

# Office of the Provost

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## Academic Blueprint System – Academic Year 2019-2020

This document is designed to help prepare each College and School for the upcoming Academic Blueprint process, including the launch of the web-based Academic Blueprint System. We appreciate your patience as we collect data in parallel systems this year.

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### CONTENT PREPARATION

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Text content should be prepared in plain text; do not use bullets, font markups (including variations in font size, underline, bold, or italics), or special characters, as these will be lost when copying and pasting text into the system. You may separate items and paragraphs with a carriage return (Enter) or multiple Enters.

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### COLLEGE/SCHOOL INFORMATION

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#### ***Executive Summary***

*Please provide an overview of your unit's activities (no more than 725 characters) and highlights (no more than 525 characters) you would like to share of the outcomes and activities this report presents.*

USCL's primary mission is teaching excellence and student success. USCL admits all students who show promise of academic success, mostly 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, a variety of weekday and evening course offerings, and online degree programs, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.

The campus offers two general Associate Degrees, one in Arts and another in Sciences, in addition to specialized Associate degrees in Business and Criminal Justice, and an Associate in Technical Nursing available through a partnership between USCL and York Technical College. USCL continues to be the Palmetto College campus with the strongest enrollment in the Bachelor of Liberal Studies and Bachelor of Organizational Leadership four-year degree completion programs, in addition to supporting other Palmetto College degrees. Faculty remain engaged in high-quality research on all levels from local to international. Community engagement and outreach remains a high priority as well.

#### **Highlights**

- Continued excellence in teaching, advising, and student support programs.
- Strong retention rate of 53.1%, the highest of the Palmetto Colleges campuses.
- Successful launch of a new Indian Land location offering general education courses, with appropriate approvals and already an increase in enrollment of 97% in headcount from Fall 2018 to Spring 2019.
- Expanded student opportunities in Graduation with Leadership Distinction.
- Consistently strong faculty scholarship activities.
- Significant growth in engaged community partnerships.

## ***Mission Statement***

The University of South Carolina Lancaster, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to its service 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 Lancaster offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

The University of South Carolina Lancaster recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty.

The University of South Carolina Lancaster was established to encourage higher education in the counties of Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

Through the primary method of classroom and laboratory instructions, and through a secondary method of distance learning delivered via the Internet, teleconference, and electronic media, the institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. USC Lancaster also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Lancaster. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Lancaster promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

USC Lancaster emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships, all contributing to a sense of self-reliance and a joy of learning.

### **Date of last update:**

Approved by the University of South Carolina Board of Trustees on June 24, 2016

Approved by the South Carolina Commission on Higher Education on October 19, 2016.

## ***Vision Statement (Optional)***

USCL is currently revising our vision statement and will provided an updated one in our next report.

### ***Values Statement (Optional)***

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community:

- the pursuit of knowledge is a life-long endeavor;
- to be admitted as a student to USC Lancaster is a privilege and an opportunity;
- to graduate from USC Lancaster is to commence service to future generations;
- USC Lancaster faculty and staff maintain an uncompromising commitment to excellence and integrity;
- USC Lancaster faculty are committed to teaching excellence and scholarly activity, which exemplify the core values of the University;
- USC Lancaster faculty and staff are dedicated to facilitating student success;
- USC Lancaster faculty and staff are dedicated to providing public service; and,
- A well-educated citizenry is vital to economic and community well-being.

**Date of last update: 2008**

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# LOOKING BACK

## COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2017-2018

**Goal 1 - Increase enrollment and retention.**

<b>Goal Statement</b>	USCL will increase and enhance enrollment efforts, increasing freshman applications, increasing yield rate of application into enrolled students, holding strategic recruitment events, promoting associate and baccalaureate degree offerings, and adding scholarship funds.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	USCL 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, a variety of weekday and evening course offerings, and online degree programs, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• Achieved a historic enrollment high of 1910 registered students in Fall 2017, an increase over 1845 in Fall 2016.</li> <li>• Maintained a strong student retention rate of 62%, well above the 51.4% rate for all 20 South Carolina two-year public institutions, and the highest of the Palmetto College Campuses.</li> <li>• Maintained a strong scholarship program, awarding 140 new and continuing scholarships totaling \$185,000 to students demonstrating academic excellence and/or financial need from the Educational Foundation of USC Lancaster.</li> <li>• Fully staffed dedicated personnel for recruiting, for USCL and Palmetto College degrees; new Enrollment Management Director and a new dual enrollment director.</li> <li>• Implemented enrollment strategy recommendations such as new outreach to primary feeder high schools, as well as new initiatives to reach underserved populations, such as GED graduates; these efforts supplement traditional recruiting such as area high school visits.</li> <li>• Continued outreach to students denied USC Columbia admission through the Denied Columbia Students Recruitment Initiative (though this initiative ended this academic year). Scholarship funds and awards increased this fiscal year as well, providing greater opportunities for students demonstrating academic excellence and/or financial need.</li> </ul>

<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.

**Goal 2 - Support expanded academic offerings.**

<b>Goal Statement</b>	Working within Palmetto College, USCL will support recently expanded degree programs to meet student expectations and community needs.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Palmetto College has provided outstanding opportunities for growth in academic offerings, allowing students to complete baccalaureate degrees both on and off our campus. With expanded academic offerings available to students now, it is critical to sustain those programs with consistent recruiting, strengthening advising and student support services, and facilitating communication across campuses.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• Planning throughout the academic year resulted in the successful launch of an Indian Land location in Fall 2018.</li> <li>• Conducted faculty searches in sociology, computer science, and art, with a hire in art. Sociology and computer science searches were reopened to allow for choosing the best new faculty members.</li> <li>• Campus faculty and Palmetto College Faculty Senate members continue work on approving Bachelor of Liberal Studies concentrations in Legal Studies and Entrepreneurship, as well as a Cultural Studies concentration in conjunction with the USCL Native American Studies Center.</li> </ul>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.

**Goal 3 – Enhance educational experience.**

<b>Goal Statement</b>	Prepare USCL graduates for the challenges and opportunities of the 21st century, as well as support community education and health and wellness.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	In addition to recruiting and retaining students, and offering them valuable programs, institutions of higher education must also support and sustain students throughout their academic work into successful careers or further studies.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• Continued monitoring and restructuring of academic advising, including assignment of advisees, distributing advising responsibilities, and training advisors.</li> <li>• Graduated three Graduation with Leadership Distinction students.</li> <li>• Continued offerings of annual student travel learning opportunities, with a domestic study opportunity to Washington DC and several Native American nations.</li> <li>• Offered expanded Career Services opportunities, including a second Career Fair March 2018 to increase student engagement with and opportunities for experiential learning and employment.</li> <li>• Maintained stable funding of faculty development resources to provide students with access to high caliber expert faculty, funding the USCL Research and Productive Scholarship Program at \$40,000 and the faculty travel budget at \$30,000.</li> </ul>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.

**Goal 4 – Improve physical plant.**

<b>Goal Statement</b>	USCL will continue to improve the physical plant to sustain enrollment growth, expand public services, and provide a well-equipped learning environment.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Well-maintained facilities are essential to our educational mission, whether in face-to-face or online instruction. As the campus becomes increasingly a center for community activities, it is imperative that we provide appropriate and pleasant facilities.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>Completed the final phase of renovations of the Gregory Health and Wellness Center.</li> <li>Completed the transfer of operations and management of the Gregory Health and Wellness Center to the Upper Palmetto YMCA. Since December 2017, when the transfer finalized, the Gregory Family YMCA has since nearly doubled memberships, with approximately 1900 members in March 2018.</li> </ul>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster, private donations.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.



**Goal 5 - Strengthen financial condition and sustainability.**

<b>Goal Statement</b>	USC Lancaster will continue to strengthen the financial condition, efficiency, and operations of the campus, ending the fiscal year under budget and increasing reserve funds.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	A stable financial condition and operational budget is essential for sustaining the campus's primary educational mission.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>Continued fiscal stewardship towards not only ending each fiscal year under budget, but also building reserves. This requires careful allocation of all revenue sources, which include tuition, the Palmetto College revenue sharing model, and potentially recurring parity funding and deferred maintenance monies. At year's end, the campus exceeded our carry-forward goal considerably, with a balance of \$1,650,095 towards rebuilding the campus reserve funds to a recommended three months of campus operating expenses.</li> <li>Continued partnership with the Educational Foundation of USC Lancaster, which works closely with the Office of Advancement to identify and cultivate sources of external financial support to meet the growing needs of the campus.</li> <li>Reinstated full-time business and financial manager position.</li> <li>Providing continued availability to the community for events, which gives the campus visibility and also builds revenue.</li> </ul>
<b>Resources Utilized</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.

## Goal 6 – Strategic Planning

<b>Goal Statement</b>	Palmetto College will be engaged in a system-wide planning process, and as part of this venture, USC Lancaster will work with all units and community partners to develop a new long-term strategic plan, assessing strengths and areas of opportunity.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	After a period of enrollment growth, increasing financial stability, and a change in administration, USCL has a unique opportunity now to develop strategies for sustainable growth to continue serving students in our service area and to engage community partners more fully as well.
<b>Status</b>	Progressing as expected (multi-year)
<b>Achievements</b>	<p><b>2017-2018</b></p> <ul style="list-style-type: none"> <li>• A Palmetto College Campuses Focus Carolina 2023 Strategic Planning Committee was appointed and met in the spring 2018 semester to begin its work to incorporate the goals of the Board of Trustees-approved five-year planning effort. A primary goal of the committee is to align USC Columbia’s goals with those of the regional Palmetto College Campuses in order to assure appropriate integration and focus, therefore reinforcing and enhancing the joint accreditation these five campuses of the USC System share. Completion of the plan is expected in December 2018.</li> <li>• The campus assessed the financial resources needed for consultants for updating our campus’s ten-year master plan, which was last completed in the fall of 2008 and made preliminary investigations into securing that funding.</li> </ul>
<b>Resources Utilized</b>	Staff time, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Continuation</b>	Ongoing
<b>Resources Needed</b>	Staff time, coordination for campus-wide listening and feedback sessions, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Plans for upcoming year if not completed</b>	These goals are an ongoing institutional priority; these goals and their performance measures are folded into our new campus goal structure as reported in AY 2018-2019 Real Time In Progress below.

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## REAL TIME COLLEGE/SCHOOL'S GOAL STATEMENTS

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### AY 2018-2019

As noted above in Goal 6: Strategic Planning, the regional Palmetto College campuses launched a joint planning initiative in 2017-2018. A diverse committee representing all Palmetto College campuses met in Spring 2018 and in the 2018-2019 academic year to complete a report, *Palmetto College Focus Carolina 2023 Strategic Plan*. This report aligns the regional Palmetto College Campuses goals with the *USC Columbia's Focus Carolina 2023 Strategic Plan*. The report was completed by the end of the academic year but has not yet been circulated to Palmetto College campuses faculty and staff. This document in its draft form throughout the year and in its near-final version in April 2018 provided a framework for USC Lancaster's 2018-2019 work and 2019-2020 planning. At this time, the *Palmetto College Focus Carolina 2023 Strategic Plan* is an evolving document that will shift in response to feedback and as we develop and refine specific sub-goals and metrics for our particular campus environments.

In order to allow for stronger alignment with local campus and regional Palmetto College campuses planning, USC Lancaster has adopted the broad goals of the *Palmetto College Focus Carolina 2023 Strategic Plan* for our work in 2018-2019 and going forward. The strategies and performance measures for the goals are specific to USC Lancaster and our stakeholders, but these newly realigned goals still speak to our established performance indicators and outcomes as previously reported.

Our core educational mission is directly connected to the goals of our larger system, and thus this realignment allows for a clear correlation of local campus goals to support the joint accreditation of USC Columbia and the regional Palmetto College campuses. As we demonstrate clear compliance with SACSCOC standards for the university as a whole in our new goals, our performance measures and outcomes allow us also to maintain the culture, values, and priorities of our local campus.

## Goal 1 – Educating future leaders and thinkers

<b>Goal Statement</b>	Educating future leaders and thinkers through affordable, flexible, and quality educational opportunities
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence Choose an item.
<b>Alignment with Mission, Vision, and Values</b>	Increase enrollment, retention, and graduation rates in service of providing an outstanding educational experience to USC Lancaster students; and prepare students for the challenges and opportunities of the 21st century by offering a wide range of academic experiences and programs
<b>Action Plan for Achieving the Goal</b>	<p><b>2018-2019 in progress</b></p> <ul style="list-style-type: none"> <li>• Continued implementation of newly established recruitment and enrollment protocols to continue to build enrollment in traditional students, dual enrollment programs, and the new Palmetto Pathway program (see Goal 2 below). Enrollment trends to date are promising as the campus continues to rebuild enrollment:             <ul style="list-style-type: none"> <li>○ Summer 2018 enrollment reached 446, a 53.25% increase over Summer 2017's 291.</li> <li>○ Fall 2018 enrollment reached 1,523.</li> <li>○ Spring 2019 enrollment reached 1361.</li> </ul> </li> <li>• Continued recruitment and support for the new Indian Land location, launched Fall 2018. Following the successful launch of the program, there has already been a 97% registration growth from Fall 2018 to Spring 2019.</li> <li>• Continued staffing critical admissions positions, including assistant registrar and an admissions counselor / recruiter. In addition, we are moving a temporary dual enrollment support position to a slotted position.</li> <li>• Continued recruitment and advising support for Palmetto College degree completion program students; in Fall 2018, USCL had 125 students enrolled in these programs.</li> <li>• Continued monitoring and restructuring of academic advising, including assignment of advisees, distributing advising responsibilities, and training advisors.</li> <li>• Continued support services provided by academic advisors, the Academic Success and Writing Center, Counseling Services, University 101 Program, Office of Student Life, USC Connect and Graduation with Leadership Distinction, and Travel Study, as well as the campus TRiO Learning Resources Center.</li> <li>• Continued expansion of the Graduation with Leadership Distinction (GLD) honors program; launch of the new Undergraduate Research Recognition program.</li> <li>• Continued offerings of annual student travel learning opportunities, with a study abroad opportunity to Germany.</li> </ul>

<b>Plans for upcoming year</b>	<b>2019-2020 planning</b> <ul style="list-style-type: none"> <li>• Continued monitoring of enrollment and retention, increased recruiting efforts coordinated with both two-year and four-year degree programs, continued development of new recruiting strategies.</li> <li>• Hire a program site director for the Indian Land site, in accordance with SACSCOC requirements.</li> <li>• Implement launch of Salesforce Constituent Relationship Management (CRM) software Target X to support student enrollment and retention, launching specifically with new first-year student advising corps.</li> <li>• Hire internship coordinator position, with support from Town-Gown Advisory Council.</li> <li>• Continued consultation with physics and chemistry faculty on renovation of campus physics laboratory facilities.</li> </ul>
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster. It is critical that the university continue to address parity funding, as USCL receives the lowest per student funding in the USC campuses.
<b>Academic Year(s) for Goal</b>	Ongoing

**Goal 2 – Assembling and supporting a diverse and excellent faculty**

<b>Goal Statement</b>	Assembling and supporting a diverse and excellent faculty dedicated to teaching, scholarship, and student success.
<b>Linkage to University Goal(s)</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	Recruit and support excellent faculty for classroom instruction, by providing a good instructional environment and professional development resources in support of faculty teaching and scholarship
<b>Action Plan for Achieving the Goal</b>	<p><b>2018-2019 in progress</b></p> <ul style="list-style-type: none"> <li>• Launch searches in response to annual review of hiring priorities in the following critical needs areas: physics, sociology, computer science, psychology, and biology/chemistry. To date, the sociology and physics positions have been successfully filled.</li> <li>• Maintain stable funding of faculty development resources to provide students with access to high caliber expert faculty, funding the USCL Research and Productive Scholarship Program at \$40,000 and the faculty travel budget at \$30,000.</li> </ul>
<b>Plans for upcoming year</b>	<p><b>2019-2020 planning</b></p> <ul style="list-style-type: none"> <li>• Continue to review hiring priorities and expand searches for those positions not yet filled.</li> <li>• Launch a faculty-led needs assessment to begin long-term planning in this area.</li> </ul>
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Academic Year(s) for Goal</b>	Ongoing

### Goal 3 – Spurring creativity and innovation

<b>Goal Statement</b>	Spurring creativity and innovation, including advanced educational opportunities responsive to regional community needs
<b>Linkage to University Goal(s)</b>	Spurring Knowledge and Creation Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Develop opportunities for campus and community engagement to benefit both students and community members
<b>Action Plan for Achieving the Goal</b>	<p><b>2018-2019 in progress</b></p> <ul style="list-style-type: none"> <li>• Begin to identify initiatives and opportunities for this newly established primary goal, while reviewing established campus creative and innovative practices that support these outcomes.</li> <li>• Begin building resources and establishing procedures for the Fall 2019 launch of Palmetto Pathway. The students admitted to this gateway-type program will officially be students belonging to USC Lancaster, but they will be housed and taught in Columbia. This program will serve students using the faculty expertise and support services of the Palmetto College campuses and when fully enrolled will add to our 2019-2020 enrollment numbers and revenue stream. This is a one-year (30-hour) program after which successful students then matriculate to a four-year program/campus.</li> <li>• Continue serving dual enrollment needs in response to community requests and needs, including a return to serving dual enrollment needs in Chesterfield County, and seeking approval from the CHE to offer dual enrollment courses at Legion Collegiate Academy in Rock Hill.</li> <li>• Continue offering events for campus and community that highlight creative and innovative thinking, such as our Native American Studies Center Lunch and Learn program, which celebrates its 75<sup>th</sup> lecture in June 2019.</li> <li>• Continue building partnerships with organizations such as the J. Marion Sims Foundation in support of community-based downtown development, particularly in the areas of arts and culture.</li> </ul>
<b>Plans for upcoming year</b>	<p><b>2019-2020 planning</b></p> <ul style="list-style-type: none"> <li>• Continue launch of Palmetto Pathway, with adjustments as needed based on summer 2019 orientations and the first year of classroom instruction.</li> <li>• Continue serving dual enrollment needs in response to community requests and needs.</li> <li>• Continue thoughtful development of campus and community programming in support of this newly established goal.</li> </ul>
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Academic Year(s) for Goal</b>	Ongoing

#### Goal 4 - Building inclusive and inspiring communities

<b>Goal Statement</b>	Building inclusive and inspiring communities, on-campus and online
<b>Linkage to University Goal(s)</b>	Building Inclusive and Inspiring Communities Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	Provide opportunities for students, faculty, and staff to be involved in inclusive and diverse academic, cultural, athletic, and social communities as we create a welcoming and accepting campus culture
<b>Action Plan for Achieving the Goal</b>	<p><b>2018-2019 in progress</b></p> <ul style="list-style-type: none"> <li>• Begin to identify initiatives and opportunities for this newly established primary goal, while reviewing established campus cultural events and practices that support these outcomes.</li> <li>• Preliminary identification of diversity spreads in existing student life events and student organizations (not just demographics, but student motivations for attendance and membership, student interest).</li> <li>• Review resources and consider appropriate mechanisms for reporting student life volunteer service hours.</li> <li>• Begin a formal consideration of campus faculty and staff support programs and resources (establish faculty book club, faculty scholarship recognition event planning, continue campus-wide lunches for all faculty and staff prior to faculty meetings, identify other opportunities)</li> </ul>
<b>Plans for upcoming year</b>	<p><b>2019-2020 planning</b></p> <ul style="list-style-type: none"> <li>• Launch new student life volunteer service hours tracking.</li> <li>• Reestablish formal chartering procedures for student life organizations and re-charter all existing organizations.</li> <li>• Launch new campus faculty and staff support programs and resources.</li> </ul>
<b>Resources Needed</b>	Staff time, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster.
<b>Academic Year(s) for Goal</b>	Ongoing



**Goal 5 - Promoting recognized institutional excellence**

<b>Goal Statement</b>	Promoting recognized institutional excellence
<b>Linkage to University Goal(s)</b>	Ensuring Institutional Strength, Longevity, and Excellence Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities
<b>Alignment with Mission, Vision, and Values</b>	Maintain campus infrastructure and financial stability to provide a well-equipped learning environment and strengthen financial condition, efficiency, and operations of USC Lancaster, while engaging in continuous planning and accountability efforts.
<b>Action Plan for Achieving the Goal</b>	<p><b>2018-2019 in progress</b></p> <ul style="list-style-type: none"> <li>• Continued fiscal stewardship towards not only ending each fiscal year under budget, but also building reserves. This requires careful allocation of all revenue sources, which include tuition, the Palmetto College revenue sharing model, and potentially recurring parity funding and deferred maintenance monies.             <ul style="list-style-type: none"> <li>○ At mid-fiscal year review, USCL reported budgeted revenues at 82.03% and expenditures for the year at 47.72%. Fund balance was up to prior year by 17.61%. Spring tuition is projected to be at 99.7% of budget. While tuition revenues are somewhat behind last year, the current budget model has both stable performance and sufficient capacity in contingency to adjust for tuition fluctuations.</li> <li>○ The campus entered the year with a carry-forward balance of \$1,851,844. At mid-fiscal year the balance is \$5,388,891 and the campus projects to end the fiscal year with a carry-forward in excess of \$2,000,000. These funds are dedicated to the long-term goal of rebuilding the campus reserve funds to a recommended three months of campus operating expenses, or \$2.3 million.</li> </ul> </li> <li>• Continuing regular review of expenditures in quarterly budget meetings with local campus administration and Palmetto College budget officers, in addition to regular meetings of a local campus Budget Advisory Group.</li> <li>• Securing funding for updating our campus’s ten-year master plan, which was last completed in the fall of 2008. The boards of the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster have together generously agreed to cover the cost of securing a consultant team for updating the plan.</li> <li>• Identifying administrative support services offices for restructuring formal annual review. Key offices must identify major goals and performance measures and assess progress towards stated goals. Administrative support services currently under consideration for restructured review include facilities, development, finances, human resources, institutional research, security, and IT.</li> </ul>

<b>Action Plan for Achieving the Goal</b>	<b>2018-2019 in progress, continued</b> <ul style="list-style-type: none"> <li>• Continued work on current open maintenance and physical plant projects, which include the following: <ul style="list-style-type: none"> <li>○ Starr Hall fire alarm, ceiling tile/grid abatement and replacement</li> <li>○ Medford Library and Hubbard Hall elevator repairs</li> <li>○ Founders Hall French drain and front entrance waterproofing</li> <li>○ Bradley water intrusion on second floor</li> </ul> </li> <li>• Continued partnership with the Educational Foundation of USC Lancaster, which works closely with the Office of Advancement to identify and cultivate sources of external financial support to meet the growing needs of the campus.</li> <li>• Providing continued availability to the community for events, which gives the campus visibility and also builds revenue.</li> </ul>
<b>Plans for upcoming year</b>	<b>2019-2020 planning</b> Continued budget planning and monitoring with the following in mind: <ul style="list-style-type: none"> <li>• Monitoring SC Higher Education Opportunity Act, potentially affecting tuition and state appropriations.</li> <li>• Realignment of board mandated fees for USCL to support renovation reserve, student activities and athletics.</li> <li>• Predicted enrollment growth in traditional students, dual enrollments, and Palmetto Pathway.</li> <li>• Predicted increase in personnel costs, with proposed 2% pay plan increase and 1% fringe benefits increase and new faculty hires and promotions in FY20.</li> <li>• Implementation of restructured formal annual review of administrative support services.</li> <li>• Strategic planning with the Boudreaux Group of Columbia, who will guide the campus through a series of listening and feedback sessions this coming fall semester to update the campus master plan. The updated plan will guide USC Lancaster’s growth in the coming decade.</li> <li>• Complete physics lab renovations</li> </ul>
<b>Resources Needed</b>	Staff time, coordination for campus-wide listening and feedback sessions, tuition revenues, Palmetto College revenue sharing, state appropriations, funding from the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster, private donations.
<b>Academic Year(s) for Goal</b>	Ongoing

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## **LOOKING AHEAD**

### **COLLEGE/SCHOOL'S GOAL STATEMENTS**

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## **AY 2019-2020**

Goals 1-6 as outlined below and reported above are recurring annual goals. New initiatives and strategies will be implemented within those goals as stated above.

1. Educating future leaders and thinkers through affordable, flexible, and quality educational opportunities
2. Assembling and supporting a diverse and excellent faculty dedicated to teaching, scholarship, and student success.
3. Spurring creativity and innovation, including advanced educational opportunities responsive to regional community needs
4. Building inclusive and inspiring communities, on-campus and online
5. Promoting recognized institutional excellence

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## **ACADEMIC PROGRAMS AY2018-2019 ONLY**

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### ***Program Rankings***

List any academic programs that were nationally ranked or have received external recognition during the Academic Year. For each, provide the formal name of the academic program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

#2 Best Community Colleges in America (of 868 ranked institutions), Niche.com, a Pittsburgh-based national school-ranking organization. Niche.com reports its rankings analyzing U.S. Education Department data on academics, admissions, financial aid and student life, along with online reviews from students and alumni.

#1 2019 Best RN Programs in South Carolina, RegisteredNursing.org. This ranking puts our collaborative nursing program with York Technical College first in the state, even ahead of USC Columbia's program. This ranking of "the top 10 nursing schools in South Carolina" is based on "current and historical NCLEX-RN 'pass rates,' meaning the percentage of graduates who pass the exam, out of the 30 RN programs in the state. Programs reviewed include schools that offer an Associate in Nursing (ADN/ASN), BSN, or Direct-Entry MSN Degree."

### ***Instructional Modalities***

List and describe innovations and changes to Instructional Modalities in your unit's programmatic and course offerings that were implemented during the Academic Year.

USC Lancaster offers courses in a variety of instructional modalities, with a primary mission of meeting a wide range of student needs. The campus focuses primarily on face-to-face instruction for beginning students who have often not been well prepared for college-level study. Faculty also offer hybrid courses, combining face-to-face instruction with online work; course offerings are also available via two-way video, primarily upper-level courses in Palmetto College degree programs.

Fully online asynchronous courses are a growing part of the instructional work of the faculty, to meet the needs of returning non-traditional students, who have demanding work and family lives. These courses serve both students enrolled in both associate and baccalaureate degree programs. Grant funding is available through Palmetto College for the development or revision of online courses to provide adequate incentive and support for faculty to continue to develop online offerings. There were no significant changes in this area for this academic year.

### ***Program Launches***

List any Academic Programs that were newly launched during the Academic Year; those that have received required approvals but which have not yet enrolled students should not be included. For each, list the formal name of the academic program and the responsible department.

This year marked the successful launch of an extension location at Indian Land High School, with the first courses being offered in August 2018. In partnership with the Lancaster County School

District, we are currently offering evening courses at our new Indian Land location, serving a rapidly growing community in our service area just south of Charlotte, NC. After construction of the new Indian Land High School is complete, we hope to expand offerings to include daytime classes as well, with a goal of appealing to traditional students, dual credit students in the Indian Land/Fort Mill region, as well as retirees living in the Sun City community and area businesses seeking contract courses. This year we completed notification of the Indian Land location for the South Carolina Commission of Higher Education, as well as appropriate notification and substantial change for SACSCOC. The Indian Land site has already seen a 97% increase in headcount from Fall 2018 to Spring 2019.

The campus is also working to return to serving dual enrollment needs in Chesterfield County, and is in the process seeking approval from the CHE to offer dual enrollment courses at Legion Collegiate Academy in Rock Hill.

### ***Program Terminations***

List any Academic Programs that were newly terminated or discontinued during the Academic Year as follows: for each clearly indicate whether the decision to terminate was made during the Academic Year or whether the program ceased having enrolled students during the Academic Year.

Not applicable.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

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## ACADEMIC INITIATIVES

### AY2018-2019 ONLY

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#### ***Experiential Learning for Undergraduates***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Students at USC Lancaster have a variety of opportunities for experiential learning. One of the most significant is the Graduation with Leadership Distinction program; these students participate in a wide array of experiences beyond the classroom as part of their learning. Thirteen USCL students graduated with Leadership Distinction in May 2018.

Travel Study is another growing opportunity for students; USCL alternates foreign and domestic travel experiences every other year, allowing students with varying financial resources to participate both by providing a lower-cost option every other year, and through scholarship funds contributed by the USCL Office of Student Life, by local businesses, and through private donations. This May, six students participated in a ten-day travel study trip to Germany, culminating with two of the students presenting at the 2nd World Congress on Undergraduate Research in Oldenburg, Germany. This trip is discussed further in the section below, Cool Things.

Our travel study student group this year are members of USCL's Research Club, which is very active on campus. This year, the Research Club, mentored by Dr. Sarah Sellhorst and Dr. Liz Easley, and the Body Composition Lab, headed by Dr. Kate Holland, launched a new collaborative project, the Student Mobile Anthropometric Research Team (S.M.A.R.T.). Students conducted seven pop-up data collection sessions in their study of the use of fitness trackers, knowledge of undergraduate research, and body composition in full-time college students. It's been very exciting watching these students take their show on the road!

One final example of experiential learning—USCL student Elisabeth Streeter presented “Revitalizing Small Town Communities: The Case for Arts at Discover USC this April. Ms. Steeter engaged in a process of surveying opportunities for artists in Lancaster, working with our Native American Studies Center and the local arts council. She will be employed by the Center full-time following her graduation—bringing her project to life in our community. USCL is excited to have been part of the learning process for these talented students.

#### ***Experiential Learning for Graduate Students***

Describe your unit's initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate level.

Not applicable.

#### ***Affordability***

Describe your unit's assessment of affordability and efforts to address affordability.

Through a broad commitment to equity, an extensive scholarship program, participation in financial aid programs, a low-cost Dual Enrollment program, and a variety of weekday, evening, and on-line courses USC Lancaster makes higher education accessible, affordable and convenient for students from the region. Student scholarships are always a funding priority in

our campus and in the community and as such USC Lancaster, the Lancaster Educational Foundation, and community partners provide over \$400 thousand in scholarships and tuition reductions to USC Lancaster students annually. USC Lancaster participates in both Federal student aid programs, providing over \$2 million in grants annually; and South Carolina state student financial aid programs, providing over \$2.5 million in grants and scholarships annually. USCL tuition and fees have remained low enough that a full Pell Grant covers 80% of those costs for in-state students, with the difference often being met by other grants and scholarships. In addition, Pell Grants and State Lottery Tuition Assistance are available for students in summer as well. As such, students with a 0 EFC rarely have any out of pocket expenses, and other Pell Grant eligible students rarely need to borrow student loans to meet actual expenses. Though borrowing loans is discouraged, USCL recognizes that for many students, college would not be possible without this option and as such USCL does participate in the Direct Loan programs. This loan program often meets the living expenses students must cover while attaining their college education. USCL's staff and faculty are committed to keeping tuition expenses low and assisting students in attaining and maintaining financial aid to keep college as affordable as possible while still providing the quality of education for which the University of South Carolina is renowned.

### ***Reputation Enhancement***

Describe your unit's contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.

USC Lancaster is the face of the University of South Carolina in our service region. The contributions of our faculty, staff, and students in our community are vital to the larger reputation of USC.

### ***Challenges***

Describe challenges and resource needs you anticipate for the current and upcoming Academic Years, not noted elsewhere in your reporting - or which merit additional attention.

The most significant challenge for USC Lancaster is fiscal parity. Despite the fact that it is the largest Palmetto College campus, USCL receives one of the lowest state appropriation across the USC campuses and in fact statewide. Any increases in per-student appropriations would make a significant impact on our ability to better serve students.

This report last year noted a decline in dual enrollment student enrollment as a result of changes in local school districts. USCL has dedicated significant resources to build enrollment in traditional college students to increase enrollment overall and we have made significant progress in recovering dual enrollment students.

One of our most exciting challenges currently is staffing courses at our newly launched Indian Land site. USCL has submitted the appropriate substantive change notifications to SACSCOC and the new site is off to a strong start, with a 97% registration growth from Fall 2018 to Spring 2019. Since our faculty already have full plates with their teaching, service, and scholarship responsibilities, covering classes will pose some challenges until the enrollment increases enough to allow for new hires.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Initiatives for the Academic Year.

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## FACULTY INFORMATION

### AY2018-2019 ONLY

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#### ***Research and Scholarly Activity***

Please refer to the Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management. Identify areas of challenge and opportunities with faculty research and scholarly activity. Please provide specific plans you will implement to meet these challenges or take advantage of the opportunities.

USCL faculty scholarship is not included in the Academic Analytics data reports generated for Columbia faculty. Please see the chart on the following page. Our report from the Office of Research's Information Technology and Data Management is below, but this grant funding is largely in support of USCL's TRIO programs for student support services, rather than faculty research.

#### **Office of Research's Information Technology and Data Management report FY18**

Number: 2 (\$346,300)

Source: federal (\$340,300), state (\$6,000)

Purpose: service

Top Federal Sponsors: USDE (\$340.300)



# FACULTY RESEARCH AND SCHOLARLY ACTIVITY 2018

USC Lancaster faculty engage in a wide variety of scholarly activities, particularly given teaching loads and service obligations on the campus. Research active faculty can apply for a redefined teaching load (generally reducing a 4/4 load to 4/3, with some variation depending on discipline and contact hours), and all faculty in the tenure-track work on the 4/3 load. This aggregate data was collected from Faculty Information Forms, in which faculty detail their annual activities. USCL is extremely proud of the outstanding contribution to scholarship our faculty make, but it must be noted here that these numbers barely begin to reflect the wide scope of faculty engaged scholarship in service of our campus and community.

## USC Lancaster Faculty Scholarship Reported for January-December 2018

**36 faculty** reported the scholarship activity reported in this chart.

Publications	
Books / Monographs	
Journal Articles / Chapters, Refereed	15
Journal Articles / Chapters, Non-Refereed	
Edited Collections	
Textbooks	1
Abstracts	4
Book Reviews	
Encyclopedia Entries & Digital Essays	9
<b>Total</b>	<b>29</b>

Presentations / Posters	
National / International	16
Regional	19
State	9
Local	13
Guest Lectures	4
<b>Total</b>	<b>61</b>

Creative Work *	
Creative Writing	8
Performing Arts	14
Visual Arts	16
<b>Total</b>	<b>38</b>

Grants	
Grants submitted (under review or not funded)	7
Grants funded, internal USC Lancaster	8
Grants funded, internal USC	4
Grants funded, internal USC, undergraduate	8
Grants funded, external	8
<b>Total</b>	<b>35</b>

Other Scholarly Activity	
Reviewer Work *	51
Scholarly Journal Editors	4
Professional Consultations	15
Media Consultations	3
<b>Total</b>	<b>73</b>

\* The category "Creative Work" above includes film screenings, plays performed, curated exhibits, works accepted into juried art exhibits, artist-in-residence positions, and creative writing publications and performances.

\* The category "Reviewer Work" includes faculty serving on advisory boards and conference program evaluation committees, providing manuscript reviews for journals, reviewing grants, as well as evaluating academic programs.

## ***Faculty Development***

List and describe your unit's efforts at Faculty development during the Academic Year, including investments, activities, incentives, objectives, and outcomes.

USC Lancaster was the first Palmetto College campus to provide dedicated financial support for faculty research with our USCL Research and Productive Scholarship Award Program, beginning in 1999. In AY 2018-2019, seven grant applications were submitted, with requests totaling \$33,720.94. All requests were funded, with the additional funding dedicated to support faculty travel. For a listing of past awards, please see

[https://www.sc.edu/about/system\\_and\\_campuses/lancaster/internal/faculty\\_and\\_staff/faculty\\_rps\\_program/rps\\_past\\_awards/index.php](https://www.sc.edu/about/system_and_campuses/lancaster/internal/faculty_and_staff/faculty_rps_program/rps_past_awards/index.php)

The travel budget for faculty scholarship remains stable at \$30,000 in FY 2018-2019. These funds are dedicated primarily to presentations at conferences, although attendance at conferences for professional development may also be supported if funds allow. Generally funding is fully expended for travel, so the additional influx from the RPS funding provided welcome support. RPS and travel funding directly support our faculty's excellent research and scholarly activity record.

Faculty were also provided perhaps less exciting but nevertheless important professional development opportunities this year as well, including several sessions of a workshop titled "Handling Campus Disturbances" in March 2019. USC provided mandatory online training modules to all USC faculty and staff as well. Harassment and Discrimination Prevention Training was "sponsored by the Office of Equal Opportunity Programs and fulfills a commitment to educate all USC faculty and staff about issues related to Title IX, which prohibits sex discrimination in education programs or activities that receive federal funding. The Carolinian Creed also calls us to model the behaviors that we expect from our students. Therefore, we must stay informed about diversity, equality, discrimination, human relations and social justice." In addition to the online training, on 28 March 2019, the campus hosted two informational sessions featuring Dr. Carl Wells, Assistant Director of Equal Opportunity Programs, Director of Training and Development, and Deputy Title IX Coordinator for the University of South Carolina.

And finally, last fall, Palmetto College Chancellor Susan Elkins announced the appointment of USC Palmetto College Campuses 2018-19 Salary Study Steering Committee. The committee includes diverse and representative stakeholders from each campus and from Palmetto College Campuses Faculty Senate and is responsible for making recommendations on the allocation of the funds committed for salary increases. This report is being finalized now and implementation of these increases will begin after it is released in Fall 2019.

## ***Other Activity***

List and describe significant artistic, creative, or other performance activities of faculty in your unit during the Academic Year. List each individual by Last Name, First Name, name of activity, month and year.

Artistic, creative, and performance activities are reflected in the Scholarship report above.

## ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Faculty for the Academic Year.

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## TEACHING

### AY2018-2019 ONLY

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#### **Faculty to Student Ratios\***

What does the quantitative data reflect on the faculty student ratio? Do you agree with the data? Why or why not? Please describe your plans for the future to impact this ratio?

\*The student to faculty ration calculation is as follows:  $(Total\ FT\ Students + 1/3PT\ Students)/(Total\ FT\ Instructional\ Faculty + 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach$ .

#### **Calculation using Fall 2017 IPEDS data**

$707\ Total\ FT\ Students + 1,138\ 1/3PT\ Students)/(52\ Total\ FT\ Instructional\ Faculty + 34\ 1/3\ PT\ instructional\ Faculty) + Staff\ who\ teach$

$$(707 + 1138/3)/(52+34/3)+0 = 17.15$$

#### **Faculty-to-Student Ratio**

**Data Source: IPEDS**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
USC Lancaster	17	18	16.7	17.2

IPEDS faculty data counts are somewhat complicated in several respects. Our numbers are reported centrally from OIRAA, not locally, so we are not always able to determine the calculation methods. For example, IPEDS lists our institutional number for staff who also teach as 0; it is unclear how IPEDS classifies some USCL staff who teach a course in addition to their staff duties. Second, USCL employs some full-time faculty who are retired but who do not appear to be counted in our full-time faculty numbers. With that noted, it appears that this qualitative data reflects faculty student ratio at USC Lancaster relatively accurately.

USC Lancaster is committed to keeping a low faculty to student ratio in support of student success, allowing for quality interaction between faculty and students. Course size can range, with smaller classes offered at times in support of student enrollment in more specialized programs, and larger classes in some of the larger programs experiencing growth. The slightly higher ratio this year seems most likely due to a decrease in our dual enrollment, as already reported. The ratio is still solid, and we are on track to continue to keep that ratio low.

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# STUDENT RECRUITING AND RETENTION

## AY2018-2019 ONLY

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### ***Student Recruitment***

List and describe your unit's efforts at recruiting students into your programs. Please provide specific actions.

USCL has dedicated significant energy to a multi-pronged effort at recruiting students, and enrollment has remained consistently strong, despite an expected decline in Fall and Spring due to the loss of two large dual credit schools, as discussed in last year's report. However, there were increases in Summer 2018 enrollment, as well as Fall 2018 enrollment of first-time freshmen, Change of Campus, and Readmit/Returning.

- Summer 2018 enrollment reached 446, a 53.25% increase over Summer 2017's 291.
- Fall 2018 enrollment reached 1,523.
- Spring 2019 enrollment reached 1361.

The campus continues to improve the application procedure and offer waivers for low-income students for application fees, in addition to providing financial aid counseling for those applicants. We have recruited students this year through targeted phone calls, by sending them mailings and emails, and by purchasing ads on social media (Facebook and Instagram). The campus also continues to work closely with local high schools in support of our dual enrollment program. While we are beginning to benefit from population growth in our region, much of our success in student recruitment can be attributed to our increased outreach, which has enhanced awareness of USCL's programs and opportunities both within and outside of our service region. Our campus focus on staffing and coordination in the Office of Admissions this year has been ably led by our new Executive Director of Enrollment Management, Justin Pearson, who joined our staff in April 2018. Staying connected to prospective students throughout the application pipeline and anti-summer melt initiatives will produce favorable enrollment increases going forward.

#### **Report on recruiting and enrollment initiatives from Director Pearson:**

"A robust multilevel communication plan was set in place for prospects, applicants, and admitted students through the CRM. Text messaging was also included later through Cadence. The comm plan also has a targeted letter to parents of our students (FR/TR in particular). Kennedy & Co was brought on afterwards to assist in the recruitment of students. We have been working with Mickey Baines in utilizing the CRM fully and capturing pertinent information from students. He has provided insight into using the CRM to its fullest and with Dual Enrollment activities. The comm plan consists of 8 pieces of information culminating with the Campus Dean's letter to all admitted students. In addition to recruiting in our six service counties, a strong effort has been underway to develop markets in Union & Mecklenburg Counties in NC."

- **19 College App Days:** Represented USC Lancaster within the high schools as we assisted seniors in completing college applications
- **4 On-Campus Recruitment Events:** These included hosting various high school groups on campus for engaging campus tours and educational activities, parent nights to provide parents of prospective students with information about opportunities at USC Lancaster, and 2 phone bank nights spent reaching out to students who had been denied from USC Columbia

- **55 CACRAO Ed-Op Events/College Fairs/High School Visits:** Represented USC Lancaster and provided interested students with information about our campus
- **2 Community Festivals/Events:** Represented USC Lancaster and provided information about our institution at area community festivals and events
- **4 NACAC Fair, North Carolina area college fairs** to provide interested students with information about our campus
- **2 Campus Open House (fall and spring)** to provide interested students and their families with information about and a tour of our campus
- **3 On- and off-campus guidance counselor events** (lunch and breakfasts)
- **4 Dual Credit Information and Advising Sessions:** held in the evenings to assist dual credit students with registering for dual credit courses

In addition, USCL always promotes Palmetto College degrees in all our local campus recruiting, and our Palmetto College Coordinator Danelle Faulkenberry conducted more than 31 recruiting events on campus and in the community:

- parent and student orientation sessions at USCL
- area high schools, such as Lancaster, Indian Land, and Clover
- local school districts, such as Fort Mill
- targeted guidance counselor sessions, including Clover
- college fairs, including Northeastern Tech
- conferences, including South Carolina Association for Higher Continuing Education
- community organizations, such as Leadership Lancaster, the Chamber of Commerce, and the Sims Foundation
- targeted business employee meetings, including PCI Group.

## ***Student Retention***

List and describe your unit's efforts at retaining the current students in your programs. Please provide specific actions.

Student retention efforts focus on two areas: supporting enrolled students in successful completion of academic course work, and retaining students from the associate degree programs in our Palmetto College degree completion programs. USCL's student success rate is 57.4% (see discussion under Concluding Remarks: Quantitative Outcomes below), and our retention rate according to the Commission on Higher Education Data from Fall 2017 to Fall 2018 is 53.1%, the highest of the Palmetto Colleges campuses. These results can be attributed to the existence of key campus support services aimed at success and retention, namely, the Academic Success and Writing Center, TRiO programs, the UNIV 101 course. The following information reported by Dean Walt Collins outlines several major campus practices designed to increase retention and graduation rates.

### **Advising**

- We continue to promote advising programs to assist academic advisors. These include major maps, DegreeWorks, and Schedule Builder.
- Roving Registration Cart, Late Night Walk-in Advising, Increased contact with continuing students for early registration through calls, texting, and postcards, implementation of academic success workshops, and campus digital monitors "Did you know...?" images and reminders.
- We will be changing the way we will do first year advising starting in Summer 2019. New students will be assigned to an advisor in the first-year advising corps which will include

two faculty members from each academic division, all BSN academic advisors, and 4-5 staff member advisors.

#### **Retention consultant work this year**

- The process of looking at retention has allowed us to explore associated issues and student success in more depth. Specifically, we have explored and created responses to the following questions: How does the campus define retention? What would you consider a successful retention process? We believe that we have a plan using the new software (see below) to make a positive impact on retention and success.

#### **UNIV 101**

- UNIV 101 remains a key influence in retaining students because of relationships built between students and faculty and because of pertinent student success oriented content of the course.

#### **Purchase of new software**

- Through work with a consultant this past year, USCL purchased Salesforce's Target X retention suite in early 2019. The software will work hand-in-hand with the current recruitment software to allow us to track students and craft individualized retention plans using real-time data. We expect this software to impact retention in great ways once it's fully operational.

#### **Travel Study**

- We espouse the notion that student engagement and involvement in co-curricular activities increase retention and success. We promote opportunities such as study abroad for this and other reasons. USC Lancaster students participated in a trip to Germany during May 2019. Students traveled to Germany and attended the Second Annual Congress for Undergraduate Research. Two USCL students had proposals accepted to present at the conference.

#### **Graduation with Leadership Distinction**

- 13 students graduated with Leadership Distinction at the May 2019 commencement ceremony. USC Lancaster continues to encourage students to be a part of this impactful program by supporting faculty work in this area with pay incentives.

#### **University of Possibilities**

- For over a year, USC Lancaster has been working actively with A.R. Rucker Middle School to promote the University of Possibilities program. This program promotes and provides resources to help prepare students for college. We did one program this year (November 2018) with sixth grade students. There is a lot of room for expansion of this program locally. I also was asked to present at Rucker's Career Day in May 2019. I was able to do that to show our support for the school and strengthen our partnership for college readiness and success.

#### **Disability Services**

- Disability Services continues to support the needs of students with disabilities allowing for academic accommodations, quiet testing facilities, and considering other needs as requested.

**Counseling Services**

- USC Lancaster employs 1 1/3 FTE licensed psychologists to serve as personal counselors for our students. This is a free service with staff to help with personal, academic, and career counseling.

**Horizon Education Grants**

- USC Lancaster's partnership with J. Marion Sims has provided meaningful opportunities for students via Horizon Education Grants. For the 2018-2019 academic year four programs received grants to promote collaboration between educators, parents, and students in shared projects and activities. The awarded programs were: Student Food Pantry, Chemistry Club (worked with Andrew Jackson High School chemistry students), Job Endurance Training (with SC Works) for PC seniors, and Lancers Boutique. Both the Student Food Pantry and Lancers Boutique are projects that have clear goals of improving student retention by addressing pressing student needs.

**TRiO**

- The Opportunity Scholars Program and TRiO continue to support the academic and personal needs of USCL students enrolled in the program. We had a record number of TRiO graduates in May 2019.

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## FACULTY AWARDS AY2018-2019 ONLY

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List those faculty members that were **nominated for awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

<b>Date</b>	<b>Award Type</b>	<b>Nominated Last Name</b>	<b>Nominated First Name</b>	<b>Region</b>	<b>Award Title</b>	<b>Awarding Organization</b>
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
3/2019	Teaching	Coe	Mark	Internal	Teacher of the Year (Business, Behavioral Sciences, Criminal Justice, and Education Division)	USCL Student Government Association
3/2019	Teaching	Garane	Garane	Internal	Teacher of the Year (Humanities Division)	USCL Student Government Association
3/2019	Teaching	Castiglia	Jill	Internal	Teacher of the Year (Math, Science, Nursing, and Public Health Division)	USCL Student Government Association
12/2018	Teaching	Cai	Li	Internal	John J. Duffy Excellence in Teaching Award	Palmetto College
12/2018	Research	Easley	Liz	Internal	Denise R. Shaw Excellence in Scholarship Award	Palmetto College
12/2018	Service	Obi Johnson	Bettie	Internal	Chris P. Plyer Excellence in Service Award	Palmetto College



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## FACULTY AWARDS AY2018-2019 ONLY

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List those faculty that **received awards** this academic year. Please note: Regional is generally defined as the Southeast US, which the Association of American Geographers describes as including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Date	Award Type	Recipient Last Name	Recipient First Name	Region	Award Title	Awarding Organization
	<i>Indicate the type of Award: Research, Service, or Teaching</i>	<i>Provide the Last Name of the faculty member receiving the award</i>	<i>Provide the First Name of the faculty member receiving the award</i>	<i>Provide the region of the award</i>	<i>Provide the formal Title of the Award</i>	<i>Provide the formal name of the organization which issued the award.</i>
4/2019	Research	Kendrick	Kaetrena	National	Academic / Research Librarian of the Year, 2019	Association of College and Research Libraries' (ACRL), sponsored by GOBI Library Solutions from EBSCO
3/2019	Teaching	Coe	Mark	Internal	Distinguished Teacher of the Year, 2018-2019	USCL Student Government Association
3/2019	Service	Obi Johnson	Bettie	Internal	Distinguished Research Service Awards, 2019	The Office of the Vice President for Research, University of South Carolina
10/2018	Service	Collins	Walter	Local/State	Community Ambassador Award, 2018	YMCA of South Carolina
10/2018	Research	Burgin	Brent	Local/State	Brent Burgin Endowment established	South Carolina Archival Association
3/2019	Service	Hammond	Lisa	Local/State	Unit Volunteer of the Year Award, Troop 316	Wateree District, Indian Waters Council, Boy Scouts of America

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# ALUMNI ENGAGEMENT AND FUNDRAISING

## AY2018-2019 ONLY

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### ***Alumni***

Describe your unit's substantial activities, engagements, and initiatives with alumni during the Academic Year. Focus should be on relationships and activities with alumni; development with non-alumni and fundraising are collected separately.

USCL is working to grow our alumni engagement and outreach activities, preparing in particular for alumni giving opportunities in conjunction with our upcoming 60<sup>th</sup> anniversary celebration. Our Alumni Association (currently directed by a former alumnus, Brandon Newton, also a House of Representatives member) offers alums discounts at our local book store and other services. The Alumni Association is currently planning a tailgate party in the fall near the start of football season. This first gathering of the USC Lancaster Alumni Association will be the final step in having a robust and operation alumni network for our campus. Our database currently includes 620 alumni, and we expect that to grow as outreach expands.

In addition, many campus community events engage alumni, building a sense of sustained community with graduates and former students in activities that are both enjoyable and beneficial, including the following two major events:

- Laps for Lancers (23 March 2019): An annual fundraiser for the Educational Foundation of USC Lancaster, this 5K and 10K race raised over \$8,200 and included 187 participants.
- The Soul Food Cook Off (27 February 2019): Teams sponsored by local businesses compete in cooking competitions, drawing hundreds of guests from campus and community; this year's event raised over \$6,200 to support the endowed Thelathia Barnes Bailey Emergency Textbook Scholarship to assist students with books.
- Big Thursday (15 November 2018): An annual scholarship fundraising opportunity that engages many alumni (see Development below for more information).

These events are not exclusively alumni-focused, but generally draw a considerable number of alums, and provide excellent public relations as well as we broaden our alumni outreach.

### ***Development, Fundraising and Gifts***

Describe your unit's substantial development initiatives and outcomes during the Academic Year.

The Educational Foundation of the University of South Carolina Lancaster (EFUSCL) is a charitable 501(c)(3) organization founded in 1963 to "receive and administer funds for education and charitable purposes." In addition to owning the real estate of the campus, the EFUSCL receives and manages charitable donations to enhance programming at USC Lancaster. Most gifts are designated for scholarships, but the Foundation also manages gift and grant funds that are designated for other purposes. The members of the Board of Trustees are volunteers who give generously of their time, talents, and financial resources.

- In 2018/2019, \$162,762 in scholarship funds were awarded.
- 164 students received scholarship for the 2018-2019 academic year.
- \$275,706 received in gifts and grants in 2017.
- 151 scholarship and other special purpose funds.

In November 2018, USCL hosted the annual Big Thursday event. Big Thursday, Inc. contributed \$20,000 to their USCL Scholarship Fund last year. Each year Big Thursday Scholarships are awarded to students from each of the four Lancaster County high schools. In addition, the Native American Studies Center received a \$10,000 gift from OceanaGold – Haile Operation and the USCL Food Pantry received \$2,500 from Founders Federal Credit Union and \$2,500 from Springs Close Foundation. The 2019 Soul Food Cook Off event raised over \$6,200 for the Thelathia Barnes Bailey Textbook Scholarship, as noted above.

Dean Collins has had several development visits with current and potential business and industry partners including Haile Gold Mine, MAKROchem, Keer, Nutramax Laboratories, Springs-Close Foundation, Giti Tire, and INSP. The campus continues actively to seek partnerships, giving opportunities, and scholarship support for students.

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Alumni and Development for the Academic Year.

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## COMMUNITY ENGAGEMENT AY2018-2019 ONLY

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*Please note: Our future goal is to pull this information directly from the COCES system. Please highlight below what you consider to be the most significant engagements with the understanding this information may not be loaded in the COCES system at this time.*

***Describe the community engagement and community-based research, scholarship, outreach, service or volunteerism your unit conducted this academic year which would include the following: local, state, regional national and international.***

Sort response in order of significance beginning with most significant. Please note, based on the specific activity, it is acceptable to list an activity in this response as well as the response below.

USC Lancaster faculty and staff are profoundly engaged in the life of the Lancaster community and those other counties in our service area.

Several faculty research projects directly with our community; these projects commonly result in student presentations at conferences or in joint publications, as discussed above in Academic Initiatives: Experiential Learning for Undergraduates with our undergraduate research presentations at the 2nd World Congress on Undergraduate Research in Oldenburg, Germany.

Also noteworthy is our Native American Studies Center faculty and staff's ongoing work with the Native American South Carolina Archive (NASCA), a comprehensive digital archive for tribal histories, photos, correspondence, oral histories, and more. A collaboration between the Archive, the USC University Libraries Digital Collections, and the USC Institute for Southern Studies, NASCA provides resources for studying Native American culture and highlights the important role Native South Carolinians have played in our state's prehistory and history. This archive is growing and will contribute substantially to Native American studies nationwide.

Another excellent example is our community-engaged scholarship is the work of two USCL faculty, Professor Brittany Taylor-Driggers (Art) and Dr. Brooke Bauer (History). They successfully sought USCL Research and Productive Scholarship grant funding for their project, "The Ripple Effect of Historical and Curatorial Research in Public Spaces" to conduct research in Chickasaw, Oklahoma and the Santa Fe, New Mexico region. As they build their own individual scholarship as an artist and an historian, they are also studying the Indian Art Markets to determine how the Native American Studies Center and USCL can host similar events focusing on Indigenous artists nationwide.

In community service, faculty and staff alike are fundamentally engaged in community projects. A very small sampling would include tutoring in all levels of area schools, literacy initiatives, and leadership in local service organizations including the Rotary and the Boy Scouts of America. Student organization are also routinely engaged in service work; the Lancaster baseball team each year works with the Lancaster Dream Team, working with disabled children and adolescents in baseball. Rotaract, Omega Scholars, and Delta Links routinely participate in activities such as school supply drives for area schools with a high concentration of students eligible for free and reduced lunch programs.

The USC Lancaster Native American Studies Center regularly provides educational programming to local schools and community outreach and education events. A typical program might include Catawba pottery demonstrations to accompany a major exhibit opening, or an open archeology lab where community members learn to sort and prepare artifacts from archeological digs for study. In AY17-18, the Center attracted 8,429 visitors.

A special focus of community engagement is the Learn-to-Swim and Water Safety Program for Lancaster County 4th Graders. A twenty-two-year-old partnership between the J. Marion Sims Foundation, the Lancaster County School District, and the Gregory Family YMCA provides this program, which serves over 1,100 4th graders each school year. The program has served over 20,000 area fourth graders since 1995. The program expanded this year to serve students in Chester County and Great Falls Elementary School, and we are working on a partnership with Lewisville as well.

And finally, USC Lancaster hosts 300+ community activities on our campus per year including the weekly meetings of the Lancaster Rotary Club (Thursdays) and the Lancaster Breakfast Rotary Club (Wednesdays).

USCL is proud of the many community engagement projects in which our campus participates, and we look forward to many more years of fruitful partnerships.

### ***Community Perceptions***

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

Because USC Lancaster and the Lancaster community have been so closely connected since the founding of the campus in 1959, we have a deep trust in our partnerships and community engagement; over and over the community has rewarded that engagement with generous support for student internships, scholarships, and donations for building projects. USC Lancaster maintains close relationships with community boards related to our educational mission, most particularly the Educational Foundation of USC Lancaster, the Lancaster County Commission for Higher Education and the USC Lancaster Board of Visitors. This year, building on an earlier project, we formed the Town-Gown Advisory Council, with the following mission:

The mission of the University of South Carolina Lancaster Town-Gown Advisory Council is to consciously build deeper relationships between the university and the communities we serve, with specific emphasis on these core values:

- Fostering the growth of students in their educational pursuits and in their engagement in the community as citizens, including creating opportunities for students as interns and in post-collegiate professional development;
- Developing relationships between university faculty and staff with the community for creating and sustaining fruitful teaching, scholarship, and service opportunities;
- Intentionally planning for campus priorities, programs, and growth that first serve students, but also benefit the community;
- Participating in the cultural and economic growth of campus and community by bringing together diverse and inclusive education, arts, and business interests.

A very successful first year of meetings positions us well to begin to more formally assess the impact of community engagement on students, faculty, community and the institution. The

hiring of a full-time internship coordinator for USCL beginning Fall 2019 is a direct product/suggestion of the work of this group.

### ***Incentivizing Faculty Engagement***

Describe your unit's policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity. Limit to 3,000 characters.

Community engagement in teaching, learning, research and creativity activity is an expected part of faculty life, and indeed, local annual peer and administrative evaluation criteria give equal weight to service as to scholarly activity. Grant opportunities are available for such projects, and the campus is developing a program that will provide matching funds for external grants to provide further incentives. A new program offered by the J. Marion Sims Foundation, Horizons Grants, promotes collaboration between educators, parents, and students in shared projects and activities, and several USCL faculty and staff have received grants in this partnership (see Student Retention above).

### ***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Community Engagement for the Academic Year.

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## **COLLABORATIONS**

### **AY2018-2019 ONLY**

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#### ***Internal Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

USCL is a tight-knit community, and faculty often work together across departments. One particularly noteworthy recent collaboration is a project headed by Professor Adam Biggs (African-American Studies), *Desegregating Lancaster*. With funding from the Sims Foundation Horizon Grant program, Professor Biggs is working with Matt Williamson (Director of TRiO programs), Professor Brittany Taylor-Driggers (Art), Brent Burgin (Native American Studies Center Archivist), and Professor Fran Gardner (Art) to study and document the period of desegregation in Lancaster's history. Most recently, the team is exhibiting a poster series in the exterior display cases of Founders Hall, a highly visible space to campus and community visitors.

#### ***External Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

- Healthy Communities Strategic Alliance, a partnership with USCL, the J. Marion Sims Foundation, the Chester Healthcare Foundation, the Cabarrus Health Alliance, and Lancaster County School District's LearnTV.
- College Advising Corps (CAC) in South Carolina, a partnership with USCL, the J. Marion Sims Foundation, the Duke Endowment, and Furman University to help underserved high school students navigate the complex processes of college admissions through guidance counselors placed in the 7 Lancaster and Chester high schools.
- Nonprofit internship database, a project of two USC Lancaster students, Taylor Stacks and Rachel Hovis, with the J. Marion Sims Foundation, surveying Lancaster and Chester County nonprofits to indicate their interest in student internships. The ultimate goal for this survey is to bridge the gap between students seeking internships and nonprofits seeking volunteers; this project will be an excellent starting point for our new internship coordinator when that position is filled in Fall 2019.
- Lancaster's Performing Arts Series, an annual series of affordable live shows.

#### ***Other Collaborations***

List your Academic Unit's most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations. Details should be omitted; list by name only.

USCL works regularly with business partners to provide real-world experiences for students, particularly internships. In addition, in Spring 2019, USC Lancaster was pleased to host a Career Fair for 98 student participants in cooperation with 44 local business, including representatives from Founders Federal Credit Union, Comporium Communications, Lancaster County School District, South Carolina Department of Corrections, Lancaster County Council for the Arts, United Way of Lancaster County, Springs Memorial Hospital, and the J. Marion Sims Foundation,

among many others. These academic partnerships benefit our students, the campus, and the local business community as well.

***Supplemental Info***

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on collaborations for the Academic Year.



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# CAMPUS CLIMATE AND INCLUSION

## AY2018-2019 ONLY

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### ***Campus Climate***

Describe activities your unit conducted within the Academic Year that were designed to improve campus climate and inclusion.

USC Lancaster is proud that our local campus Associate Dean for Academic & Student Affairs Dr. Ron Cox serves as Associate Dean for Equity, Diversity, and Inclusion, representing the Palmetto College Campuses on the University's Council of Academic Diversity Officers (CADO). As part of his service, he has identified representatives on each campus responsible for diversity activities, and he is working to bring Center for Teaching Excellent curricular programs in Diversity and Inclusion to the Palmetto College campuses.

As noted above in faculty development, all faculty and staff at USCL participated in Harassment and Discrimination Prevention Training, including Title IX training as well as optional electronic courses on Diversity & Inclusion and Clery Act Basics.

Creating an inclusive and welcoming atmosphere is important in all aspect of our community life. For example, USCL is designated by the South Carolina Breastfeeding Coalition as a South Carolina Mother Friendly Employer since the launch of our lactation room for students, faculty, and staff. USCL hosts diversity related cultural and community events with regularity, both for the benefit of our intellectual community, but also in support of coursework for students enrolled in our Graduation with Leadership Distinction Diversity and Social Advocacy Pathway. In addition to student life events, our TRiO programs Upward Bound and Opportunity Scholars Program have a direct mission of aiding first generation and low-income Americans in pursuing higher education, and they host many diversity-focused events, as do the Medford Library faculty, whose have a strong mission to improve campus climate and promote inclusion. The Native American Studies Center also makes diversity a major priority. The following list represents a small sampling of significant events.

#### **TRiO Representative Events**

- Early Start / DSS Back-to-School Supply Campaign for Abused & Neglected Children (August 2018): 34 Early Starters, who are predominantly first-generation and low-income, led a Back-to-School Campaign in which 108 items were donated to abused and neglected children.
- Annual Food Drive for the USCL Student Pantry and Clinton Elementary (November 2018): assists those in need on and off campus.
- 18th Annual Dr. Martin Luther King Jr. Community Scholarship Breakfast (January 2019): this event raises funds to assist minority students and other recipients from disadvantaged backgrounds.

#### **Medford Library Representative Events**

- Recognizing the importance of mental health, Medford Librarians created a weekly program called "Mindful Mondays @ Medford," designed to encourage mindfulness and reduce anxiety. Librarians Kaetrena Kendrick and Rebecca Freeman also created a social media campaign for Instagram called "Well-Being Wednesdays," which promotes mental and

physical health tips, campus, or USC system resources and general encouragement.

Students particularly enjoyed a therapy dog's visit to the library during this program!

- Medford Library showcased books recognizing the following events: Martin Luther King, Jr. Day, PRIDE Month, and Bullying Awareness Month.
- Medford Library offered the creative cultural program Día de los Muertos; attendees designed calaveras and enjoyed Mexican churros and hot chocolate.
- Banned Books Film Series and Pop-Up Movies have featured Women and racial/ethnic minority protagonists, such as *The Color Purple*, *Hidden Figures*, and *Central Intelligence*.
- The 2019 Black History Month exhibit was "Continental Medford: Africa," featuring resources about the cultures, peoples, and countries on the continent. Prominent African-Americans from South Carolina and the United States were profiled on the library's Instagram account.

#### **NASC Representative Events**

- "The Southern Indian Movement: Asserting Civil Rights and Sovereign Rights during a Time of Transition," Dr. Denise Bates, Arizona State University, NASC Lunch and Learn (20 July 2018)
- "Powwows, Music, and Dance," featuring Ronnie Black (Catawba), Kris Carpenter (Catawba), and Clyde Ellis (Elon University), 14th Annual Native American Studies Week (19 March 2019)
- "Archaeology at the Hewward-Washington House: People and Materials of Colonial Charleston," Martha Zierden, Curator of Historical Archaeology, The Charleston Museum, NASC Lunch and Learn (19 April 2019)

#### ***Supplemental Info - Diversity Inclusion***

Optional. You may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Campus Climate and Inclusion efforts of your Academic Unit during the Academic Year.

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## CONCLUDING REMARKS AY2018-2019 ONLY

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### ***Quantitative Outcomes***

Explain any surprises with regard to data provided in the quantitative outcomes module.

At the time of submission, USC Lancaster had not received quantitative outcomes data. Two notes for consideration, however:

#### **Faculty Diversity – Headcount – by Gender & Race/Ethnicity, Fall 2014, Fall 2015, Fall 2016**

In USCL's 2017 report, we noted discrepancies in the number of faculty reported for this item. That data was corrected in the chart included in USCL's report that year, and the issue reported to Palmetto College and to OIRAA. Several full-time faculty were incorrectly identified as part-time, and some staff were categorized as faculty. It is not clear whether these minor discrepancies have been corrected.

#### **Success Rates of First-time, Full-time Degree-Seeking Undergraduates**

The South Carolina Commission on Higher Education Statistical Abstract reports USC Lancaster's success rate for Fall 2017 at 53.1%. That number is the percentage of cohort graduating within 150% time of normal program time (3 years) and those who as of 150% of program time have transferred to another institution or have continued to be enrolled the term following 150% of program time.

We believe this number to be higher than reported. A transition to USC's enterprise student enrollment management software resulted in a coding error in which transfer students were not included in success rates. The Palmetto College central office has been working with the CHE as well as USC's OIRA Office to order to supply supplemental data that accurately reflects transfer rates, both in and out of state. The most recent Palmetto College preliminary and unofficial calculations for the 2014 cohort puts USCL's success rates at 57.4%, up from the 2013 cohort of 53.7%.

## **Cool Stuff**

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

This has been an exciting and fruitful year for USCL, with strong enrollment growth, wonderful student success, and new partnership opportunities with established partners. This report reflects that range of good news across the board.

One particularly noteworthy piece of campus news is that Associate Librarian Kaetrena Davis Kendrick received the 2019 Association of College and Research Libraries' (ACRL) Academic/Research Librarian of the Year. While this national award is reported above in the faculty awards section, her recognition deserves special mention. The award "recognizes an outstanding member of the library profession who has made a significant national or international contribution to academic/research librarianship and library development." Professor Kendrick received a \$5,000 award at the ACRL 2019 Conference in Cleveland.

"Kaetrena Davis Kendrick is a fully engaged and dedicated professional with her finger on the pulse of some of the most relevant and significant issues in academic librarianship today," said Jennifer L. Fabbi, chair of the ACRL Academic/Research Librarian of the Year Award Committee and dean of the California State University-San Marcos University Library. "Her work in the areas of underserved and rural user populations, professional ethics, and morale in the profession are discussed widely and used in graduate library programs. Kaetrena is framing discussions influencing the future of our profession and the next generation of librarians." Professor Kendrick contributes immeasurably to the academic and cultural life at USC Lancaster, and her efforts to foster diversity, inclusion, and civility on our campus and in her profession enrich us all. Many congratulations to Professor Kendrick!

### **Other amazing stories!**

- Two USCL students traveled 2nd World Congress on Undergraduate Research in Oldenburg, Germany to present their research—the only representatives from South Carolina to attend this international conference!
  - Impact of Body Composition on Global Esteem in College Age Women, S. Kailey Miller, Sarah H. Sellhorst, Elizabeth A. Easley, William F. Riner.
  - Evaluation of Lung Capacity Utilizing Serial Peak Flow Resulting in Students from 6–12 Grade Participating in Band, Jesse Adams, Dr. Courtney Catledge, Dr. Robin Estrada.

These students are members of USCL's very active Research Club, which spreads the word about its work through Instagram, which has 242 followers and posts regularly, including student member take-overs. These students are a shining example of students at their best.

- Our Native American Studies Center welcomed its 50,000th visitor on 14 May 2019—a landmark for our outstanding center.
- In May 2019, three dual enrollment students earned associate degrees—at the same time that they graduated from high school!
- Ten students graduated with our new Undergraduate Research Recognition cord this May. These students complete a minimum of 40 hours of mentored research on a single project and write a professional abstract detailing their experiences. Congratulations!
- USCL looks forward to celebrating the 60<sup>th</sup> anniversary of our campus with our students, faculty and staff, and our community during the 2019-2020 academic year. We have spent a considerable this year planning, and we are looking forward to featuring a publication, artwork, commemorative events, fundraising, a Spring 2020 gala, and other themed activities throughout the year.

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## QUANTITATIVE OUTCOMES

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*The Office of Institutional Research, Assessment and Analytics (OIRAA) will provide the following data. Please print from the electronic system and append these data to your Blueprint. This information will be submitted directly into the electronic Blueprint system by OIRAA.*

Please see links below. Contents of links also displayed at end of report.

[Student Enrollments](#)    [Student Diversity](#)    [Student Outcomes](#)    [Faculty Diversity](#)

[Other Tables](#) - Note: Differences in faculty/student ratios that may appear in the narrative and data sections of this report reflect differences in calculation methodology between IPEDS and the Blueprints – for Blueprints, OIRA computed an FTE for both Student headcount and faculty; whereas, for IPEDS, the calculation represents total headcount divided by total faculty. Our discussion is based on the IPEDS calculation.

*The Office of Research's Information Technology and Data Management will provide the following information for each college/school. Please append this information to your Blueprint. This information will be submitted directly into the electronic Blueprint system by Office of Research.*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for FY 2017.
- 2) Summary of externally sponsored research awards by funding source for FY 2017. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2017, and federal extramural funding processed through SAM in FY2017. Amount of sponsored research funding per faculty member in FY 2017 (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
- 3) Number of patents, disclosures, and licensing agreements in fiscal years 2015, 2016 and 2017.

### GRANTS

**Awarded:** 2 grants totaling \$346,300

**Source:** Fed - \$340,300 State- \$6,000

**Purpose:** Service \$340,000

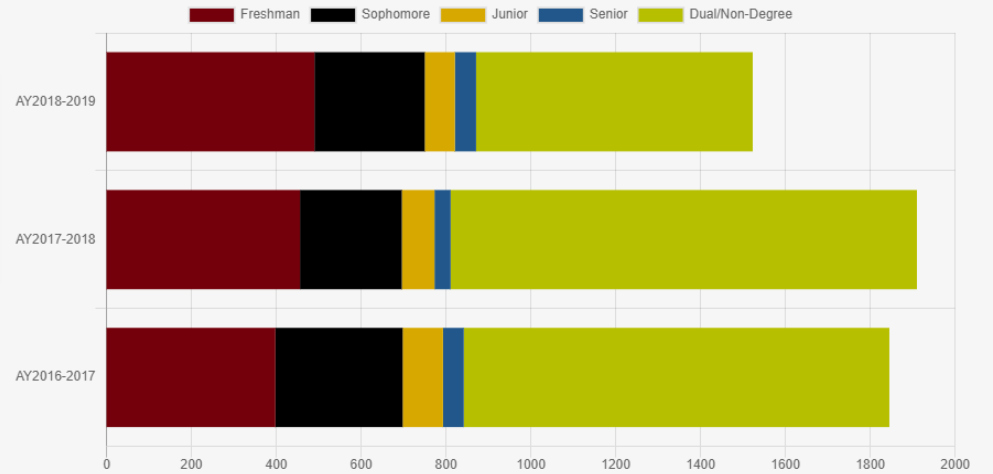
**Top Fed Sponsor:** USDE - \$340,000

# Lancaster

## Student Enrollments

### Undergraduate Enrollments

	AY2018-2019	AY2017-2018	AY2016-2017
Freshman	490	456	398
Sophomore	260	240	300
Junior	71	77	95
Senior	50	38	49
Dual/Non-Degree	652	1099	1003



# Lancaster

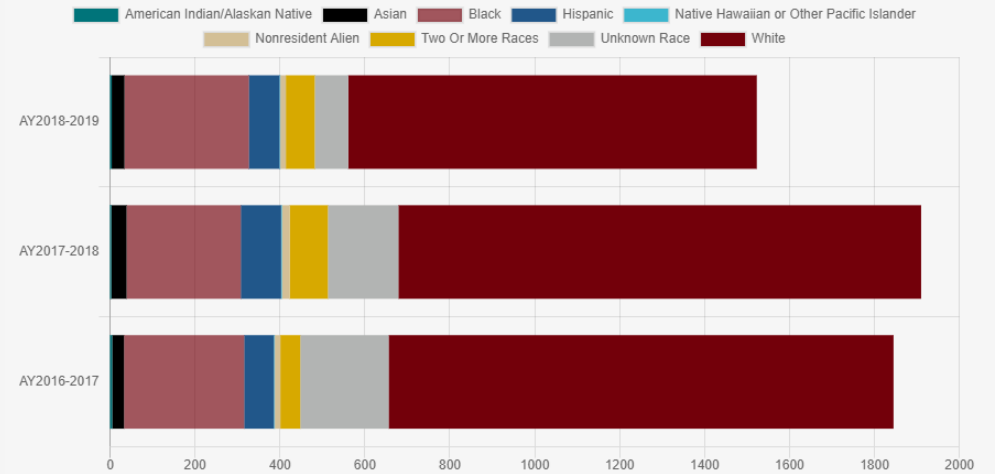
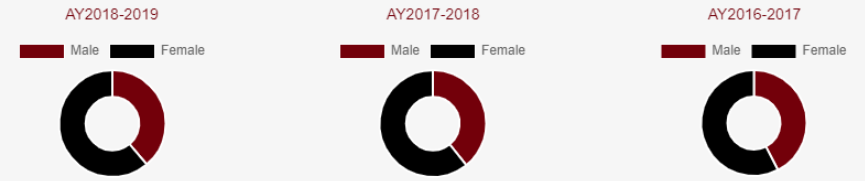
## Student Diversity

### Undergraduate Gender

	AY2018-2019	AY2017-2018	AY2016-2017
Male	592	749	784
Female	931	1161	1061

### Undergraduate Race Diversity

	AY2018-2019	AY2017-2018	AY2016-2017
American Indian/Alaskan Native	4	3	5
Asian	30	36	28
Black	293	269	283
Hispanic	72	95	70
Native Hawaiian or Other Pacific Islander	2	2	2
Nonresident Alien	13	18	13
Two Or More Races	68	90	47
Unknown Race	79	166	208
White	962	1231	1189

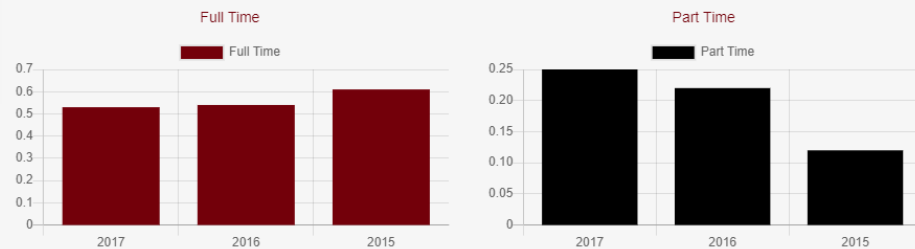


# Lancaster

## Student Outcomes

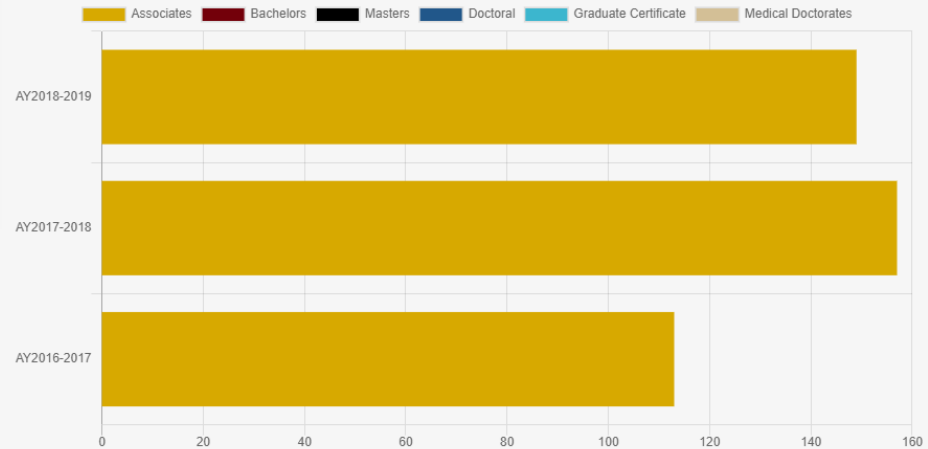
### Undergraduate Retention Rates

	2017	2016	2015	2014
Full Time	0.53	0.54	0.61	
Part Time	0.47	0.25	0.22	0.12



### Degrees Awarded

	AY2018-2019	AY2017-2018	AY2016-2017
Associates	149	157	113
Bachelors	0	0	0
Masters	0	0	0
Doctoral	0	0	0
Graduate Certificate	0	0	0
Medical Doctorates	0	0	0



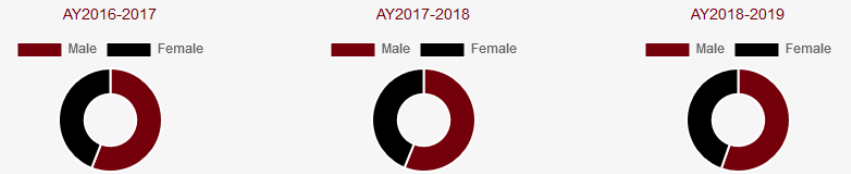


# Lancaster

## Faculty Diversity

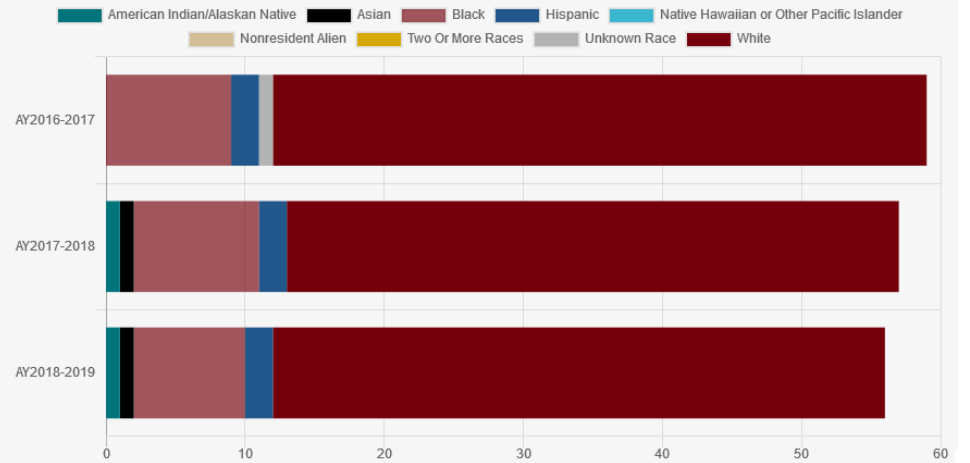
### Faculty Gender

	AY2016-2017	AY2017-2018	AY2018-2019
Male	33	32	31
Female	26	25	25



### Faculty Race Diversity

	AY2016-2017	AY2017-2018	AY2018-2019
American Indian/Alaskan Native	0	1	1
Asian	0	1	1
Black	9	9	8
Hispanic	2	2	2
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two Or More Races	0	0	0
Unknown Race	1	0	0
White	47	44	44



# Lancaster

## Other Tables

### Student Graduation/Transfer Out Rates - Undergraduate

	Fall 2015	Fall 2014	Fall 2013
3 Year Grad Rate	0.223	0.23	0.16
Transfer Out Rate	0.435	0.349	0.349

### Faculty-to-Student Ratio

	AY2018-2019	AY2017-2018	AY2016-2017
Ratio	01:14.5	1:15.83	1:15.97

### Faculty Population by Track and Title

	AY2018-2019	AY2017-2018	AY2016-2017
Professor, with Tenure	8	4	5
Associate Professor, with Tenure	20	23	21
Assistant Professor	9	9	10
Librarian, with Tenure	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical Professor	0	0	0
Clinical Associate Professor	0	0	0
Clinical Assistant Professor	0	0	0
Instructor	19	21	23
Lecturer	0	0	0
Visiting	0	0	0
Adjunct	33	31	27

### Faculty Actions

Departures
Hired
Vacancies
Retention Package

### Student Enrollment by Time Status

	AY2018-2019	AY2017-2018	AY2016-2017
Full-time	700	644	707
Part-time	823	1266	1138
Full-time	0	0	0
Part-time	0	0	0

### Student Credits Hours

	AY2018-2019	AY2017-2018	AY2016-2017
SCH 100-199	22425	22060	22738
SCH 200-299	8689	8051	7761
SCH 300-399	2806	3370	2539
SCH 400-499	1096	1049	1554
SCH 500-599	153	222	206
SCH 600-699	0	0	0
SCH 700-799	0	0	0
SCH 800-899	0	0	0