

Accountability Report Transmittal Form

Agency Name: University of South Carolina Lancaster
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Agency Director: John Catalano, Ph.D., Dean
Agency Contact Person: Paul C. Johnson, III, CPA, Business Manager
Agency Contact's Telephone Number: (803) 313-7003



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L A N C A S T E R

**Annual Accountability Report
Fiscal Year 2007-2008**

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Executive Summary

I.1. MISSION -- (SUMMARY)

The mission of USC Lancaster is to provide an accessible and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service.

The Full Mission Statement of the University of South Carolina Lancaster as approved by the USC Board of Trustees may be accessed at: <http://usclancaster.sc.edu/mission.htm>

VISION

USC Lancaster aspires to be a leader among the university's regional campuses as a comprehensive learning center offering equal access to high-quality university programs and services. USC Lancaster must be a dynamic, forward-looking and proactive institution of higher learning that relates productively to its community and to the greater University of South Carolina. USC Lancaster seeks to continuously enhance its intellectual environment and expand access to its academic programs.

VISION – SUPERIOR EDUCATION

The focus at USC Lancaster is delivery of superior education at an exceptional value. To that end, USC Lancaster will serve as the standard bearer for the regional campuses of the University of South Carolina. By all measures of efficiency and effectiveness, USC Lancaster will excel in the quality of academic programs that lead to associate and baccalaureate degrees. The USCL faculty will be comprised of scholars dedicated to teaching and aiding students to achieve their greatest academic potential.

VISION – STATE OF THE ART RESOURCES

USC Lancaster will operate with state-of-the art resources. In order to amplify the learning environment, classrooms will be designed and equipped for instructional efficiency and comfort. Laboratories will be equipped with technologies that will capitalize on innovation, functionality and safety. Recognizing that libraries are the gateway to the sum of human knowledge, USC Lancaster will provide students and the community with a library that is conducive to reading, research, discovery, and learning.

VISION – STRATEGIC LEADERSHIP

USC Lancaster will provide strategic leadership in setting the direction for higher education in its six-county service region. As USC Lancaster approaches its golden anniversary, it does so with realization that it has not yet reached its full potential. Moreover, USCL recognizes that economic transformation in its service region translates into increased demand for more diversified degree programs. By actively engaging customers and stakeholders, USC Lancaster will partner with community leaders and organizations in analyzing 21st century challenges and opportunities, both for the university and the community as a whole. Working in cooperation with the Lancaster County Commission on Higher Education and the Educational Foundation of the University of South Carolina Lancaster, the university's planning will focus on

excellence in higher education, strong financial management, and continued growth in service to the region, service to USC and service the state of South Carolina. USC Lancaster will offer health and wellness programs, cultural events and university facilities for the betterment of and enjoyment by students and citizens. In partnership with the Educational Foundation, USCL will endow faculty chairs, establish a multi-million dollar general endowment fund, expand the physical plant and intensify campus beautification programs. In cooperation with the Lancaster County Commission on Higher Education, USCL will ensure cost-effective operations and maintenance of the physical plant maximize energy conservation.

STATEMENT OF VALUES (formally adopted in 2007):

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.*

I.2 MAJOR ACHIEVEMENTS FROM PAST YEAR:

1. **New Strategic Plan** -- Most comprehensive strategic planning in 20 years.
2. **New Master Plan** -- New plan in place for expansion of physical plant.
3. **Record Enrollment** -- Fall 2007 Headcount: 1,502. FTEs: 1,003.
4. **Faculty Recruitment** -- 8 new tenure-track searches completed for AY 08-09.
5. **Community Events** -- 300 community events held on campus.
6. **Safety and Security** -- New security measures in place and more coming on line.
7. **Facilities** -- Replaced HVAC in Hubbard Hall. Began construction of new parking lot.
8. **Technology** -- Eight classrooms upgraded for multi-media instruction. Bookstore now accepts CarolinaCard transactions. Campus WAN and telephone systems upgraded.
9. **Athletics** -- Hired coaches for baseball and men's and women's tennis.

I.3 STRATEGIC GOALS

- Goal 1 (new): Expand the number of degree programs in order to meet student expectations and community needs.
- Goal 2 (new): Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.
- Goal 3 (new): Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.
- Goal 4 (new): Strengthen the financial condition, efficiency and operations of USCL.

I.4 KEY STRATEGIC CHALLENGES

1. Decline in state funding (25% cut in state appropriations in 2008);
2. Lack of parity among regional campuses in funding Mission Resource Requirements (MRR);
3. Lack of on campus student housing;
4. Increasing enrollment as a result of rapid growth in the Lancaster-Charlotte corridor;
5. Rapid transformation of local economy – from textile manufacturing and agriculture to financial and other services (weakening local job market);
6. Recruitment and retention of superior faculty at market-driven salaries and benefits;
7. Community pressure for four-year status;
8. Need to grow physical plant to meet the growing demands of service region;
9. Possible legislative intervention to freeze tuition rates;
10. Technical school 'mission-creep'; and,
11. Public dissatisfaction with higher education accountability.

Opportunities: New leadership at USC signals new opportunities for strong and continuing commitment to the needs of USCL and the six-county region it serves. USCL currently receives less than one-half of Mission Resource Requirements (MRR). A commitment by university leadership to parity funding for MRR among the regional campuses would greatly strengthen our campus community.

I. 5. HOW THE ACCOUNTABILITY REPORT IS USED TO IMPROVE ORGANIZATIONAL PERFORMANCE.

The Annual Accountability Report of the University of South Carolina Lancaster is used to report to internal and external stakeholders about continuing progress and challenges. It serves as the impetus for improving programmatic efficiencies and budget requests.

Organization Profile

II. 1. MAIN EDUCATIONAL PROGRAMS:

1. Associate in Arts
2. Associate in Science
3. Associate in Science in Business
4. Associate in Science in Criminal Justice
5. Associate in Science in Technical Nursing (RN) – in co-op with York Tech
6. Bachelor of Liberal Studies (BLS) - awarded through USC Columbia
7. Off campus contract programs with area high schools

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

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

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

Lancaster County Commission on Higher Education	Student success; Sound financial management; Cost effective operation and maintenance of physical plant; Relevant academic programs; Demonstrated commitment to community; Public service; Cultural activities.
Educational Foundation of USC Lancaster	Academic excellence and integrity; Student success; Sound financial management; Responsive administration; Modern physical plant; Relevant academic programs; Demonstrated commitment to community; Public service; Cultural activities.
City of Lancaster, Lancaster County and Six-County Service Area	Student success; Affordable education; Modern physical plant; Demonstrated commitment to community; Public service; Cultural activities.
Friends of Medford Library	Modern, clean library facilities; Up-to-date circulation materials; Convenient public access; Cultural programs.
Members of Gregory Health and Wellness Center	Modern health and wellness facility; Trained staff for health and fitness programs; Safe environment for health and fitness training; Affordable programs; Diversity of programs for varying needs.
The Diabetes Education Center Citizen's Advisory Council	Up-to-date information on Diabetes Treatment; Knowledgeable staff; Easy access to programs; Affordable programs; Modern facilities.
Springs Memorial Hospital	Pool of nursing candidates; Accredited nursing program; Effective, cost-efficient cardiac rehabilitation clinic; Cooperative clinical programs.
York Technical College	Academic excellence and integrity in nursing program; Quality candidates for nursing degree; Student success; Quality faculty; Responsive administration; Modern facilities and laboratory equipment.
Patrons of the Performing Arts Series	Continuing program of cultural events on campus; Affordable events; Variety of cultural events attractive to various age groups.
Alumni	Access to campus resources such as library; Continued success of USCL and campus growth; Cultural events; Continuing education.

II. 3. USC LANCASTER OPERATING LOCATION:

Campus -- 476 Hubbard Drive, Lancaster, SC 29720;
Nursing students attend some classes at York Technical College, Rock Hill;
Nursing students attain clinical experience at Springs Memorial Hospital and other facilities; and,
Distance Learning programs are conducted at various local high schools.

II.4 NUMBER OF EMPLOYEES

Faculty

Full-time: 61

Part-time: 38

Staff

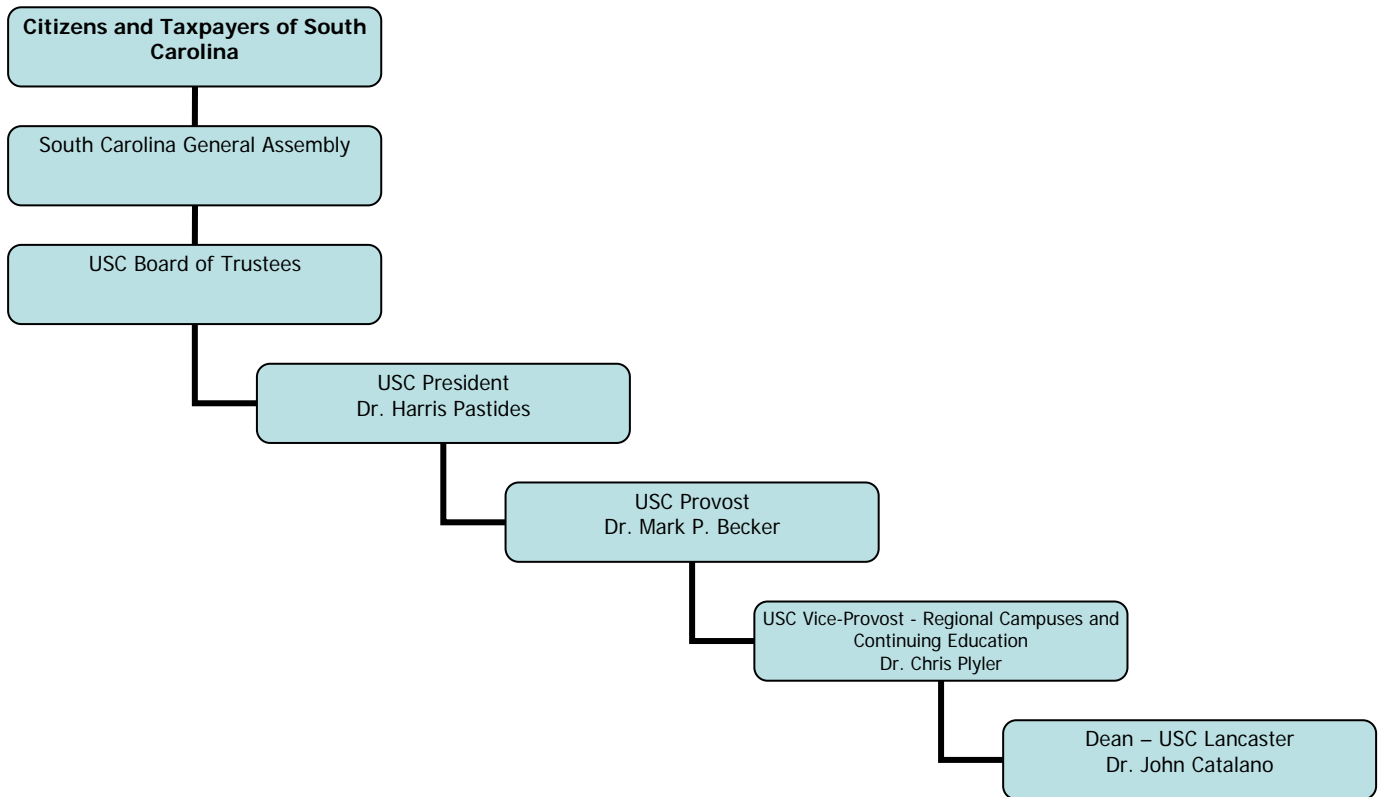
Full-time, permanent: 60

Part-time: 41

II. 5. THE REGULATORY ENVIRONMENT:

- USCL is 1 of 4 regional two-year campuses of the University of South Carolina and thus is subject to the policies and procedures of the USC;
- USCL is 1 of 33 public institutions regulated by the South Carolina Commission on Higher Education;
- USCL is accredited by the Southern Association of Colleges and Schools (SACS);
- The Associate Degree in Science in Business program is accredited by the Association of College and Business Schools (ASCB);
- Tuition rates and fees are regulated by the USC Board of Trustees;
- Budget requests are regulated by the USC Budget Office and the Budget and Control Board;
- State funding is appropriated by the S. C. General Assembly and thus the university is monitored by the General Assembly for operating efficiency and effectiveness;
- USCL is subject to various laws enacted by the S. C. General Assembly and is ultimately accountable to the citizens of South Carolina;
- USCL is subject to various laws and policies regarding state and federal financial aid programs; and,
- USC is an equal opportunity institution and is subject to various laws enacted by the U. S. Congress.

II. 6. GOVERNANCE SYSTEM



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

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

II. 7. USCL'S KEY SUPPLIERS AND PARTNERS:

1. Lancaster County Commission on Higher Education;
2. Educational Foundation of USCL;
3. University of South Carolina;
4. Local School Districts;
5. Business community;
6. Lancaster Municipal Government;
7. Lancaster County Council;
8. Alumni, Benefactors and friends of USCL;
9. York Technical College (cooperative nursing program);
10. Springs Memorial Hospital;
11. Friends of Medford Library and USCL Board of Visitors;
12. The Diabetes Education Center Citizen's Advisory Council;
13. South Carolina Lottery Commission; and,
14. U.S. Department of Education.

II. 8. THE UNIVERSITY OF SOUTH CAROLINA LANCASTER'S KEY COMPETITORS ARE:

1. South Carolina Technical College System (tuition rates);
2. USC Columbia (state appropriations and 4-year degrees);
3. Winthrop University (residential experience and 4-year degrees);
4. Proprietary Schools;
5. UNC Charlotte (variety of degree programs);
6. Queen's College – Charlotte;

II. 9. PRINCIPAL FACTORS WHICH DETERMINE COMPETITIVE SUCCESS:

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

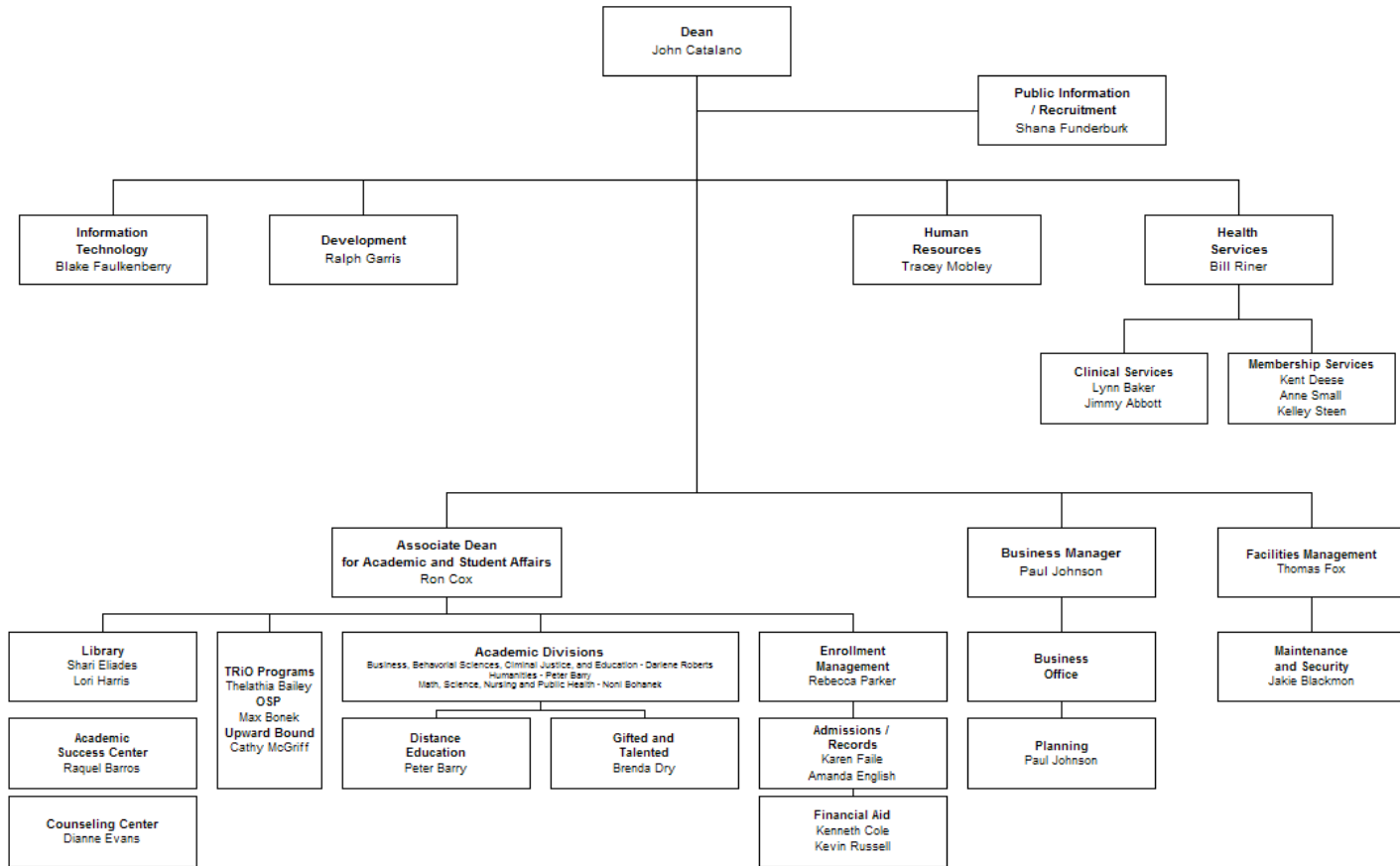
1. Quality of faculty and instructional programs;
2. Affordable tuition and fees;
3. Diversity of academic programs;
4. Small, friendly campus;
5. Faculty dedicated to teaching as a first priority;
6. Convenience to commuter students;
7. Cooperative nursing program with York Technical and USC College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

II. 10. PERFORMANCE IMPROVEMENT SYSTEMS

USC Lancaster recently updated its strategic plan using a planning model different from previous efforts. The process included significant information gathering. Key stakeholder groups (see II.2 above) were surveyed in order to gauge their perception of USCL's strengths and weaknesses. Stakeholders were asked a variety of questions, including what additional services and degree programs they wish to see available at USCL. The planning process also examined external trends -- political, economic, social, technological and trends in higher education. From that study USCL crafted a one-sentence summary of its mission statement, wrote a vision of its future, wrote the first-ever values statement and crafted new strategic goals and objectives. The new strategic plan sets out a new direction for the start of USCL's second half century – a direction that is backed by the entire community.

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

II.11 USCL ORGANIZATIONAL STRUCTURE



II. 12.

USC Lancaster Expenditures / Appropriations Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 5,149,816	\$ 2,013,932	\$ 5,994,005	\$ 2,201,320	\$ 5,837,250	\$ 2,141,776
Other Operating	\$ 4,618,887	\$ -	\$ 6,657,705	\$ -	\$ 7,657,542	\$ -
Special Items					\$ -	\$ -
Permanent Improvements					\$ -	\$ -
Fringe Benefits	\$ 1,201,776	\$ 540,173	\$ 1,496,513	\$ 569,573	\$ 1,343,524	\$ 549,725
Non-recurring	\$ 950,000	\$ 950,000	\$ -	\$ -	\$ 100,000	\$ 100,000
Total	\$ 11,920,479	\$ 3,504,105	\$ 14,148,223	\$ 2,770,893	\$ 14,938,316	\$ 2,791,501

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	\$ 950,000	\$ 800,000
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

H37-USC Lancaster Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results
520	Instruction: Arts & Sciences-Undergraduate degree programs appropriate to the authorized degree level of the institution and in compliance with its mission. Programs emphasize the basic core courses common to a wide variety of programs.	State: 3,504,105 Federal: 20,344 Other: 604,349 Total: 4,128,798 % of Total Budget: 34.64%	State: 2,770,893 Federal: 15,312 Other: 2,367,066 Total: 5,153,271 % of Total Budget: 36.42%	7.1.1; 7.1.2; 7.1.3 7.2.1; 7.2.2; 7.2.3 7.5.2;7.5.3;7.3.9
521	Research-Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 522 Other: 112 Total: 634 % of Total Budget: 0.01%	State: 0 Federal: 0 Other: 10,470 Total: 10,470 % of Total Budget: 0.07%	7.5.1;
522	Public Service-Activities established to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 0 Other: 1,074,595 Total: 1,074,595 % of Total Budget: 9.01%	State: 0 Federal: 0 Other: 1,081,208 Total: 1,081,208 % of Total Budget: 7.64%	7.6.1; 7.6.2;7.6.3 7.6.4

523	Academic Support-Administrative functions that directly support instruction, research, career advising, and public service to include libraries, computing services, and academic administration.	State: 0 Federal: 0 Other: 559,287 Total: 559,287 % of Total Budget: 4.69%	State: 0 Federal: 0 Other: 629,122 Total: 629,122 % of Total Budget: 4.45%	7.1.4; 7.2.2; 7.2.3
524	Student Services-Student focused activities to Include admissions, health, athletics, registration, academic advising, student organizations, and other student services.	State: 0 Federal: 488,512 Other: 583,897 Total: 1,072,409 % of Total Budget: 9.00%	State: 0 Federal: 485,580 Other: 796,705 Total: 1,282,285 % of Total Budget: 9.06%	7.1.4;7.2.2;7.2.3
525	Operations & Maintenance-Facilities support services to include campus security, capital planning, facilities administration, buildings and grounds maintenance, utilities, and major repairs and renovations.	State: 0 Federal: 0 Other: 953,380 Total: 953,380 % of Total Budget: 8.00%	State: 0 Federal: 0 Other: 1,183,713 Total: 1,183,713 % of Total Budget: 8.37%	7.5.1
526	Scholarships-Scholarships and fellowships in the form of outright grants to students selected by the institution and financed in the form of current funds, both restricted and unrestricted.	State: 0 Federal: 992,215 Other: 1,975,888 Total: 2,968,103 % of Total Budget: 24.90%	State: 0 Federal: 1,394,176 Other: 2,233,428 Total: 3,627,604 % of Total Budget: 25.64%	7.3.7;7.3.8

527	Auxiliary: Bookstore-Self-supporting activity that exist to furnish textbooks, goods and services to students, faculty, or staff.	State: 0 Federal: 0 Other: 9,004 Total: 9,004 % of Total Budget: 0.08%	State: 0 Federal: 0 Other: 96 Total: 96 % of Total Budget: 0.00%	7.2.3
528	Institutional Support-Administrative functions to include executive management, personnel services, fiscal operations, administrative computing, and public relations.	State: 0 Federal: 0 Other: 1,154,268 Total: 1,154,268 % of Total Budget: 9.68%	State: 0 Federal: 0 Other: 1,180,454 Total: 1,180,454 % of Total Budget: 8.34%	7.3.1;7.3.2;7.3.3 7.3.4; 7.3.5;7.3.6 7.4.1
Grand Total		State: 3,504,105	State: 2,770,893	
Grand Total		Federal: 1,501,593	Federal: 1,895,068	
Grand Total		Other: 6,914,780	Other: 9,482,262	
Grand Total		Total: 11,920,478	Total: 14,148,223	

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

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

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

NOTE: 06/07 BUDGET EXPENDITURES AND 07/08 BUDGET EXPENDITURES TIE TO THE AGENCY ACTIVITY INVENTORY SUBMISSION IS COMPLETED PRIOR TO DISTRIBUTION OF PAY PACKAGE AND HEALTH INSURANCE EACH SUMMER.

ELEMENTS OF MALCOM BALDRIGE CRITERIA

CATEGORY 1 -- SENIOR LEADERSHIP, GOVERNANCE, SOCIAL RESPONSIBILITY

1.) How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Although it may be a cliché, the process is more important than the plan itself. USCL follows a strategic planning process modeled by the *American Management Association*®. The strategic planning team is comprised of a cross section of administration, faculty and staff. Mission, vision, values, goals and objectives are not created in a vacuum and neither are they driven from the top down. The planning process requires input from all stakeholders. Values, vision, goals and objectives are developed based upon strengths, weaknesses, opportunities and threats identified in stakeholder surveys and from analysis of internal programmatic trends and external political, economic, social, technological trends and trends in higher education. Information gathered during the planning is shared and analyzed in a group setting with many university employees. Thus, the development of vision and values grows naturally from the planning process.

The mission, vision, values and goals are communicated in a variety of ways. Documents and reports are posted on the campus' website. More importantly, however, information is shared face-to-face with key stakeholder groups through formal reporting at planned meetings and through speaking engagements by senior leadership. Faculty and staff are informed of campus priorities through meetings, publications, memoranda, website postings and email.

Senior leaders at USCL live by the mission and organizational values daily. Their interactions with students, faculty and staff at every level demonstrate their genuine commitment to academic excellence and process improvement. Individual and team efforts are recognized both formally and informally. Meetings such as the annual faculty and staff retreat are occasions for recognizing campus accomplishments.

2.) How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's strategic objectives, improve performance, and attain your vision?

Implementation is the key to successful strategic planning. All corners of the campus are required to identify initiatives they propose to undertake in support of strategic goals and objectives. Those are evaluated and prioritized for funding, performance indicators are established and timelines are set for completion. Quarterly reporting is required from all project leaders and some are required to make oral presentations (one week notice) to the Dean's Administrative Council.

3.) How do senior leaders personally promote and support an organizational environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability? How are these monitored?

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

4.) How do senior leaders create an environment for organizational and workforce learning?

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

5.) How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

This question is best answered by example. In the USCL Business Office, employees participate in two important programs designed to broaden horizons, development new skills and identify the leaders of the future. First, employees are offered an opportunity to participate in the Lancaster Chamber of Commerce 'Leadership Lancaster' program. Participants in this program learn about various aspects of how our community operates through the interactions of private enterprise, governmental agencies, schools and nonprofit organizations. They meet leaders from this broad spectrum and establish lasting friendships with fellow participants.

Second, employees are offered paid attendance at the College Business Management Institute (CBMI) held each summer at the University of Kentucky. This outstanding program, in its 56th year, leads to a certificate after completing a 3-year program. The training covers all facets of university business. The faculty is comprised of senior leaders from colleges and universities across the nation. Participants establish contacts with peers at other schools and make lasting friendships.

6.) How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Weekly meetings of the Dean's Administrative Council ensure a continual flow of communication between all campus offices and senior leadership. Weekly meetings between the Academic Division chairs and the Associate Dean ensure continual communication between faculty and senior leadership. Directors and managers are given broad discretion in carrying out their responsibilities, thus fostering a sense of ownership in the campus. Senior leaders take an active role in

faculty and staff award recognition processes by recognizing (and encouraging directors and managers to recognize) outstanding achievement and effort by faculty and staff. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

7.) How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

USC evaluates the performance of senior leaders at USC Lancaster through comparative analysis of regional campus programs, student success rates, financial management, public service, and faculty accomplishments. Faculty and staff evaluate the campus dean on an annual basis through surveys from the office of Provost. The Provost reviews survey data with the dean and performance expectations are adjusted accordingly.

8.) What performance measures do senior leaders regularly review to inform them of needed actions?

Monthly financial reports
Admissions reports
Registrar reports
Financial Aid reports
Faculty Meeting and Committee reports
Other

9.) How does your organization address and anticipate any adverse impacts of its programs, offerings, services and operations? What are the key compliance related processes, goals and measures?

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

1. To insure that programs demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and,
2. To identify programs which need to be strengthened. Procedures for this review require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time.

The following criteria apply:

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. At the most recent fall term, each program must enroll at least 16 students who generate 12 full-time equivalents.

3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

10.) How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders, the workforce, and the organization's students contribute to improving these communities.

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

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

CATEGORY 2 – STRATEGIC PLANNING

1.) What is your strategic planning process, including key participants, and how does it address [identification on strategic issues, strengths, weaknesses, opportunities and strengths, and ability to execute the plan].

Planning Model

As noted on page 19, USCL's strategic planning process is a model recommended by the American Management Association. The over-arching goal of this planning model is to make quality decisions about the strategic direction of an organization. The process to update our strategic plan began in earnest during the fall of 2006. That process culminated in a new Blueprint for Quality Excellence 2008-2012. The official start date for implementation of that plan is July 1, 2008.

Planning Team

A multi-disciplinary team was established to coordinate efforts – the USCL Strategic Planning Committee. Although this work group was titled a 'committee', it operated from day 1 as a team. The process was driven by Paul C. Johnson, III, CPA, USCL's Business Manager and Director of Planning. There were a total of 9 people on the core planning team. They were Dr. Ron Cox - Associate Dean for Academic and Student Affairs, Shana Funderburk - Public Information Officer, Tracey Mobley - Director of Human Resources, Amanda English - Registrar, the three Academic Division Chairs - Professors Noni Bohanek, Richard Van Hall and Darlene Roberts and, Kenneth Cole – Director of Financial Aid. Each person received a copy of *Strategic Planning for Public and Non-Profit Organizations*, 3rd Edition, by John M. Bryson, Copyright © 2004, John Wiley and Sons, Inc. The team devoted its early meetings to review and discussion of the process and examples provided in the "Bryson Book."

Data Gathering -- Stakeholder Surveys

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

Data Gathering -- External and Internal Trends

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

Data Analysis -- SWOT Analysis and SWOT Matrix

After all information had been gathered, analyzed and summarized, a two day planning workshop was held in October 2007. Representatives from all USCL academic and programmatic areas participated. A professional consultant from the University of Louisville, Delphi Center for Teaching and Learning, served as meeting facilitator.

Day one of the workshop was devoted to committee presentations about survey data and analyses. Breakout sessions were held after each presentation and workshop participants discussed strengths and weaknesses identified from responses of each particular stakeholder group. Participants also reviewed, discussed and modified as needed the mission, vision and values statements, reaching a consensus on each.

Day two of the workshop consisted of program managers from across the campus making presentations about trends in their areas of responsibility. This included admissions and enrollment, employment, financial aid, technology, TRIO, budget, academic, distance education, library, public information, recruitment, and public service. External trends information was also presented to workshop participants. These included political, economic, social, technological, and, trends in higher education.

From all the information presented and discussed over the two days, participants then documented USCL's internal strengths and weaknesses, and external opportunities and threats, creating the SWOT matrix (see page 26). Internal strengths and weaknesses were matched against external opportunities and threats. From that discussion, participants then drafted preliminary strategic goals and objectives (initiatives).

A second, one-day workshop followed a month later with more participants. The Lancaster County Commission for Higher Education and representatives of the board of directors of the Educational Foundation of USCL were the focal audience. Condensed presentations about survey data and internal and external trends were provided to these two organizations. The SWOT matrix and the preliminary goals and objectives developed in prior workshops were reviewed and discussed. Both the Lancaster County Commission for Higher Education and the Educational Foundation of USCL endorsed and embraced the draft goals and initiatives, the mission, vision and values statements.

Strategic Goals and Objectives

The planning team then proceeded with writing the final draft of goals and objectives, developing action plans and determining performance indicators. Annual operational plans will follow and the FY 08-09 plan, although not yet completely finalized, is being implemented as initiatives are identified.

USCL's STRATEGIC PLANNING PROCESS

1. MISSION STATEMENT

2. VALUES STATEMENT

3. VISION STATEMENT

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

PLANNING BASE

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

6. GOALS

EXPECTED RESULTS

7. OBJECTIVES

8. FORMULATE STRATEGIES

HOW DO WE GET THERE?

9. IMPLEMENTATION

10. REVIEW / REPEAT

SWOT MATRIX -- USC LANCASTER

	External Opportunities										External Threats							
	EMPLOYER / UNIV RELATIONSHIP	BACC ARTICULATION	PROGRAM DIVERSIFICATION	GROWING DEMAND FOR HIGHER ED.	UNIV. ADVANCEMENT	STRENGTHEN TIES WITH 6 COUNTIES	GROWTH OF ON-LINE DEGREE PROGRAMS	FINANCE/BANKING ACADEMIC PROG	ENROLLMENT FROM USC OVERFLOW	INCREASED DEMAND FOR FLEXIBLE SCHEDULING	INCREASING POPULATION / DEMOGRAPHIC CHANGES	IMPACT OF CHINA AS WORLD PLAYER	TECH. SCHOOL MISSION CREEP	WEAKENING OF LOCAL JOB MARKET	TUITION FREEZE - LEGISLATIVE OVERSIGHT OF H.E.	COMPETITION FROM ONLINE DEGREE PROGS.	PUBLIC DISSATISFACTION WITH H. E. ACCOUNTABILITY	DECLINE IN STATE FUNDING
Internal Strengths																		
CONNECTION WITH USC FLAGSHIP	X	X	X	X	X	X	X	X	X									
COMMITMENT OF FACULTY & STAFF	X	X	X	X	X	X	X	X		X								
CAMPUS LEADERSHIP	X	X	X	X	X	X		X		X								
STUDENT SERVICES	X	X	X	X				X	X	X	X							
CURRICULA & PROGRAMS	X	X	X	X			X	X	X	X								
REPUTATION	X	X	X	X	X	X	X	X	X									
ACCESSIBILITY	X	X	X	X		X	X		X	X	X							
BONDS WITH LOCAL COMMUNITY	X	X			X	X	X									X		
ALUMNI SATISFACTION	X				X	X	X	X										
POTENTIAL RESEARCH/GRANT WRITERS	X	X	X		X							X						
LAND TO EXPAND		X	X	X	X					X								
Internal Weaknesses																		
FACILITIES															X	X		X
MORALE													X				X	X
FACULTY CONCERNS														X		X	X	X
STUDENT CONCERNS													X			X	X	X
CAMPUS SECURITY														X		X	X	X
COURSE AVAILABILITY													X	X	X	X	X	X
PUBLIC PERCEPTION / MISPERCEPTION													X	X	X	X	X	X

2.) How do your strategic objectives [goals] address the strategic challenges you identified in your Executive Summary?

Note on the previous page how the SWOT Matrix is used to align internal strengths with external opportunities and how internal weaknesses are aligned with external threats. The purpose of the matrix is to two-fold. First, from this analysis USCL will use its internal strengths to capitalize on external opportunities. Second, USCL will take corrective action on internal weaknesses in order to ensure that external threats associated with a particular weakness do not become fatal to our success. The challenges listed in the Executive Summary include the threats from the matrix and other factors more appropriately characterized as challenges.

3.) How do you evaluate and improve your strategic planning process?

Strategic planning is not about deciding what we're going to do this year or next. That is operational planning. Strategic planning is about setting direction. It is about deciding where we want to be as a university 5, 10 or 15 years from now.

Although it may be a cliché, the process is more important than the plan itself. What that means is, if the planning process is done correctly and stakeholders understand how goals and objectives were developed, then, if some planning assumptions later prove false, or if other factors change unexpectedly, then those stakeholders will understand the need to make a course correction. An analogy may best explain this. A sailing vessel does not move in a straight line to reach its planned destination. It proceeds from point A to point B through a series of 'tacking maneuvers', zigzagging port and starboard (left and right). Organizations proceed toward long-term goals much in that same way, adjusting course as circumstances warrant. The key is to stay ever vigilant of changing conditions.

Training of key personnel is paramount to improving the process at USCL. As USCL updates its strategic plan, the mix of people on the core team will change. This permits another group to receive training and experience in the process. Both formal and informal process reviews take place. A key indicator for improving the process at USCL will be shortening the timeframe to complete the next update.

4.) How do you develop and track plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

This is really quite simple. All programmatic areas are required to identify how they will support achieving strategic goals and objectives that pertain to their areas of responsibility. All ideas are listed on a spreadsheet by goal and objective. The ideas are evaluated and either accepted, rejected or revised, then prioritized based upon numerous factors, including ability to fund the project. Project leaders are identified. Those leaders submit brief written status reports on a quarterly basis. That information is shared across the campus. Also, project leaders are invited (with one week notice) to make an oral report to the Dean's Administrative Council. This requirement ensures that project leaders maintain momentum.

5.) How do you communicate and deploy your strategic objectives, action plans and related performance measures.

One member of the planning core team was our public information officer. That person works with the strategic planner on communication strategies. The strategic plan receives wide distribution in written form. It is shared with the campus community through website posting and discussion at various meetings. Campus leaders have discussed the plan with community organizations such as Rotary and Chamber of Commerce, municipal and county governmental bodies and participated in television interviews about the plan.

6.) How do you measure progress on your action plans?

Please see 4.) above regarding status reports.

7.) If the organization's strategic plan is available to the public through the organization's internet homepage, please provide the address for that plan on the website.

http://usclanaster.sc.edu/planning/BAE2008_03-06-08.pdf

-- Strategic Planning Chart begins on next page --

USC Lancaster Strategic Plan				
Strategic Goal Number	Goal Narrative	FY 07-08 Strategic Objectives (Initiatives) & Action Plans		Key Cross References for Performance Measures *
Goal 1	Expand the number of degree programs in order to meet student expectations and community needs.	<p>Initiative 1 (a) <u>Bachelor Degree Programs</u></p> <p>Action Plan 1(a)1: Seek new cooperative bachelor degree programs with other USC campuses.</p> <p>Initiative 1(b) <u>Academic and Support Programs</u></p> <p>Action Plan 1(b)1: Continue to develop and strengthen academic and support programs.</p>	New Not Applicable (N/A)	
Goal 2	Provide a superior educational experience that prepares USCL graduates for the challenges and opportunities of the 21st century.	<p>Initiative 2(a) <u>New Faculty</u></p> <p>Action Plan 2(a)(1): Increase the number of USCL full-time faculty positions.</p> <p>Initiative 2(b) <u>Foreign Studies Program</u></p> <p>Action Plan 2(b)(1): Increase the number of foreign studies and foreign travel opportunities for students.</p> <p>Initiative 2(c) <u>Student Body Diversification</u></p> <p>Action Plan 2(c)(1): Increase the number of out-of-state and international students at USCL.</p> <p>Initiative 2(d) <u>Native American Studies Program</u></p> <p>Action Plan 2(d)(1): Expand study opportunities in Native American Indian culture and other distinctive cultures.</p>	New Not Applicable (N/A)	

		<p>Initiative 2(e) <u>Instructional Technology</u></p> <p>Action Plan 2(e)(1): Leveraging advances in technology and, without diminishing the impact and significance of in-class interactions with professors, improve the quality, delivery and cost efficiency of academic programs.</p> <p>Initiative 2(f) <u>Inter-collegiate Athletics</u></p> <p>Action Plan 2(f)(1): Expand USCL's program of inter-collegiate athletics for men and women students.</p> <p>Initiative 2(g) <u>Student Internship Program</u></p> <p>Action Plan 2(g)(1): Seek opportunities for additional student internships with local businesses.</p>		
Goal 3	Improve USCL's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of high-caliber faculty.	<p>Initiative 3(a): <u>Campus Master Plan</u></p> <p>Action Plan 3(a)(1): Implement recommendations of 2008 Campus Master Plan.</p> <p>Initiative 3(b): <u>Residential Housing</u></p> <p>Action Plan 3(b)(1): Seek approval of Educational Foundation of USCL for construction and management of a residential housing complex on campus.</p> <p>Initiative 3(c): <u>New Classroom Building</u></p> <p>Action Plan 3(c)(1): Seek approval and funding for construction of a new classroom building.</p>	New Not Applicable (N/A)	

		<p>Initiative 3(d): <u>Health Services Building</u></p> <p>Action Plan 3(d)(1): Seek approval and funding for construction of a new health services building.</p>		
Goal 4	Strengthen the financial condition, efficiency and operations of USCL.	<p>Initiative 4(a): <u>Parity</u></p> <p>Action Plan 4(a)(1): Seek additional state funding that provides USCL with 100% of Mission Resource Requirements (MRR) as set by the S. C. Commission on Higher Education.</p> <p>Initiative 4(b): <u>University Advancement</u></p> <p>Action Plan 4(b)(1): Establish an Office for University Advancement as an enhancement of Development in order to increase private and corporate support of USCL.</p> <p>Initiative 4(c): <u>Responsible Stewardship</u></p> <p>Action Plan 4(c)(1): Implement strategies to reduce administrative costs as a percentage of total budget while maintaining and improving services to students, faculty and the public.</p> <p>Initiative 4(d): <u>50-Year Campaign</u></p> <p>Action Plan 4(d)(1): Seek opportunities for increased local financial support.</p> <p>Initiative 4(f): <u>Service Region Outreach</u></p> <p>Action Plan 4(f)(1): Seek opportunities for financial support from all counties in USCL's service region.</p>	New Not Applicable (N/A)	

		<p>Initiative 4(g): <u>Campus Communication and Morale</u></p> <p>Action Plan 4(g)(1): Develop and implement strategies to improve campus-wide communications and morale.</p> <p>Initiative 4(h): <u>Safety and Security</u></p> <p>Action Plan 4(h)(1): Implement strategies to strengthen campus safety and security.</p> <p>Initiative 4(i): <u>Organizational Alignment</u></p> <p>Action Plan 4(i)(1): Improve alignment of functions and offices through review of USCL’s organization chart.</p> <p>Initiative 4(j): <u>Leadership Development</u></p> <p>Action Plan 4(j)(1): Develop strategies to ensure that USCL maintains a highly skilled and motivated work force capable of assuming the leadership roles demanded by rapid enrollment growth.</p> <p>Initiative 4(k): <u>Public Service Programs</u></p> <p>Action Plan 4(k)(1): Explore opportunities to expand public service programs to include addressing the high rate of adult illiteracy in Lancaster County.</p>		

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

1.) How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

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

KNOWLEDGE OF STUDENT NEEDS AND EXPECTATIONS:

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

The Admissions Office monitors applications from new students. The primary source for new enrollees is area secondary schools. In addition, business and industry provide both marketing appeal as well as potential enrollment. The expansion of dual enrollment courses in area high schools has proven to be an effective method of course delivery. This program directly affects enrollment and acts as an affinity program when students are deciding where to attend college. This program also meets a need expressed by local school districts.

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

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

1. Student Orientation Survey (new students)
2. Course Evaluations (current students)
3. Participation on Campus Committees (Current)
4. Student Government Forums with Faculty & Administration (current students)
5. Library Surveys (current students)
6. Academic Success Center Surveys (current students)
7. Placement Tests (current students)
8. Alumni surveys (former students)

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

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

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

As a function of library services, a full assessment of the Medford Library's services is conducted on a four cycle set forth by the South Carolina Commission on Higher Education. USC Lancaster's Institutional Effectiveness assessment can be viewed at http://usclancaster.sc.edu/planning/IE_SummaryRept2006.pdf.

2.) How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

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

3.) How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Please see page 23 for the list of surveys used to collect information from key stakeholders. Current students also submit course evaluations that provide feedback to faculty. Alumni surveys are conducted every two years: <http://kudzu.ipr.sc.edu/effectiveness/accountability/alumni/>

4.) How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Please refer to USCL's strategic planning process above.

5.) How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Personal contacts are paramount to creating and maintaining positive relationships with the community. The goal of all contacts is to build and strengthen relationships with key constituent groups by understanding what their expectations are.

Staff from USCL's Admissions Office, the Office of Student Life and, the Office of Public Information regularly participate in "Educational Opportunity" days at area high schools. At these events USCL representatives talk with prospective students and distribute literature such as course schedules, academic bulletins, and other promotional items. The USCL Scholarship Committee awards numerous academic scholarships to attract and recruit high school graduates who have demonstrated a record of excellence. Most scholarships can be renewed for a second year, thus enabling the campus to retain a higher percentage of its most capable and successful students.

There are over 300 public events on our campus each year. These range from performing arts to meetings, workshops, lectures, reunions and weddings. Each event represents an opportunity to work with another constituent group to understand their needs. The campus hosts an annual luncheon for high school guidance counselors at which campus officials share information about new course offerings, degree programs, financial aid, etc.

The Lancaster County Commission on Higher Education is comprised of community leaders. This group is invited to the campus numerous times throughout the academic year. The group serves as an excellent feedback source for the evaluation of student and stakeholder relationships. The same is true for the Educational Foundation of USCL, the Board of Visitors and the Friends of Medford Library.

Student needs are ascertained through academic course evaluations which are conducted on every class every semester. Evaluations are shared with faculty and with academic division chairs, and are used to improve instruction.

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

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

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

Many USCL students are employed either part-time or full-time. Many are non-traditional students with family and other obligations. There are the traditional issues that students face – family problems, relationship problems and other personal matters. Many students perform responsibility balancing acts in their daily lives. These heavily tax their time and resources. To help students cope with the many demands they face, USCL provides an on-campus Counseling Center. Located in Starr Hall, the center is staffed by three full-time employees – one with a Ph.D. in clinical psychology, one with a master’s degree in clinical psychology, and one with a master’s degree in educational psychology. All currently enrolled students are eligible for services. The goal of the Counseling Center is to assist students in clarifying and resolving issues of personal, educational, and career concerns. All counseling is conducted in a confidential and professional setting providing students the opportunity to explore and evaluate information central to the helping process. Common needs and concerns of college students include: self-assessment, choosing a major, career exploration, goal-setting, decision-making, stress management, time management, test anxiety, critical thinking, developmental issues, esteem problems, relationship problems, depression, anxiety and panic, anger management and sexual identity. Students may come in or call to schedule an appointment. Information on the Counseling Center is found online at <http://usclancaster.sc.edu/cnslcent.htm>.

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

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

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

1.) How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

Any discussion of measurements begins with determining what types of performance indicators are important to a particular objective, what types of data are available for measuring, timely availability of data and the value of a particular measurement to management.

USCL categorizes performance indicators into 4 basic types: input measures, out measures, efficiency measures and outcome measures.

Input measures count the resources devoted to a program or project such as dollars spent, hours devoted, facilities, etc. Output measures count course completions, degrees awarded, etc. Efficiency measures will calculate ratios and comparative analysis against prior periods and/or peer institutions. Outcome measures are always the more difficult to measure and may not be fully understood for years afterward. For example, it may take years to see the full effects to the community as more and more students complete degree requirements and in turn begin to give back to their community as their careers grow.

USC's Office of Institutional Research & Effectiveness (IRE) supports the achievements of the USCL's mission by providing the collection, assessment, and maintenance of institutional research data for the institution as a whole and for academic and administrative units. The IRE Office supports and assesses the data involved in the planning process at USCL. Other measurement decisions are based upon these factors:

- a.) The Southern Association of Colleges (SACS) mandates assessment of student learning outcomes;
- b.) Standards of Higher Education collection, assessment and reporting via the South Carolina Commission on Higher Education (CHE) and the Integrated Postsecondary Education Data System (IPEDS);
- c.) SREB (The Southern Regional Education Board) publishes a yearly data analysis to provide the goals, information and comparative data essential for higher education in the following states to move forward; and,
- d.) IPEDS Peer Analysis Comparison Group – the peer group is from the Carnegie III (2 year higher educational institutions with faculty rank) used by AAUP, CHE, and Performance Funding for USC Regional Campuses comparison analysis.

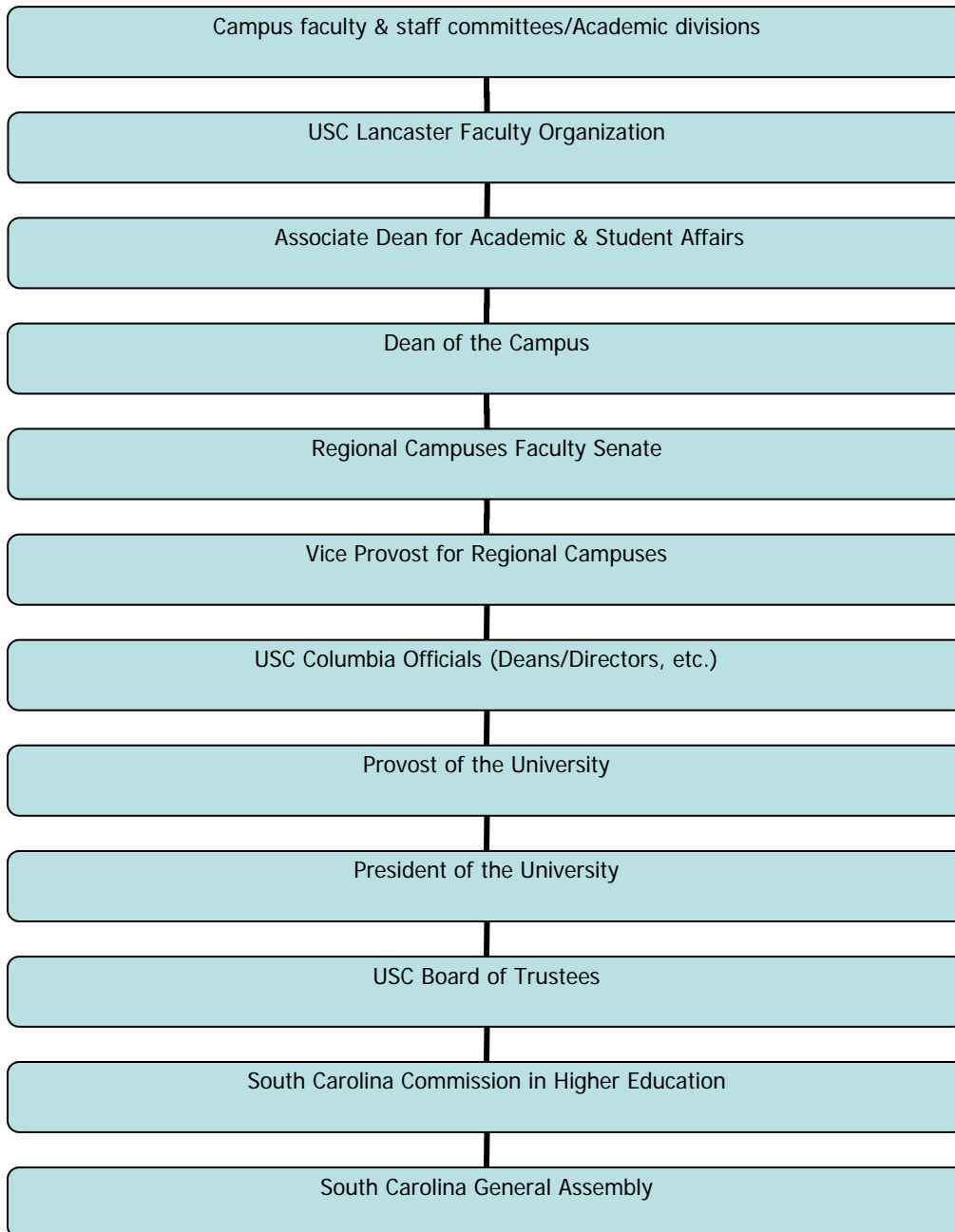
2.) How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

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

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

Each Regional Campus works with the Office of Institutional Assessment and Compliance to provide data and assessment needed for establishing effective procedures for conducting planning, assessment or institutional research, and reporting official data in a timely and accurate manner. Integration among planning, assessment and institutional research is essential for maintaining the greater University's commitment to excellence in teaching, research and public service.

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



3.) How do you keep your measures current with educational service needs and directions?

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

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

4.) How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decisions?

USCL’s strategic and operational planning processes use all available data for peer analysis and internal programmatic analysis. External trend analysis includes political, economic, social, and technological trends, and, trends in higher education.

5.) How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

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

6.) How do you translate organizational performance review findings into priorities for continuous improvement?

New operational objectives and action plans are added to implement change. Progress reports on implementation status are collected and data are analyzed against expectations. Each unit on campus examines goals and tasks which support the mission, vision, and educational goals of USCL to consider the following questions:

Planning

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

Assessment

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

7.) How do you collect, transfer and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

USCL recently began employing use of a 'knowledge transfer template'. This template is a fill-in-the blank document that virtually picks one's brain about all aspects of a particular process. When properly completed, it is a treasure chest of knowledge that only long-time career employees possess. It is used to train new employees and to help prevent the loss of 'institutional knowledge' when employees retire.

Sharing of best practices can occur in several venues:

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

CATEGORY 5 – WORKFORCE FOCUS

1.) How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

The USC Lancaster faculty is organized in three academic divisions – Humanities; Math, Science, Nursing & Public Health; and Business, Behavioral Sciences, Criminal Justice, & Education. Division chairs work directly with faculty to utilize and develop their full potential by promoting teaching excellence, research and scholarly activities, and professional, campus, and community service.

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

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

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

USC Lancaster promotes cooperation, initiative, empowerment, innovation, and organizational culture through interoffice committees and cross-functional project teams. This structure allows all employees to provide input regarding campus decisions. The Faculty Organization is representative of cross-functional disciplines, where numerous faculty committees are empowered to enhance the learning-centered process.

2.) How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, locations?

Coordination via Information Technology;
E-mail system;
Sharing of committee minutes;
Development opportunities advertised to all;
USCL Faculty Organization; and,
Administrative Council meetings.

3.) How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

As a regional campus of the University of South Carolina, USCL's faculty and staff performance management system includes merit plans, Employee Performance Management System (EPMS), and the process of coordinating with departmental and institutional plans. The faculty evaluation

system is tied directly to the USC Regional Campuses Tenure and Promotion process and to campus goals. Pay raises (in excess of State-mandated cost-of-living increases) are almost entirely merit driven - <http://hr.sc.edu/policies/hr136.pdf>. The EPMS system includes specific objectives that can be tied to campus goals and initiatives, and pay-for-performance is used to reward exceptional performance.

4.) How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

As USCL enrollment continues to grow by double-digits, it is increasingly more important that professional development be available for staff. Employees who exhibit potential for future leadership roles are given opportunities to attend events such as the annual College Business Management Institute. This program is held each summer on the campus of the University of Kentucky. Other training opportunities are made available also. USC Lancaster also conducts some on-campus workshops, including training for academic advisors, technology and information support training, library and database orientations, etc. In addition, all full-time USCL employees are eligible to take one college course per semester free of charge.

For faculty, effective succession planning is managed through mentoring, the USC faculty rank system, travel professional development workshops & conferences, maintaining a large pool of qualified and experienced adjunct instructors who may apply for full-time teaching positions, and, when feasible, “overlap” time between the arrival of new faculty and departure (or retirement) of experienced.

5.) How does your development and learning system for leaders address the following:

- 1. Development of personal leadership attributes;**
- 2. Development of organizational knowledge;**
- 3. Ethical practices; and,**
- 4. Your core competencies, strategic challenges, and accomplishment of action plans?**

Leaders attend professional development conferences and workshops specifically designed to address all of the above.

6.) How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Observation, listening, one-on-one sessions with employees to monitor progress on assignments. Inventory of competencies and skill levels. Feedback from customers.

7.) How do you recruit, hire, and retain new employees?

Identify requirements of a position and recruit with examination of prospective employee current competencies and ability to learn.

8.) How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of knowledge and skills?

Training programs are selected for their relevancy to our needs. Use of knowledge and skills on the job comes naturally to our employees.

9.) How do you evaluate the effectiveness of your workforce and leader training and development systems?

Formal and informal feedback and review processes.

10.) How do you motivate your workforce to develop and utilize their full potential?

By example.

11.) What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

Periodic surveys, staff meetings, customer feedback, observation, listening.

12.) How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

USCL's survey of staff during the strategic planning process clearly highlighted a morale problem across campus. Please see the SWOT Matrix above. Strategies are being implemented for improvement.

CATEGORY 6 – PROCESS MANAGEMENT

1.) How do you determine, and what are your organization's core competences, and how do they relate to your mission, competitive environment, and action plans?

Cross-functional teams are established address a variety of improvement ideas. As ideas are being formulated and evaluated for prioritization, a key consideration during deliberations centers around what core competencies will be needed and are they available. Everything we do relates directly to our mission. Core competencies for basic mission include instruction, administrative and support functions.

2.) What are your organization's key work processes?

Student recruitment, admissions, registration, financial aid, financial and budget, planning, faculty recruitment, instruction, librarianship, student support programs, delivery of health services to the public. Other.

3.) How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

Numerous feedback mechanisms are in place to gauge stakeholder requirements and expectations. These are viewed as opportunities for process improvement and are taken very seriously.

4.) How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

One example is the annual review or de-briefing about the fall registration process. Key staff and faculty assemble to review the entire process, determining what went well and what needs improvement. Strategies are set to make the process better each time.

5.) How do you systematically evaluate and improve your work processes?

Please see the answer to 4 above. Process reviews occur at each stage of the registration process.

6.) What are your key support processes, and how do you evaluate, improve and update these processes to achieve better results?

Key support processes include budget administration, facilities management, student support programs. Budget information is reviewed on an on-going basis. Facilities are monitored daily for cleanliness and operational efficiency.

7.) How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Adequate financial resources are clearly not available to sustain current spending patterns. USCL incurred a 25% cut in state appropriations for FY 2008-09, a year when other campuses saw 3 – 5% cuts. This has created a situation where adequate financial resources are simply insufficient. How this matter will be resolved is yet to be determined. There can be no reasonable justification for this inequity.

Please see Key Challenges listed on page 6.

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

1.) What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.1.1

Indicator 7A**

**Success Rate for Fall 2007
of First-time, Full-time Degree-Seeking Undergraduates for the 2-year Institutions**

-----Summary of IPEDS Graduation Rates -----

2004 Cohort	Initial	Allowable Exclusions from Sec. III Part C, In	Final	Students that transferred	Students still Enrolled at same	Students Non-Compl 150%	Success
	<u>Cohort</u>	<u>45</u>	<u>Cohort</u>	<u>within SC</u>	<u>Inst-Fall 2007</u>	<u>/Not Enrolled</u>	<u>Rate **</u>
			(a)	(c)	(d)	a-b-c-d	(b+c+d)/a
Regional Campuses							
USC-Lancaster	234		234	74	15	84	64.1%
USC-Salkehatchie	121		121	28	7	56	53.7%
USC-Sumter	208		208	110	14	78	62.5%
USC-Union	79		79	34	5	24	69.6%
TOTAL	642	0	642	246	41	242	62.3%

7.1.2

Indicator 7E

2001 Cohort of First-time, Full-time Associate Degree-Seeking Undergraduates

Received Baccalaureate Degree
within 150% of Normal Program Time*

	<u>Cohort</u>	In-State Independent		Total	<u>Rate</u>
		<u>Institutions</u>	In-State Public	<u>Graduates</u>	
Teaching Colleges & Universities					
USC-Beaufort**	109	2	29	31	28.44%
Regional Campuses					
USC-Lancaster	202		53	53	26.24%
USC-Salkehatchie	117	3	19	22	18.80%
USC-Sumter	175		51	51	29.14%
USC-Union	55	3	12	15	27.27%
Sub Total Regional Campuses	549	6	135	141	25.68%

7.1.3

Detail for Indicator 8-C2

**Retention of Minority Undergraduates with South Carolina
Citizenship****

Fall 2006 to Fall 2007

Degree Seeking Undergraduate Students Only

Retained in Fall 2007

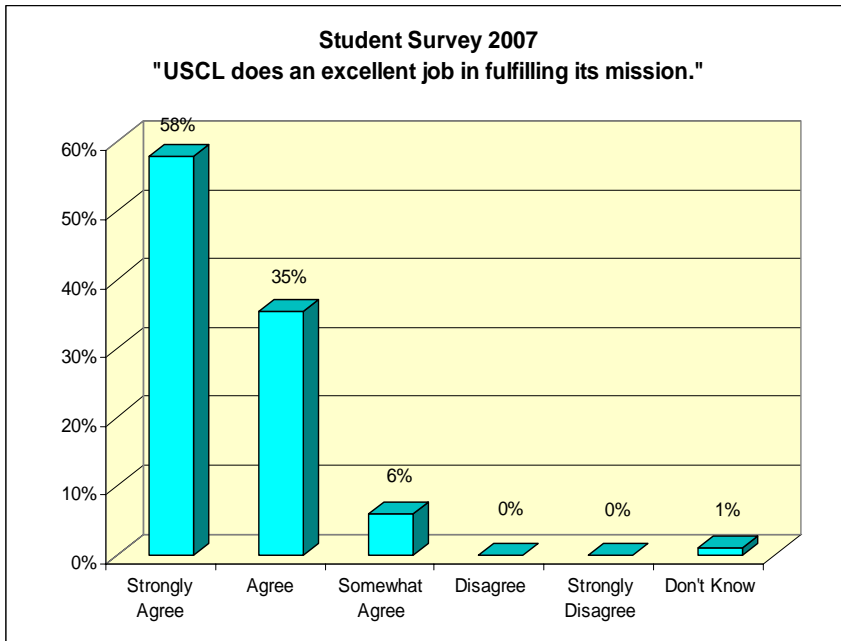
Institutions	NON-RES ALIEN	BLACK/ AFR AM	AMER IN ALSK NA	ASIAN PAC ISL	HIS- PANIC	WHITE/ NON HIS
Regional Campuses of U.S.C.						
U.S.C. - Lancaster		104	2	2	2	237
U.S.C. - Salkehatchie		103			5	155
U.S.C. - Sumter		146	2	5	5	190
U.S.C. - Union		<u>35</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>65</u>
Sub total Regional Campuses of U.S.C.	0	388	5	8	13	647

7.1.4

USC Lancaster Opportunity Scholars Program (OSP) GPA Comparisons			
	FY 06- 07	FY07- 08	
OSP White Female	2.63	3.367	
OSP African-American	2.62	2.389	
OSP White Male	2.80	2.612	
OSP African-American	2.40	2.078	
USCL Student Population		2.065	

2.) What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2.1



Student Survey 2007 – USCL Academic Programs

7.2.2

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
The principle focus of USCL is the education of its students.	56%	43%	1%	0%	0%	0%
Activities to recruit new students portray the campus accurately and honestly.	40%	50%	3%	0%	8%	0%
Courses are clearly and accurately described in printed and online materials.	45%	50%	4%	0%	1%	0%
Course offerings are related to students' needs.	39%	51%	7%	2%	1%	0%
Classes are scheduled at convenient times.	38%	41%	18%	2%	1%	0%
Each 2-yr and 4-yr degree program consists of an orderly sequence of courses leading to a degree.	38%	58%	2%	1%	1%	0%
I am pleased with the quality of instruction at USCL.	45%	50%	3%	1%	1%	1%
I understand the goals and requirements of courses, the contents of courses and the methods of grading, according to the syllabus.	51%	46%	2%	0%	0%	1%
My course work is graded fairly.	48%	47%	3%	1%	0%	0%
I prefer 16-week courses.	47%	41%	8%	0%	3%	0%
I prefer 8-week courses.	21%	41%	27%	4%	6%	1%
If more 300 and 400 level courses were available at USCL, I would enroll for additional course work.	43%	34%	7%	3%	11%	1%
I have made effective use of my opportunities to study and learn.	49%	47%	2%	0%	1%	0%
I would recommend USCL to family and friends.	69%	30%	1%	0%	0%	0%

7.2.3 Student Survey 2007

	Excellent	Very Good	Adequate	Poor	Very Poor	Not Applicable
Quality of academic advising	40%	30%	25%	4%	1%	0%
Commitment of faculty to teaching	49%	38%	11%	2%	0%	1%
Access to academic support svcs.	42%	42%	13%	0%	0%	4%
Availability of required courses	33%	40%	21%	6%	0%	0%
Quality of instruction in non-major courses	32%	48%	15%	2%	0%	2%
Quality of instruction in major courses	38%	48%	8%	3%	0%	3%
Attitude of faculty toward students	40%	41%	14%	4%	1%	0%
Physical environment of classrooms	38%	41%	17%	3%	0%	0%
Instructional equipment (computers, labs)	46%	46%	9%	0%	0%	0%
Class times	39%	31%	25%	3%	1%	0%
Availability of career and personal counseling	39%	36%	13%	4%	0%	8%
Variety of course offerings	28%	37%	26%	9%	0%	0%
Availability of faculty advisor	36%	41%	18%	3%	2%	0%
Admissions process	38%	43%	18%	2%	0%	0%
Registration process	38%	41%	19%	3%	0%	0%
Fee payment process	40%	42%	15%	2%	0%	1%
Financial aid process	37%	40%	14%	7%	1%	0%
Health and Wellness Center	36%	35%	9%	0%	0%	19%
Library Services	42%	41%	10%	0%	0%	7%
Academic Success Center Services	38%	36%	11%	0%	0%	16%
Bookstore	36%	40%	14%	7%	0%	2%
Vending Services	26%	42%	20%	4%	0%	8%
Science Laboratory Services	26%	36%	10%	0%	1%	28%
Personal Counseling Services	28%	32%	11%	3%	2%	23%
Safety and Security Services	34%	40%	15%	4%	1%	6%
Student Center	34%	36%	18%	2%	2%	7%

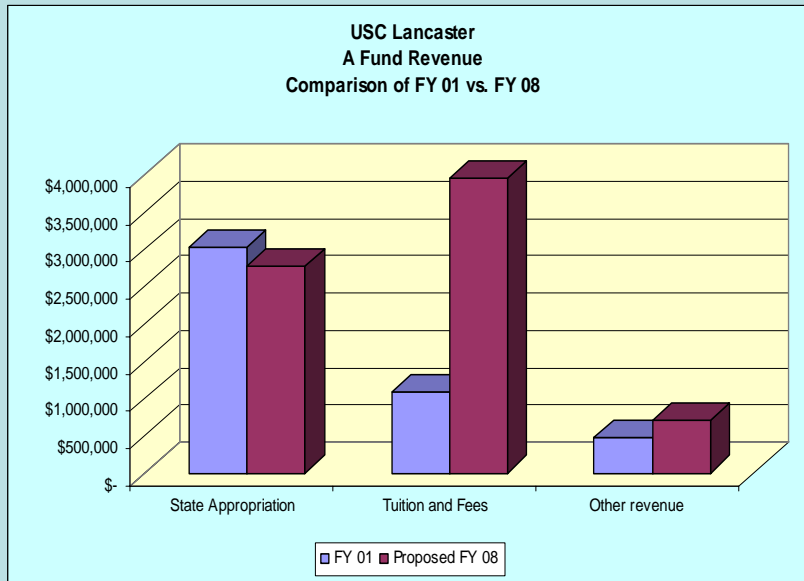
3.) What are your performance levels and trends for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3.1

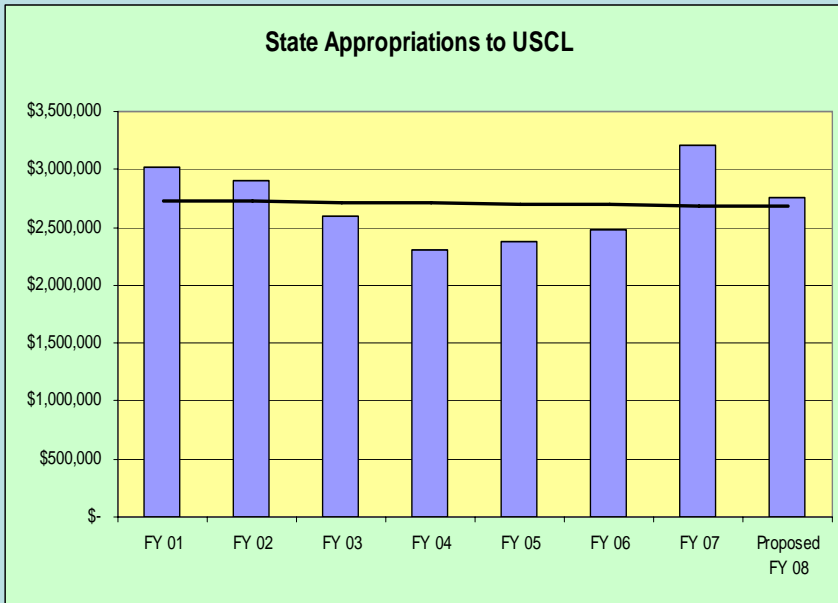
USCL 'A' Fund Budget Trend past six years.

The Revenue Stream is Changing...

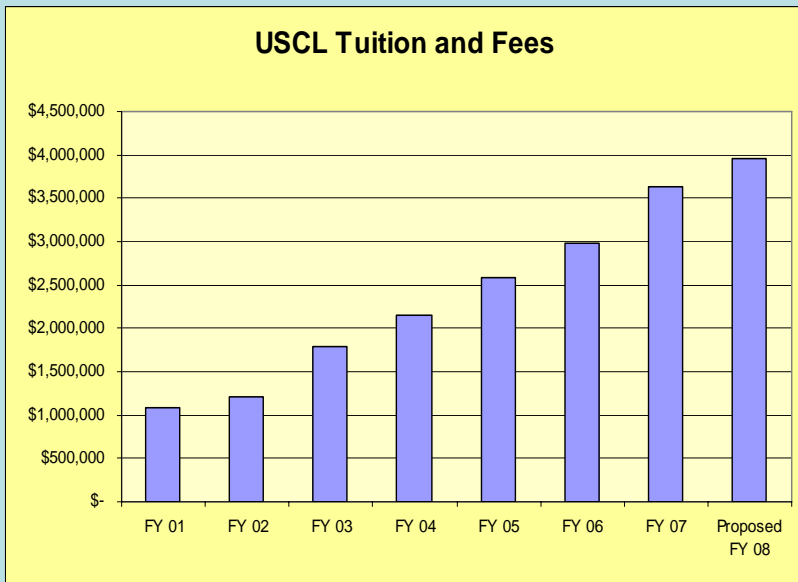
	FY 01		FY 04		FY 07	
State Appropriations	\$ 3,020,559	66%	\$ 2,309,895	47%	\$ 3,204,105	43%
Tuition and Fees	\$ 1,079,309	24%	\$ 2,159,028	44%	\$ 3,633,556	49%
Other Revenue	\$ 468,357	10%	\$ 443,504	9%	\$ 601,277	8%
		100		100		
Total	\$ 4,568,225	%	\$ 4,912,427	%	\$ 7,438,938	100%



7.3.2

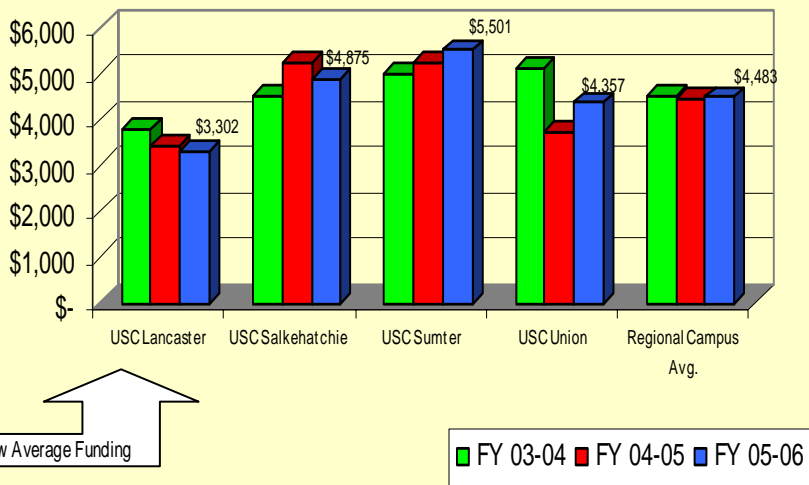


7.3.3



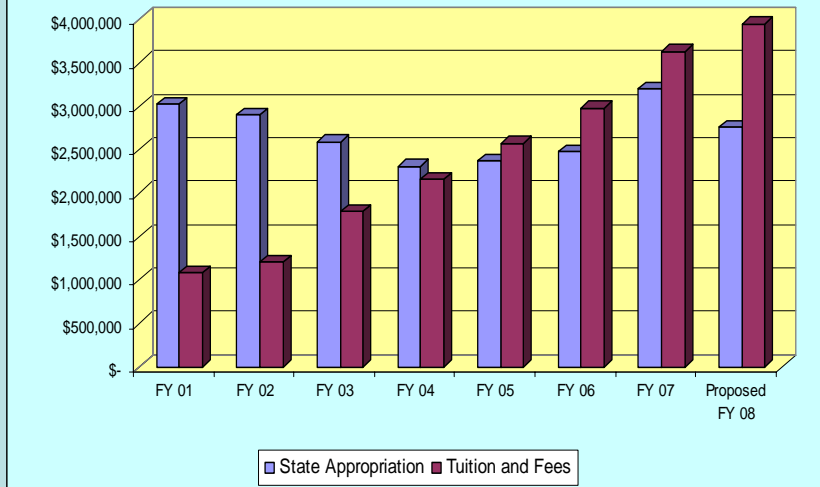
7.3.4

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



7.3.5

**Comparison of State Appropriations and Tuition and Fee Revenue
USC Lancaster FY 01 – FY 08**



7.3.6

7.3.7 USC Lancaster Student Body Profile	
Financial Aid - Fall 2007	
Enrollment	1,158
Eligible for Aid	1139
Percentage Eligible	98%
Total Received Aid	859
Percentage of Eligible Receiving Aid	71.64%

7.3.8 USC Lancaster Scholarships / Grants Fall 2007			
	No. of Recipients	Percentage Eligible at USCL	Percentage who Received Aid
Campus Based Aid	62	5.44%	7.60%
Pell	478	41.97%	58.58%
SNBG	60	5.27%	7.35%
LIFE	331	29.06%	40.56%
LTAP	372	32.66%	45.59%
USC Lancaster Schol	114	10.01%	13.97%
Outside Scholarship	94	8.25%	11.52%

7.3.9

USC Lancaster Analysis of Student Body Profile Fall Semester							
	2001	2002	2003	2004	2005	2006	2007
FTE	614	622	622	690	748	824	1003
Total Enrollment	939	943	935	1,059	1,086	1,195	1,502
Male - Total Enrollment	302	314	312	358	380	414	539
Female - Total Enrollment	637	629	623	701	706	781	963
Male - Percentage of Total Enrollment	32.20%	33.30%	33.40%	33.80%	35.00%	34.60%	35.90%
Female - Percentage of Total Enrollment	67.80%	66.70%	66.60%	66.20%	65.00%	65.40%	64.10%
Male White Full-time	152	155	143	145	154	170	196
Male African-American Full-time	25	26	33	45	50	55	48
Male Other, No response, Full-time	2	5	10	7	7	10	15
Percentage Male White to Total Enrollment	16.20%	16.40%	15.30%	13.70%	14.20%	14.20%	13.00%
Percentage Male Afro-American to Total Enrollment	2.70%	2.80%	3.50%	4.20%	4.60%	4.60%	3.20%
Female White Full-time	207	190	180	205	210	235	280
Female African-American Full-time	70	78	82	81	108	134	167
Female Other, No response, Full-time	3	5	8	20	18	15	19

Percentage Female White to Total Enrollment	22.00%	20.10%	19.30%	19.40%	19.30%	19.70%	18.60%
Percentage Female Afro-American to Total Enrollment	7.50%	8.30%	8.80%	7.60%	9.90%	11.20%	11.10%

SAT Averages

	2001	2002	2003	2004	2005	2006	2007
Regular	1,028	1,033	1,030	1,019	1,010	1,010	1,025
CAP	851	817	837	856	861	841	836
Freshman	895	889	923	925	925	898	911

4.) What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

7.4.1

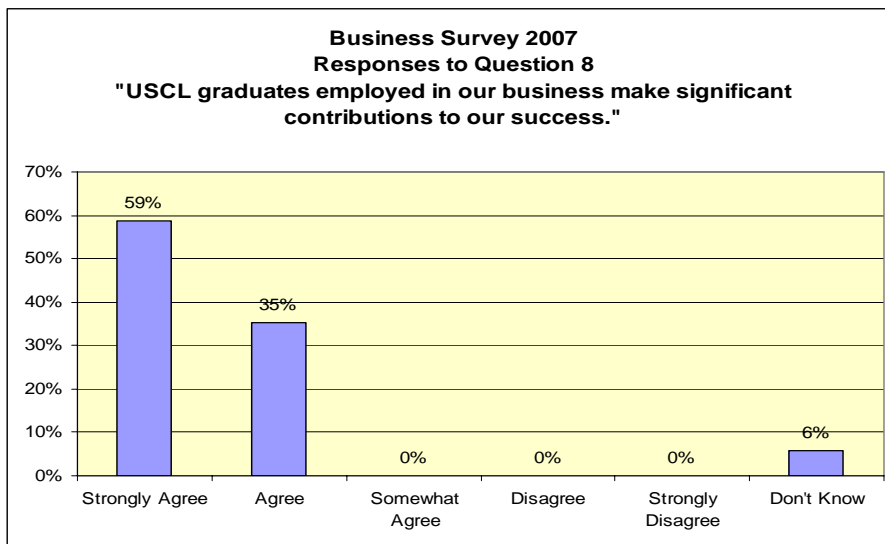
	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Don't Know
I am proud to work for USCL.	61%	29%	10%	0%	0%	0%
I receive cooperation from other departments at USCL that I work with.	28%	38%	28%	0%	0%	6%
All things considered, I am very satisfied with my job.	47%	34%	19%	0%	0%	0%
The communication on campus is very good.	3%	28%	53%	9%	0%	6%
Good work is recognized at USCL.	16%	44%	22%	6%	9%	3%
I feel valued at work.	16%	47%	25%	9%	3%	0%
I feel free to express my opinions without worrying about negative consequences.	19%	28%	31%	19%	3%	0%
The morale on campus is generally very high.	9%	44%	41%	6%	0%	0%

5.) What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

7.5.1

<u>Institution</u>	<u>Academic year tuition and required fees for full-time first-time degree/certificate-seeking undergraduates: 2006-07</u>	<u>Instruction expenses per FTE student: Fiscal year 2006</u>	<u>Research expenses per FTE student: Fiscal year 2006</u>	<u>Public service expenses per FTE student: Fiscal year 2006</u>	<u>Academic support expenses per FTE student: Fiscal year 2006</u>	<u>Institutional support expenses per FTE student: Fiscal year 2006</u>	<u>Student services expenses per FTE student: Fiscal year 2006</u>	<u>Other core expenses per FTE student: Fiscal year 2006</u>
218672 University of South Carolina-Lancaster	4652	4535	12	1420	667	1153	1238	3752
218681 University of South Carolina-Salkehatchie	4652	4351	161	1163	970	1695	1239	4553
218690 University of South Carolina-Sumter	4652	4777	59	78	1547	1571	1303	3840
218706 University of South Carolina-Union	4652	4429	0	203	960	1442	1528	

7.5.2

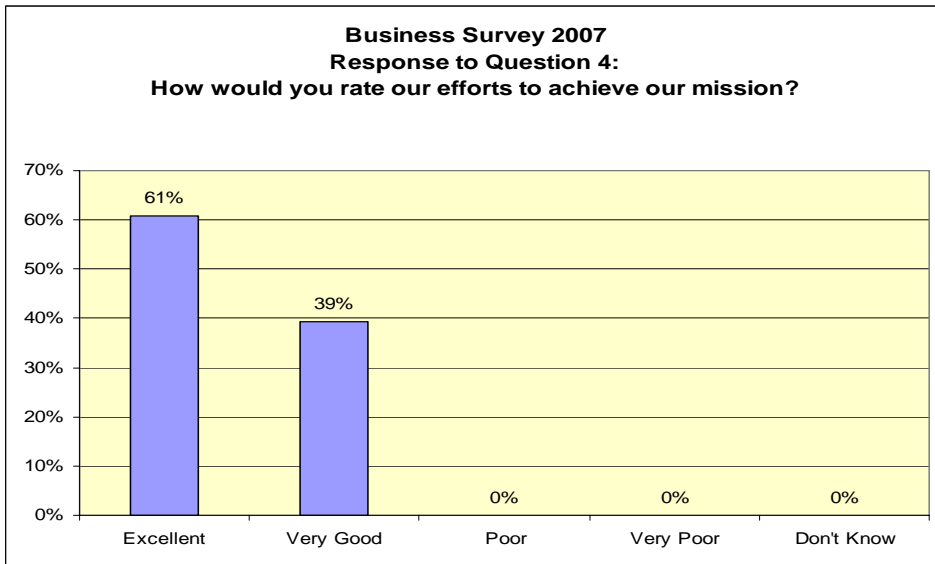


7.5.3

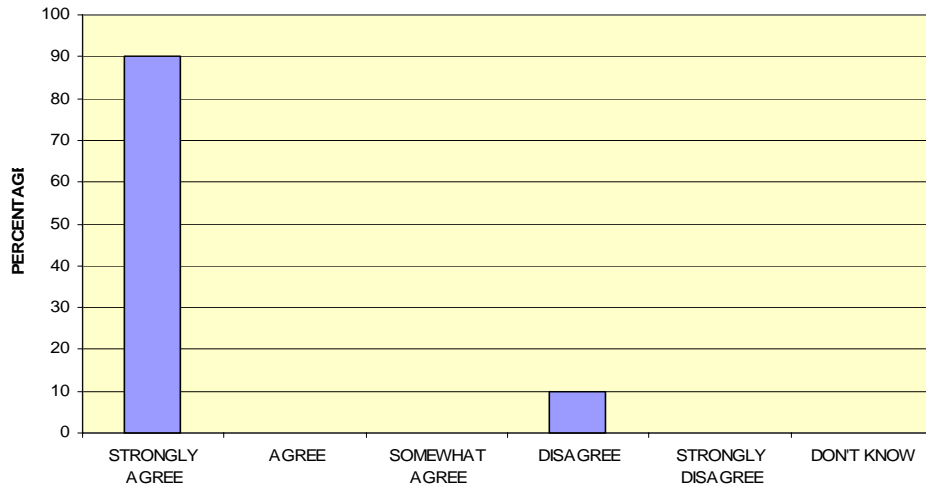
Business Survey 2007 - USCL	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Don't Know
Expand the number of degree programs	56%	32%	8%	0%	0%	4%
Become a 4-year university	56%	33%	7%	0%	0%	4%
Engage in intercollegiate athletics	30%	22%	26%	7%	0%	15%
Have more evening classes	33%	22%	19%	0%	0%	26%
Begin a program of weekend classes	26%	19%	15%	11%	0%	30%
Have a continuing education program	54%	31%	4%	4%	0%	8%
Provide on-campus student housing	26%	15%	19%	7%	0%	33%

- 6.) What are your performance levels for your key measures related to leadership and social responsibility:
- a.) accomplishment of your organizational strategy and action plans;
 - b.) stakeholder trust in your senior leaders and the governance of your organization;
 - c.) fiscal accountability and regulatory, safety, accreditation, and legal; compliance;
 - d.) organizational citizenship in support of your key communities?

7.6.1

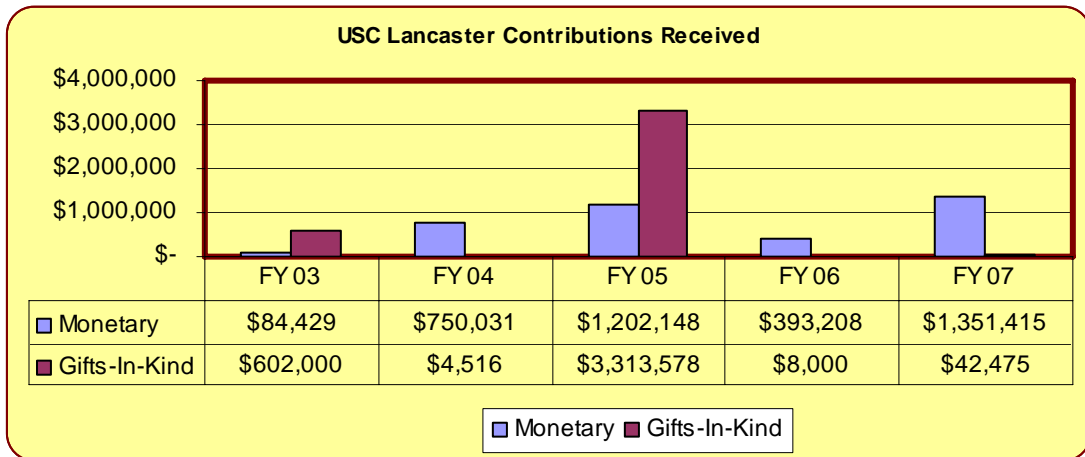


**LANCASTER CITY / COUNTY OFFICIALS
SHOULD USC LANCASTER BECOME A 4-YEAR UNIVERSITY?
90% OF RESPONDENTS STRONGLY AGREE.**



7.6.2

7.6.3



7.6.4

USC Lancaster Medford Library Analysis of Activity									
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Total Circulation	4,743	4,009	3,800	3,409	4,483	4,114	3,588	3,229	3,688
Database Sessions				6,187	9,831	11,896	n/a	14,818	17,575
Database Searches				17,663	40,246	47,773	n/a	51,373	54,445
Library Instruction - Sessions	20	16	21	20	19	24	15	26	17
Library Instruction - Participants	419	365	526	373	318	398	127	563	320
Books added to Collection - Purchases		307	562	432	308	562	480	536	406
Books added to Collection - Gifts		153	26	1,053	635	352	69	122	439
Study Room / Conference Room Use									997
Community Computer Use - Logins						2,057	2,567	2,939	3,395

7.6.5

USC Lancaster Public Service Programs FY 2006 -- 2007		
	Patient Visits	New Admissions
Cardiopulmonary Rehabilitation	2,040	100
Physical Therapy	2,174	563
Diabetes Education	4,029	243
Gregory Health and Wellness Center Physical Fitness / Aquatics Programs 1,686 Public Memberships		
446 Students, Faculty and Staff Members		