a wide variety of baccalaureate degree programs on other campuses by teaching some courses that must be taken by students in these programs. The mission includes other appropriate upper division coursework as well as non-credit courses, seminars, and workshops made available to the community for cultural enrichment and for professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Sumter. In an atmosphere that develops respect for this diversity and an awareness of individual, societal, and global responsibilities, USC Sumter promotes courses, activities, and attitudes which favor the development of men and women who continue learning throughout life.

The university emphasizes the development of the whole person. The institution especially seeks to foster in students the disciplines essential to an educated citizenry. These include the ability to communicate through effective writing and articulate speech, as well as quantitative competence, creative and critical thinking, and the integration of knowledge. Classroom experiences, student activities, and physical education programs provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships contributing to a sense of self-reliance and self-esteem.

## **Accomplishments 2004-2005**

- The Division of Arts and Letters mounted 14 art exhibits, two of which included “gallery talks” by the featured artists: November 5, 2004- Kathleen Robbins, and April 1, 2005- Bob Chance.
- The Division of Arts and Letters hosted its annual Scholars' Tea during the fall of 2004 with Dr. Eric Reisenauer, associate professor of history, as the featured speaker.
- The Arts and Letters Division’s Spoken Word Series featured the following programs during the Spring of 2005: A Celebration of the Spoken Word: Storytelling featuring Michelle Ross and Nancy McDonald (March 16<sup>th</sup>); A Celebration of the Spoken Word: Fiction featuring Todd Martin and Rachel Luria (January 26, 2005), and A Celebration of the Spoken Word: Poetry featuring John Robert Higgins and Gayaz Khabani (April 6).

- Summer 2005 Film Series "War in Film" was presented from May 30th through June 29<sup>th</sup> with the screening of six "classic" war films. The film series is offered free of charge to the general public every summer.
- Anderson Library collaborated with the Sumter County Museum and USC Columbia's Thomas Cooper Library in the presentation of an exhibit of materials related to the life and works of renowned Scottish poet Robert Burns. Also, on March 18, Dr. Patrick Scott, director of special collections at the Thomas Cooper Library, gave an illustrated lecture, "Robert Burns in America, in His Time and After," followed by the screening of a 1937 short film, "The Romance of Robert Burns."
- 30th Annual Spring Poetry Contest Awards Ceremony for area K-12 students was held on April 23, 2005. Each award recipient was given the opportunity to read his or her winning entry to the audience.
- Center for End of Life Care hosted "Living with Grief: Ethical Dilemmas at the End of Life," Hospice Foundation of America's annual live-via-satellite educational program for health care and other related professionals on April 20, 2005.
- In celebration of El Dia de los Ninos/Del Dia de los Libros (Day of Children/Day of Books) on April 30, 2005, USC Sumter served as a host downlink site for the Augusta Baker Childhood Literacy and Language Workshop II.
- USC Sumter was represented in multiple ceremonies at Shaw AFB to recognize personnel for their exceptional duty performance and accomplishments. Enabled by the USC Sumter Partnership, USC Sumter gave 85 awards to encourage Shaw AFB personnel to pursue or continue studies with USC Sumter.
- Alumni Association hosted its 11<sup>th</sup> Annual Big Wednesday Classic, which was sponsored by Russell and Jeffcoat Realtors. This was the most successful Big Wednesday ever held, with more than 110 people participating in the Golf Tournament and more than 500 people attending the State's Largest Combined Carolina and Clemson Indoor Tailgate Party.
- Family Fund on the USC Sumter campus was one of the best ever. Faculty achieved 100% participation and overall participation on the campus was 98%. More than \$17,000 was raised to support the programs on this campus and other units in the University.
- Hosted the annual Sumter County Gamecock Club Banquet in the campus' Nettles Building gymnasium. USC's new head football coach Steve Spurrier was the speaker and with more than 600 people in attendance, it was the largest such event ever held in Sumter County.
- Received its first-ever "clean" financial audit. The University's internal auditors reported no findings and made no recommendations.

- Baccalaureate degree program in business, offered through a cooperative arrangement with USC Aiken, was reaccredited by the Association to Advance Collegiate Schools of Business.
- Increased the quantity and quality of scholarly publications by USC Sumter faculty.
- Faculty increased their emphasis on grants identification and submission of applications.
- Increased outreach to home schooling parents and organizations, and has redoubled its efforts in the recruitment of home-schooled students, serving as the site for both the local and state meetings for home schooling parents.
- Made a concerted effort to increase the number of class sections, variety of courses, and flexibility of the schedule of classes offered each semester.
- Simplified and improved its Student Orientation, Advisement, and Registration (SOAR) processes.
- Continued its efforts to increase minority student enrollment.
- Approved a revised charter for the campus' Student Government Association.
- Concluded the establishment of two new endowed professorships and made initial appointments to both professorships.
- Revised and improved the campus' Long-Range Planning process.
- Negotiated the demolition of a condemned building (the old Sumter Little Theatre building) at no cost to the campus.
- Actively participated in the community-wide successful effort to retain Shaw Air Force Base.
- Faculty and staff continued their active leadership and involvement in numerous local volunteer community boards, committees, and organizations.
- Faculty and staff continued their active leadership and scholarly involvement in numerous state, regional, and national professional organizations.

## **Strategic Plan – Executive Summary (April 30, 2004)**

USC Sumter continues to provide undergraduate education programs of superior quality. Throughout the history of the Performance Based Funding program in South Carolina, among the thirty three public colleges and universities, none has scored at a consistently higher level than USC Sumter. The range of educational opportunities available on the Sumter campus includes six cooperative baccalaureate degree programs with three other USC campuses. Just recently, USC Sumter was granted designation as a senior level (four-year) institution within the USC system by the South Carolina Legislature. The campus is committed to working closely with the President to follow what he considers to be the most appropriate plan of action for this change.

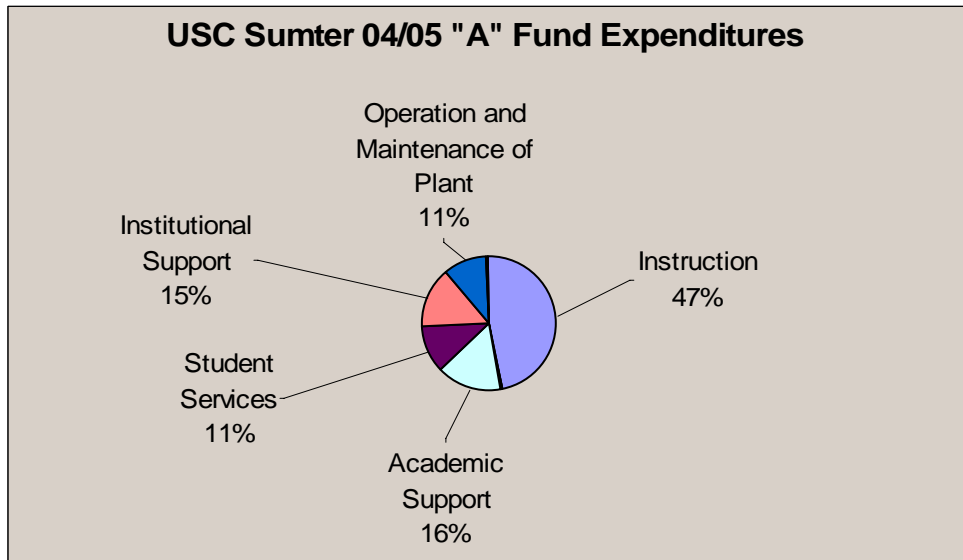
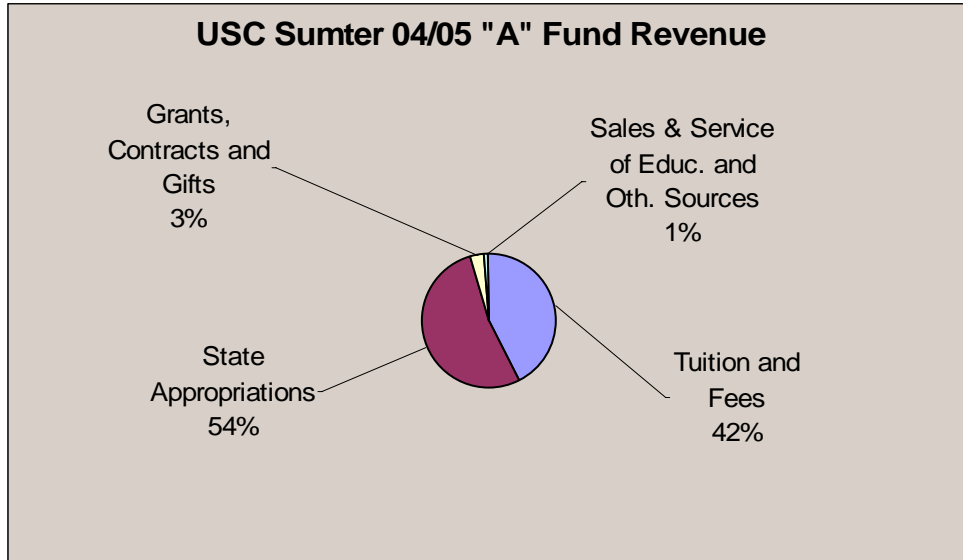
The campus has continued to investigate and evaluate the potential of distance education 236,000 opportunities, based on community need and program availability within the larger University. Distance education technology has presented USC with many challenges and has stalled the progression of further program development. Much work is needed at the University-wide level to develop new policies and procedures that will be uniform throughout the USC campuses, because, at present, distance education programmatic and financial models are disjointed and non-existent. To that end, under the auspices of the Palmetto College proposal, we are currently participating in the development of uniform distance education technology, policies, and procedures throughout the larger university.

USC Sumter's enrollment has declined somewhat over the past few years. We are currently taking steps to stabilize and grow the enrollment with new initiatives. We are placing more emphasis on admissions and recruitment. Two of our several strategies to accomplish this are to strengthen the relationship with area high school guidance counselors and to aggressively increase and improve the campus's marketing and public relations amongst high school students. Towards this second strategy, we are in the second year of a contract with a professional marketing firm.

In terms of physical plant, the Arts and Letters Building renovations were completed in August 2003. This building, formerly dedicated in April 2004, and houses faculty offices, classrooms, the fourth campus's art gallery, a banquet hall, and the campus's shipping, receiving and mail facility, and maintenance department offices. The completion of the building, a 24,000 square feet structure, finally enables the removal of the last two of the five temporary buildings that were placed on this campus in 1979, and brings the campus to a total of 236,000 square feet distributed among eight permanent buildings on 49.5 acres. These eight permanent buildings contain 120 faculty and staff offices and 75 classrooms, laboratories, studios, and other defined instructional space.

## Finances

USC Sumter receives the highest dollar amount of state funds for operating among the Regional Campuses and has the greatest state funding per student. Sumter retains a significant fund balance for all Education and General Funds, and annually sets aside a contingency for operating. For the 2004-2005 year, 63% of the operating budget was spent on Instruction and Academic Support.



# USC UNION

## **History**

The Union Campus of the University of South Carolina was established as a result of local initiative. The Union County Commission for Higher Education was created by an act of the state legislature in the spring of 1965. The Commission immediately signed a contract with the University of South Carolina which was to provide a quality university education at a reasonable cost for the citizens of Union and the surrounding counties. A former public school building was secured by the commission and local funds were made available for renovation. Scheduled classes began in September 1965 for the original freshman class of 51 students. Enrollment for the fall of 1966 showed a 31.8 percent increase over the previous year. In September 1967, 160 students registered.

Over the years the campus has grown to include three primary buildings, various service buildings and now resides on 10 acres in downtown Union.

In 1978, as the request of a citizens group and the Laurens County legislative delegation, USC Union began teaching classes in Laurens. Several facilities were used until 2002 when Piedmont Technical College, USC Union, and Laurens County Adult Education worked together to secure state bond funds to build the Laurens County Higher Education Center. Laurens County provided the property. USC Union at Laurens now serves approximately 100 students in Laurens County. USC Union serves 400 students on the Union Campus.

## **Mission Statement**

In a sophisticated, democratic society, citizens must be literate, self-disciplined, and inquisitive. They must respect and enjoy critical thought and the search for truths. Therefore, the purpose of USC Union is to give the people of Union and surrounding counties an intellectual, social, cultural, and physical setting which challenges them to grow in many ways and to develop a desire for lifelong learning.

USC Union's primary purpose is to provide the first two years of a liberal arts university education to about 500 traditional and nontraditional students and to confer the Associate in Art and the Associate in Science degrees.

Through the USC campuses in Columbia and Spartanburg, USC Union also provides access to upper-division courses, for minorities, women, and older students, as well as for traditional students who wish to work toward and eventually receive baccalaureate degrees. Upper-division courses are taught both by USC Union faculty and by faculty from other USC colleges.

USC Union provides graduate courses and degrees through the USC's Extended Graduate Campus program and the state's extensive telecommunications network.

USC Union sponsors a noncredit continuing education program for the enjoyment and enrichment of both children and adults. The institutional also provides effective orientation, counseling, and financial aid programs; a comprehensive placement testing program; a proactive system of academic advisement; an effective developmental program in reading, writing, and

mathematics: and extracurricular programs for the benefit of all students. All of these programs help students improve in the following ways:

- to communicate in a variety of ways, in a variety of settings, and for a variety of purposes
- to solve problems involving numbers and other kinds of quantitative measurement and to value quantification
- to understand the contributions of the arts and to integrate the arts into their lives in fulfilling ways
- to examine and clarify their values and motivations as well as those of others; to understand a variety of social institutions, and to function effectively within those institutions
- to understand the scientific method, to value objective inquiry, and to use wisely science and technology
- to recognize and adapt to the widespread use of computer technology in today's society
- to study, learn, reason, and apply knowledge and skills in creative ways

Central to this purpose is a faculty dedicated to excellence in teaching, scholarship, institutional activities, and public service. USC Union supports faculty development activities that help maintain this excellence and improve its programs through institutional research, planning, and comprehensive faculty involvement in both campus and University affairs.

The University of South Carolina Union is a public multi-dimensional learning center of USC chartered to serve seven rural counties and committed to providing outreach, broad access, and a full range of USC programs and services.

### **Accomplishments 2004-2005**

- Increased enrollment for fall 2004 (30 % increase from 2003)
- Hosted and held several special events to include:
  - Leadership Union
  - Founder's Day
  - Black History Celebration
  - Junior Scholars Program
  - Public Meeting for the Union County Delegation
  - Public Meeting for the Laurens County Delegation
  - Public Meeting for Congressman Jim Dement
  - Public Meeting for Congressman Bob Inglis
  - Union County Jury Art Show
- Taught three classes using the new "smart classroom" for the summer session.
- Directed and submitted a grant to the USC Dept. of Education resulting in the \$1 million continuation of the TRIO Program

- Cultivated and then received the life estate gift of Anti Bellum home adjacent to campus. Estimated at a \$1 million gift. Also received a \$250,00 endowment for maintenance and upkeep.

## **Strategic Plan – Executive Summary (April 15, 2004)**

USC Union has implemented new recruitment and retention activities, especially in minority recruitment and TRIO-funded academic support. Spring enrollments have increased 5-10% in recent semesters. In the future, we plan to involve more people in recruitment activities and to enrich student life on campus. Over three difficult years, we have maintained our budget in the black, and we have arranged for local county support to be tied to tax millage. We will continue a variety of frugal practices, including substantial administrative reorganization and place additional emphasis on local fund-raising. We have been able to expand our course offerings over the last two years to make pilot efforts in the area of electronic distance delivery. We hope to continue to expand our course offerings, especially in the area of business administration and to increase our web-based and other distance delivery. We have moved into a fully modern higher education facility in Laurens, and enrollment has increased there more rapidly than for the campus as a whole. We plan for closer relations with Piedmont Tech, a more clearly defined curricular niche, and richer support services. We are upgrading instructional and administrative technology on campus, improving faculty and library web pages, adding electronic library resources, and enriching our tutoring resources for students. We will continue these technological improvements and look for ways to make better use of all campus facilities. Finally, we will make efforts to open lines of communication on campus and to improve employee satisfaction and productivity.

## Finances

Among the Regional Campuses, USC Union has the highest percentage of total budget of state funds for operating, yet the budget is less than \$2 M each year. Union retains a fund balance for most Education and General Funds and eliminated a substantial deficit generated by a child development center.

