



U N I V E R S I T Y O F
SOUTH CAROLINA
S A L K E H A T C H I E

Blueprint for Quality Enhancement 2011-2012

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I. Executive Summary

A. Peer Institutions

The following institutions have similar mission, similar size, similar student body, and similar organizational structure as USC Salkehatchie's:

- Ohio University Zanesville
- Penn State University Hazleton
- USC Lancaster
- USC Sumter
- USC Union

B. Strengths and Accomplishments

USC Salkehatchie is a dynamic regional campus serving the rural Low Country. The University is one of the keys for future growth and prosperity in a region characterized by widespread poverty and a declining population. Despite the challenges that accompany these economic conditions, USC Salkehatchie's student body continues to grow. Since 2005, student headcount has increased 57% and FTE has grown 74%. Growth is attributable to program expansions in athletics and academics and to aggressive recruiting, which has enabled the institution to attract a larger percentage of a small market. Educational attainment is the cornerstone of Salkehatchie's mission, but community outreach efforts demonstrate the institution's creativity in meeting local needs. Some of these efforts include the diabetes education project through the recently-completed Salkehatchie Healthy Communities Collaborative, which resulted in a significant decrease in diabetes-related visits to the local ER, and the Salkehatchie Leadership Institute programs, which have resulted in counties and municipalities addressing zoning and development issues, artists finding an additional revenue stream and creative outlet through the Salkehatchie Arts Center, and ecotourism efforts being designed to encourage visitors to the region. The success of these grant-funded programs has been validated by external entities, such as the Health Resources and Services Administration, which recognized the diabetes program as one of nine best practices out of 90 in the nation (in 2008), and the Southern Growth Policies Board, which awarded the Innovators Award (in 2003) to the Salkehatchie Leadership Institute. In addition, USC Salkehatchie has provided academic solutions to community problems. For example, the development of the rural nursing partnership with USC Columbia and area hospitals has enabled the region to "grow our own" nurses by educating and providing field experience locally. Many of these BSN graduates have remained in the five-county region to live and work.

C. Weaknesses

Financial resources remain the greatest challenge for USC Salkehatchie. State funding continues to decrease for higher education, leaving state institutions with no alternative but to transfer some of the burden to students through increased tuition.

II. Goals

A. Five-Year Goals

Goal 1: Increase enrollment with an emphasis on academically-gifted students

This goal applies to *Advance Carolina's* Teaching and Learning goal as well as indirectly to the Recognition and Visibility goal by broadening the exposure of South Carolinians to the University of South Carolina. Enrollment is both a short-term and long-term focus for USC Salkehatchie, and the move towards a larger student body is balanced with a desire to recruit and retain students committed to learning. USC Salkehatchie serves as an alternate access point to higher education for students whose situations, whether economic, personal, or academic, will not allow them to begin immediately at a four-year campus. However, our dedication to quality instruction and the ease of movement to other USC campuses make USC Salkehatchie an ideal option for students with varied backgrounds and educational goals. The Salkehatchie Scholars program and efforts to recruit top high school students who take dual enrollment courses with USC Salkehatchie to enroll for their first year of college will enhance the academic profile of the campus. Local provision of four-year programs in partnership with other USC campuses is an additional method of increasing enrollment. These various initiatives will provide enrollment growth at the same time as they will produce increased rates of student retention and graduation.

Goal 2: Expand academic offerings and support services, including technology, to enable students to pursue their long-term educational goals

This goal applies to *Advance Carolina's* Teaching and Learning goal as well as to the Quality of Life in the University Community goal. Salkehatchie will continue to strive to fulfill students' long-term educational goals. The expansion of academic offerings is essential for the achievement of Salkehatchie's mission as an institution of higher education. Not only do many Salkehatchie students pursue baccalaureate or advanced degrees at other institutions after completing the first two-years of higher education at Salkehatchie, many others are now taking advantage of collaborative programs to complete the requirements for baccalaureate degrees without having to leave the Salkehatchie area. At the same time, the upgrade of technology infrastructure is necessary to ensure effective communication among faculty, staff, and students, to provide access to electronic bibliographic resources to faculty and students, and to facilitate classroom instruction. Although current needs are being adequately met, constant upgrading is necessary to prevent obsolescence. Other important support services to be enhanced include individual tutoring in English and mathematics for students who did not acquire the necessary skills prior to college.

Goal 3: Attract, increase, and retain a diverse faculty that excels in teaching, research, and scholarship

This goal applies to *Advance Carolina's* Research, Scholarship and Creative Achievement goal as well as to the Teaching and Learning goal. Salkehatchie will continue to emphasize faculty excellence by offering competitive salaries for faculty, providing opportunities for greater intellectual challenge through the teaching of upper-level classes in Palmetto Programs, providing support for faculty engaged in scholarship and research, and encouraging faculty involvement in service. Salkehatchie will also add efforts to further diversify the faculty body by increasing the number of African American faculty members. The inclusion of African Americans in the faculty is particularly important at Salkehatchie because of the large representation of African Americans in the student body (40% of all students). These students can greatly benefit from a role model of their own ethnic group.

Goal 4: Continue to develop and sustain community and university partnerships

This goal applies to *Advance Carolina's* Service Excellence goal. Salkehatchie has been recognized as a leader for rural leadership development through the Salkehatchie Leadership Institute. Since its inception in 1988, the Leadership Institute has been a catalyst in securing over eleven million dollars in funding for community-based projects. In 2007, the Institute was instrumental in the establishment of the Salkehatchie Arts Center – a retail center selling art work of 90 artists from the region. The Institute also obtained a USDA grant to renovate Salkehatchie's Carolina Theatre in downtown Allendale. A five county tourism study has been completed, and grant funds have been received from USDA to begin implementation of a regional marketing plan and building of tourism products. The Institute has assisted in the development of master plans for the town of Allendale and Hampton County. Additionally, USC Salkehatchie's nursing initiative with USC Columbia has been considered as a potential model for addressing the rural nursing shortage throughout the state, and USC Salkehatchie's participation in Palmetto Programs has contributed to the fulfillment of the educational goals of many location-bound South Carolinians.

Goal 5: Enhance educational quality by integrating learning within and beyond the classroom

This goal applies to *Advance Carolina's* Teaching and Learning goal as well as to the Quality of Life in the University Community goal. In line with USC's Quality Enhancement Plan (QEP), Salkehatchie will provide students with opportunities to enhance their learning experience, so that they can become life-long learners and productive members of society. This will involve greater student participation in classroom activities, student involvement in faculty-conducted research, internships in local schools and businesses, volunteer work, and other engaged activities. Also, as USC Salkehatchie's enrollment continues to increase, it is important to provide social experiences and services to students outside of the classroom to complement their academic experience. The campus has many programs already in place and has plans to initiate new activities and programs.

B. 2011-2012 Academic Year Goals

Goal 1: Increase student enrollment and expand the Salkehatchie Scholars program

Progress: This goal relates to Five-Year Goal #1. USC Salkehatchie has focused in recent years on increasing enrollment, both headcount and FTE, with great success. Headcount has increased 57% since 2005, reaching 1,150 for fall 2010, the largest in campus history. As a new enrollment initiative, USC Salkehatchie created Salkehatchie Scholars, a competitive scholarship program which provides a full tuition scholarship and book stipend to select LIFE scholars. Eight Salkehatchie Scholars were selected for 2010. In its first year, the Salkehatchie Scholars initiative increased the number of gifted students enrolled on our campus, with a 6% increase in the number of LIFE scholars.

Plans for upcoming year:

- Increase enrollment to a headcount of 1,200 students
- Enroll at least 12 students in the Salkehatchie Scholars program

Goal 2: Convert all classrooms on both campuses into media rooms and add a classroom with IRD capability

Progress: This goal relates to Five-Year Goal #2. In the past two years, four new “media rooms” were added, furthering the doubling of the number of media rooms in the previous two years (“media rooms” are classrooms with a ceiling projector and associated computer that provide professors with audiovisual technology and Internet connectivity). In previous years, four classrooms with IRD capability were installed (classrooms with IRD capability are classrooms that can provide Interactive Remote Delivery in addition to the features of a media room).

Plans for upcoming year:

- Add two media rooms on West campus
- Add one IRD room on East campus

Goal 3: Provide financial support for faculty development

Progress: This goal relates to Five-Year Goal #3. A large reduction in state appropriations in the past two years resulted in limited progress in the goal of attracting, increasing, and retaining a diverse faculty that excels in teaching, research, and scholarship. By carefully managing revenues and expenditures, Salkehatchie was able to avoid furloughs, to retain its full-time faculty, and to hire essential new faculty to serve the growing student body.

Plan for upcoming year:

- Allot \$31,000 (\$1,500 per full-time faculty member) to faculty professional development and support of research and scholarship activities

Goal 4: Provide campus activities and programs that are designed to enrich the experience of the student

Progress: This goal relates to Five-Year Goals #4 and #5. From an intercollegiate baseball program four years ago, the campus has expanded currently to five sports programs with the addition of softball, basketball, men's soccer, and women's soccer. These intercollegiate sports not only provide an opportunity for the athletes to continue to hone their athletic skills but also provide events for students campus-wide to attend and enjoy as part of their college experience. Prospects for the provision of counseling services on campus and for the introduction of student housing next to campus have been examined. The Opportunity Scholars Program has continued to provide many cultural events, including the annual International Festival featuring programs by faculty and staff on their foreign travel and experience. In addition, the Salkehatchie Student Government Association (SGA) has provided a wide range of campus social activities for student as well as many opportunities for campus and community service. Clubs such as the Salkehatchie Choir, the education club, the cheer team and others chartered through SGA offer opportunities for students.

Plans for upcoming year:

- Strengthen and diversify programs on campus by continuing to promote athletic events on campus to both the campus population and the population of the greater service area and continuing to promote OSP cultural events to Salkehatchie students
- Expand student support services by employing one or more professional counselors
- Work with the town of Allendale and private developers to provide students with housing adjacent to campus

III. Data

A. Unit Statistical Profile

1. New, first-time freshmen and standardized test performance

<i>Entry semester</i>	<i>Number entering</i>	<i>Average SAT</i>	<i>Average ACT</i>
Fall 2008	264	834	16
Fall 2009	286	840	16
Fall 2010	284	859	16

2. Freshman retention rate

<i>Entry semester</i>	<i>Retention rate</i>
Fall 2007	56%
Fall 2008	53%
Fall 2009	53%

3. Undergraduate enrollment

<i>Entry semester</i>	<i>Headcount</i>	<i>FTE</i>
Fall 2008	965	624
Fall 2009	957	645
Fall 2010	1,150	764

4. Professional and graduate enrollment

Not applicable.

5. Number of graduates

<i>Semester</i>	<i>Associate's degrees</i>	<i>Bachelor's degrees</i>
Fall 2009	12	N/A
Spring 2010	101	N/A
Summer 2010	6	N/A

6. Graduation rate

Associate's degrees

<i>Entry semester</i>	<i>2-year rate</i>	<i>3-year rate</i>
Fall 2005	20%	22%
Fall 2006	10%	15%
Fall 2007	12%	20%

CHE success rate *

<i>Entry semester</i>	<i>Success rate</i>
Fall 2005	54%
Fall 2006	55%
Fall 2007	58%

* “Success rate” is a measure of educational achievement developed by the CHE to properly evaluate institutions with high transfer-out rates. It takes into consideration 3-year graduation rates for associate’s degrees, transfer rates, and continued enrollment towards a bachelor’s degree through consortial arrangements.

7. Total credit hours generated

<i>Semester</i>	<i>Credit hours</i>
Fall 2009	9,680
Spring 2010	9,527
Summer 2010	1,001

8. Number of credit hours taught by faculty

	<i>Fall 2009</i>	<i>Spring 2010</i>	<i>Summer 2010</i>
Tenure-track	2,890	2,485	587
Instructor	2,600	2,761	173
Adjunct	4,190	4,281	241

9. Number of faculty by rank

	Fall 2008	Fall 2009	Fall 2010
Professor	2	2	2
Associate Professor	3	3	3
Assistant Professor	7	7	11
Instructor	10	10	10
Adjunct	28	38	36

10. Continuing education units

	CE Units	CE Activity
Fall 2009	0	302
Spring 2010	0	305
Summer 2010	0	198

11. Percent of credit hours taught by full-time faculty

	<i>Fall 2009</i>	<i>Spring 2010</i>	<i>Summer 2010</i>
Full-time faculty	57%	55%	76%
Part-time faculty	43%	45%	24%

B. Scholarship, Research, and Creative Accomplishments

1. Number of publications

	<i>2008</i>	<i>2009</i>	<i>2010</i>
Books	0	0	0
Book chapters	2	0	4
Refereed articles	5	6	4
Non-refereed items	2	1	2

2. Number of research paper presentations at national or international conferences: 8

3. National awards, scholarships, and fellowships in calendar year 2010: 0

4. Performances and/or juried exhibitions in calendar year 2010: 0

5. Summary of sponsored research activity:

External research grants submitted: 0

External research grants awarded: 0

Magellan grants submitted: 1

Magellan grants awarded: 1

6. Extramural funding processed through SAM in fiscal year 2010:

Total extramural funding: \$ 966,988

Federal extramural funding: \$ 581,888

Note: All extramural funding was associated with service grants. No faculty-originated extramural research grant was received this fiscal year.

7. Total research expenditures per tenured/tenure-track faculty member:

\$665 (including conference travel)

8. Amount of sponsored research funding per faculty member: \$0

9. Percentage of unit faculty with sponsored research activity: 0%

10. Number of patents, disclosures and licensing agreements: 0

11. Number of proposals submitted to external funding agencies:

7 (all for non-research grants)

C. Faculty Hiring

1. Number of full-time faculty hired and lost:

Hired

<i>Year</i>	<i>No.</i>	<i>Discipline</i>	<i>Rank</i>	<i>Reason</i>
2008-2009	2	Chemistry	Instructor	Expansion
		Mathematics	Instructor	Replacement
2009-2010	1	Criminal Justice	Instructor	Expansion
2010-2011	6	Economics	Instructor	Replacement
		English	Assistant Professor	Replacement
		English	Assistant Professor	Replacement
		History	Assistant Professor	Expansion
		Mathematics	Assistant Professor	Rank swap
		Mathematics	Assistant Professor	Expansion

Lost

<i>Year</i>	<i>No.</i>	<i>Discipline</i>	<i>Rank</i>	<i>Reason</i>
2008-2009	2	Mathematics	Assistant Professor	Resignation
		English	Associate Professor	Resignation
2009-2010	1	Computer Science	Instructor	Retirement
2010-2011	4	Economics	Instructor	Resignation
		Chemistry	Instructor	Resignation
		Mathematics	Instructor	Rank swap
		English	Assistant Professor	Resignation

2. Number of post-doctoral scholars:

<i>Year</i>	<i>No.</i>
2008-2009	0
2009-2010	0
2010-2011	0

3. Anticipated losses and hiring:

	2011	2012	2013	2014	2015
Losses	0	1	0	0	0
Planned Hiring	2	1	1	1	1

Planned hiring justification:

<i>Year</i>	<i>Rank</i>	<i>Discipline</i>	<i>Reason</i>
2011-12	Assist. Professor	Chemistry	Replacement
2011-12	Assist. Professor	Mathematics	Expansion
2012-13	Assist. Professor	Biology	Replacement with upgrade
2013-14	Instructor	Computer Sci.	Expansion
2014-15	Assist. Professor	Spanish	Expansion
2015-16	Assist. Professor	Geography	Expansion

D. Funding Sources

1. Unrestricted fund balances as of July 1, 2008, 2009, and 2010

<i>Fund</i>	<i>2010</i>	<i>2009</i>	<i>2008</i>
A	\$1,702,599	\$1,572,183	\$1,429,397
C	\$263,940	\$262,789	\$243,106
D	\$32,895	\$20,309	\$8,498
E	\$601,740	\$420,208	\$293,602
R	\$26,498	\$23,379	-\$3,873
S	\$4,012	\$11,904	\$9,744
Total	\$2,631,684	\$2,310,772	\$1,980,474

2. Gifts and pledges received in FY 2010

Total amount: \$ 335,979