AGENCY NAME:	University of South Carolina Sumter		
AGENCY CODE:	H39	SECTION:	20G

Fiscal Year 2014-15 Accountability Report

SUBMISSION FORM

AGENCY MISSION	The University of South Carolina Sumter, a regional campus of the University of South Carolina, has at its mission to provide higher education and intellectual leadership for its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavor which enrich the classroom experience. USC Sumter offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Dr. Michael E. Sonntag	803-938-3867	sonntagm@uscsumter.edu
SECONDARY CONTACT:	Mr. Charles W. Wright	803-938-3867	wrightcw@uscsumter.edu

I have reviewed and approved the enclosed FY 2014-15 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR *(SIGN/DATE)*:	9-10-15
(TYPE/PRINT NAME):	Dr. Michael E. Sonntag
BOARD/CMSN CHAIR *(SIGN/DATE)*:	
(TYPE/PRINT NAME):	Eugene P. Warr, Jr., J.D., Chairman USC Board of Trustees

AGENCY'S DISCUSSION AND ANALYSIS

The University of South Carolina Sumter is an important, dynamic, regional campus serving a range of communities in the Midlands; many are extremely impoverished small rural communities, and some are economically stable, but static, small metropolitan communities. The University is organized and situated to be a key institutional actor in enabling the future growth and prosperity in the region; a region that is essentially recovering from significant changes in its economic base and a region that is experiencing significant demographic changes in its population.

As a regional campus of the University of South Carolina, the USC Sumter provides higher education and intellectual leadership for its service area in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. To accomplish this mission USC Sumter employs a teaching faculty of high quality, dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavors which enrich the classroom experience. USC Sumter offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life. USC Sumter recruits students prepared to succeed in completing a baccalaureate-level education.

While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. The design of the institution incorporates a flexibility that allows changes in institutional capability, so as to meet the ever increasing, and ever changing educational demands of constituents, causing enrollment to vary at times with community needs and changing demographic circumstances.

The institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. USC Sumter also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide.

In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development. The traditions of cultural diversity and freedom of thought are valued at USC Sumter. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Sumter promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

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

USC Sumter was the first Regional Campus to offer fully online asynchronous classes, beginning in the first summer session of 2010. Since the first fully online courses were offered, USC Sumter has continued to offer fully online and hybrid courses every semester that are effective choices for students, enabling greater retention of students. This includes increasing its partnerships within USC Columbia's Palmetto College to offer more diversity in delivery methods, and Baccalaureate degree opportunities, to both its indigenous service area constituents and constituents of the University of South Carolina wherever they may reside.

Here on the USC Sumter Campus, the USC Aiken Business Program at Sumter offers students at the USC Sumter campus the opportunity to earn an AACSB-accredited BSBA degree with the Management concentration from USC Aiken without having to physically go to the Aiken campus. After completing all of their lower level degree requirements at USC Sumter, students who meet the admission requirements for the School of Business Administration (SOBA) Professional Program may enter the Aiken Business Program at Sumter. These students are then able to complete all of their upper level degree requirements through a combination of face-to-face classes taught by qualified SOBA faculty at USC Sumter and online classes taught by SOBA faculty from either Aiken or Sumter. These students are advised onsite by USC Sumter SOBA faculty. The Aiken Business Program at Sumter has been in existence for over twenty years, and enabling the recruitment and retention of students from the USC Sumter service area.

Also, here on the USC Sumter Campus, the USC Upstate College of Education offers the Bachelor of Arts degree with majors in Elementary Education and Early Childhood Education. These programs lead to certification of the State Department of Education. Student teaching is done in the Sumter area. Certification programs can also be arranged for students who already have Bachelor degrees. These programs are fully accredited by NCATE, and a large number of successful early childhood and elementary education professionals in the Sumter School District are alumnus of the Upstate at Sumter program

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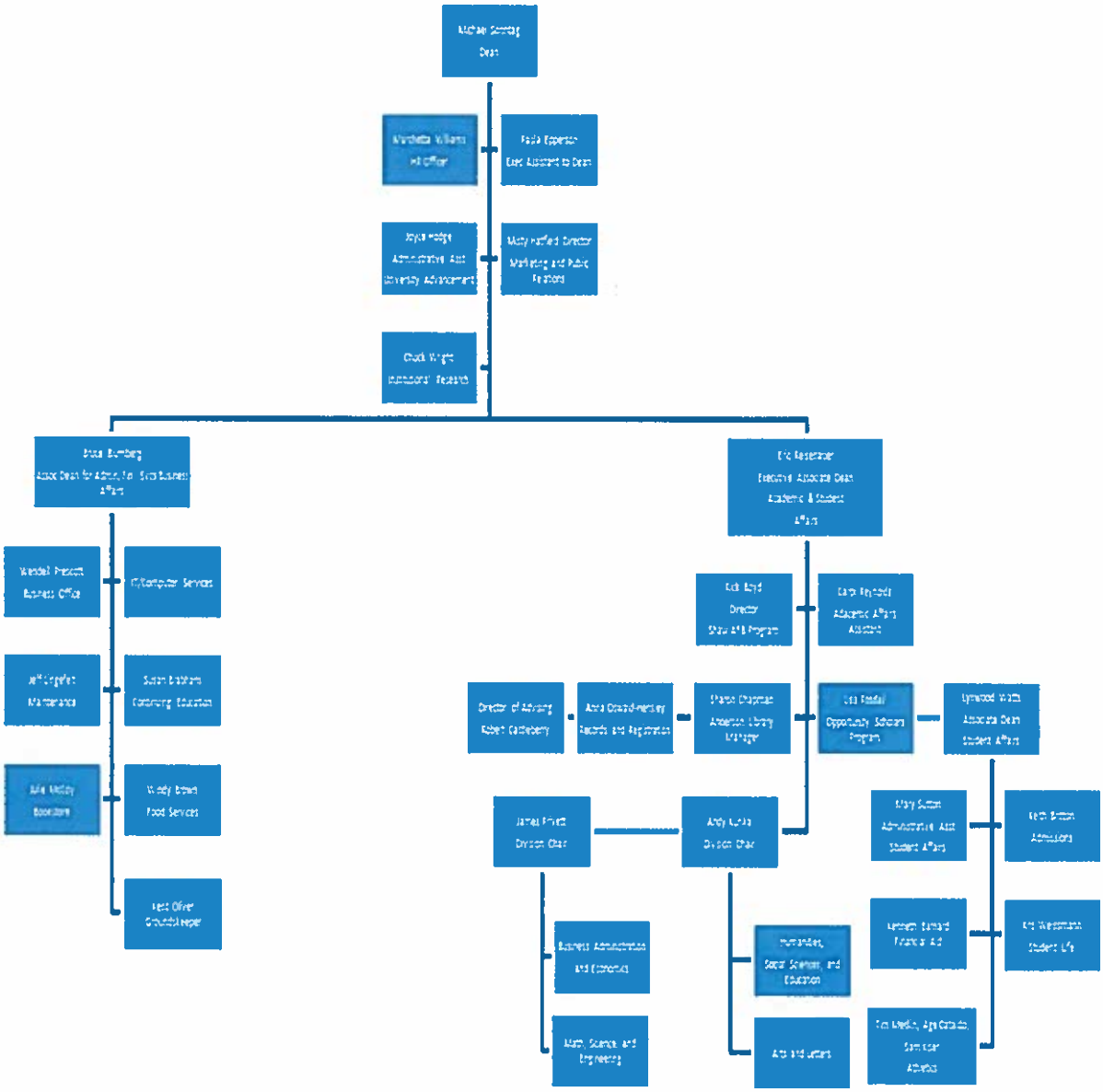
USC Sumter Organizational Chart



The Fiscal Year 2014-2015 Annual Strategic Goals of the University of South Carolina Sumter are directly tied to the University's Long Range Strategic Blueprint for Academic Excellence, including specific Palmetto College Dashboard Targets and Key Performance Parameters.

Academic Dashboard Targets

Enrollment: Growth in new and continuing enrollment is critical to the success of USC Sumter and continues to be a top priority of our strategic organizational operations and planning

Student Retention/Success Rate: Student Retention and Success toward Degree completion is critical to both the mission of USC Sumter, but also to the priority of new and continuing enrollment growth.

Faculty: USC Sumter employs a highly qualified and dedicated faculty. Course offerings are appropriate to our associate's degree programs and are in direct support of the Palmetto College degree programs. Scholarship is encouraged, financially supported and appropriate for a regional campus.

Service: USC Sumter faculty continues to engage in service activities. This includes service for local, state and national organizations, presentations and creative performances to the community at large as well as educational institutions. USC Sumter emphasizes that such activity is both expected and a necessary component for the sustainability of our campus.

Key Performance Parameters

Teaching Excellence, Research and Scholarship: Teaching excellence remains at the core of USC Sumter's mission. The faculty are highly qualified, and dedicated to the educational process. USC Sumter continues to expect, encourage and actively support scholarship. The University of South Carolina Sumter will support and encourage the scholarly, research and creative pursuits of its faculty, including the pursuit of research grants and other types of grants from internal and external sources.

Service: USC Sumter encourages and actively supports service activities. Involvement with the University's community engagement initiative *USC Connect* is critical to the University mission and long term success, including the priority of new and continuing enrollment growth.

Sustainability: USC Sumter is engendering sustainability through continuation of successful academic programs, academic support and administrative support programs, and strategically adapting to an ever changing academic environment. USC Sumter continues to be committed to continuing the best practices of higher education. This includes filling tenure-track positions with highly qualified, dedicated professionals, devoted to scholarship and service.

2014-2015 Annual Goal I:
The University of South Carolina Sumter will analyze its administrative, academic and support-services structure to better meet student needs and optimize the use of financial and personnel resources.

USC Sumter continues to strategically reorganize the administrative, academic and support-services structures based on changing needs relative to HR attrition and the changing landscape of the current academic environment. A new hire was made at the level of Associate Academic Dean and academic and support-services have been reorganized to better meet both academic and student development needs of University students. In

addition, a Director of Financial Aid has been hired and several new staff members have been employed to fill positions where employees have been lost to various forms of attrition.

This goal is central to the dashboard targets and key performance parameters set forth in the University's Strategic Plan and specifically to the priority of new and continuing enrollment growth.

2014-2015 Annual Goal II:
The University of South Carolina Sumter will continue to improve faculty advisement.

Faculty advisement now plays a central role in the continued development of USC Sumter. Prior to the 2012-2013 academic year, advisement at USC Sumter was done by a professional staff and faculty were not involved. A declining budget played a part in the loss of this professional core and faculty were assigned new advisement duties. While the transition period has had its difficulties, the faculty met the challenge of their new responsibilities, and we perceive that the enhanced engagement of the faculty in the process will actually assist us in improving student enrollment and retention through greater and more direct mentorship. However, since this is such a new approach, attention still needs to be directed at improving the knowledge base and advisement skills of the faculty. Nonetheless, an increase in retention from Fiscal Year 2014 to2015 was noted.

While training workshops are being periodically conducted, it has become clear that USC Sumter needs to develop additional training sessions and improve the processes for linking students with their advisors. We continue to assess the advisement process by soliciting input from faculty and students.

This goal is central to a number of dashboard targets and key performance parameters set forth in the University's Strategic Plan, and specifically to the priority of new and continuing enrollment growth.

2014-2015 Annual Goal III:
The University of South Carolina Sumter will increase its active participation in Palmetto College.

We see the growth of USC Sumter as intimately linked to the development of Palmetto College. Palmetto College will offer new degree options for our students and new courses for our faculty to teach. USC Sumter is actively engaged in a more aggressive advertisement (to students and faculty) about Palmetto College degree programs. USC Sumter is actively encouraging its faculty to develop Distributive Learning courses (both for two-way video and on-line delivery.)

Faculty who develop and teach these courses continue to ensure that the courses are as equally engaging and rigorous as the face-to-face sections of the courses. A USC Sumter faculty member serves as the Center for Teaching Excellence (CTE) Associate Director of Distributed Learning and develops and delivers CTE presentations about best practices in distributed learning courses for faculty training across the USC system.

USC Columbia has adopted The Quality Matters™ Program (QM) as the guideline for designing and delivering online and blended courses. The Quality Matters™ Program (QM) is a nationally recognized research-centered approach to quality assurance and continuous improvement for online learning. The primary components are a set of standards for the design of online courses and the online components of blended courses, a peer review process for applying these standards, and related professional development for faculty. The same USC Sumter faculty member who is the CTE Associate Director of Distributed Learning also serves as one of the two USC QM Institutional Representatives and is a certified QM Master Reviewer.

Several years ago, the USC Office of the Provost began an annual process to award competitive grants for the development of fully online or blended courses. Since then, numerous USC Sumter faculty members have been awarded grants and have developed and offered their courses.

Recently USC Sumter faculty members have also received grants to develop online courses in the Back to Carolina initiative and in several initiatives from Palmetto College since that first offering. Most recently, several USC Sumter faculty members have been awarded Palmetto College grants to revise their existing 16-week online courses to meet the 8-week structure that Palmetto College has begun offering its students.

This goal is central to a number of dashboard targets and key performance parameters set forth in the University's Strategic Plan, and specifically to the priority of new and continuing enrollment growth.

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Strategic Planning Template

Type	Item # Goal	Strat	Object	Description
G	1			USC Sumter will better meet student needs and optimize financial and personnel resources
S		1.1		Administrative, academic and support-services will by analyzed and appropriately restructured
O - -			1.1.1	Functional Areas of operation will be reviewed with recommendations for needed restructuring by the Executive Council, the Faculty Organization, the Staff Organization and the Strategic Planning Taskforce
O -			1.1.2	The Campus Community in general will be engaged in dialogue concerning operational structure through mutiple mediums
S		1.2		New employment slots will be created and postitions that have been vacated by attrition will be filled
O -			1.2.1	A new Executive Associate Dean of Academc Affairs will be hired and given responsibility over both academics and student development
O			1.2.2	A new slot will be created for a Financial Aid Director
O			1.2.3	Position vacancies from attrition in functional areas will be filled with quality FTE personnel
G	2			USC Sumter will improve faculty advisement
S		2.1		Continue transition from Staff to Faculty advisement through training & change in bureaucratic culture
O			2.1.1	Appointment of a "Head of Advisement" from internal personnel
O			2.1.2	Dedicating duties to an adminstrative assistant to organize and archive advisement records
O			2.1.3	Continuing to develop a "culture of mentoring" by fine tuning areas of advisement specialties
O -			2.1.4	Implementation of regular advisement workshops for training existing and new faculty on advisement curriculum changes and new advisement tools
O -			2.1.5	Increased networking of faculty advisors with the larger USC advisement community and national advisement organizations
O -			2.1.6	The development of an Advisement Handbook and an electronic archive of advisement tracking documents for multiple system majors
O			2.1.7	The creation of an "Advisement Taskforce"
S		2.2		Measure advisement outcomes and satisfaction
O -			2.2.1	Reconstruct the annual advisement survey to better assess the fundamental changes in advisement policies and procedures
G	3			USC Sumter will increase its active participation in Palmetto College
S		3.1		Organizationally link policies and procedures toward the larger Vision & Mission of Palmetto College

O		3.1.1	Better embed among faculty advisors working knowledge of Palmetto College degree programs
O		3.1.2	Encourage faculty advisor discussion of Palmetto College opportunites with students as appropriate
O		3.1.3	Continue to work with Columbia administration to streamline processes associated with matriculation
-			into Palmetto College degree programs and provision of academic and adminstrative support services
-			for Palmetto College students on campus in Sumter
O		3.1.4	Continue to encourage faculty to take advantage of financial and other incentives offered by the Office of
-			the Provost and Palmetto College to develop Distributive Learning courses
S	3.2		Continue to instill & reinforce, in the bureaucratic culture of the University, the importance of
-			Palmetto College
O		3.2.1	Continue to increase the staff's understanding of the Vision and Mission of Palmetto College through better
-			communication of policies and training regarding new procedures and new degree opportunities
O		3.2.2	Continue to install within the faculty the importance of aligning our effort at accomlishing our Vision and
-			Mission in such a manner as to promote the Vision and Mission of Palmetto College
O		3.2.3	Continue to reinforce from both within faculty leadership and the administration the importance of
-			participation in the development and ongoing delivery of Distributive Learning courses primary to the needs
-			of Palmetto College

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Program Template

Program/Title	Purpose	FY 2012-13 Expenditures General	FY 2012-13 Expenditures Other	FY 2012-13 Expenditures Federal	FY 2012-13 Expenditures TOTAL	FY 2013-14 Expenditures General	FY 2013-14 Expenditures Other	FY 2013-14 Expenditures Federal	FY 2013-14 Expenditures TOTAL	Associated Objective(s)
I.A. Unrestricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have no limitations or stipulations placed on them by external agencies or donors, and that have not been set aside for loans, endowments, or plant. These resources are normally derived from state appropriations, student fees, and institutional revenues.	$ 1,951,126	$ 3,544,181	$ -	**$ 5,495,307**	$ 2,130,714	$ 3,758,987	$ -	**$ 5,889,701**	
I.B. Restricted E&G	Activities that directly support the primary mission of the University to educate the state's diverse citizens through teaching, research and creative activity and service. Current fund resources received by an institution that have limitations or stipulations placed on their use by external agencies or donors. These resources are normally derived from gifts, grants, and contracts and used predominantly for research and student scholarship activities.	$ -	$ 1,943,889	$ 1,966,703	**$ 3,910,592**	$ -	$ 1,836,822	$ 1,825,088	**$ 3,661,910**	
II. Auxiliary Services	Self-supporting activities that exist to furnish goods and services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. These activities include student health, student housing, food service, bookstore, vending and concessions, athletics, parking, and other services.	$ -	$ 431,440	$ -	**$ 431,440**	$ -	$ 232,693	$ -	**$ 232,693**	
III. C. Employee Benefits: State Employer Contributions	Fringe Benefits associated with Salaries reflected in the figures and categories above. Includes State Retirement, FICA, State Health Plan Premiums, Unemployment Compensation and Workers Compensation.	$ 498,969	$ 806,805	$ 38,642	**$ 1,344,416**	$ 525,276	$ 795,230	$ 39,195	**$ 1,359,701**	
					$ -				**$ -**	
	Total	$ 2,450,095	$ 6,726,315	$ 2,005,345	**$ 11,181,755**	$ 2,655,990	$ 6,623,732	$ 1,864,283	**$ 11,144,005**	

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method	Associated Objective(s)
1	Enrollment Headcount	924	879	890	July 2014-June 2015	OIAR & CHE, Updated Annually	Annual	Student Data Measures taken from Fall semester - October - Freeze Dates: Last Value - Fall 13; Current value - Fall 14; Target Value Fall 15	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 2.1.3, 2.1.5, 2.1.6
2	Degrees Awarded	92	98	100	July 2014-June 2015/Summer 14-Spring 15	OIRA & Student Support Services, Updated Annually	Annual	Current Value - Actual Degrees Awarded FY 15	1.1.1, 1.1.2,2.1.3, 2.1.5, 2.1.6
3	Retention of First Time Freshman	55.40%	60.50%	62%	July 2014-June 2015	OIRA, Updated Annually	Annual	Current Value: Fall 13 to Fall 14 Continuation	1.1.1, 1.1.2, 1.2.1, 2.1.3, 22.1.5, 2.1.6
4	Palmetto College Enrollment	48	38	45	July 2014-June 2015	Palmetto College & Student Information Services, Updated Annully	Annual	Student Data Measures taken from Fall semester - October - Freeze Dates: Last Value - Fall 13; Current value - Fall 14; Target Value Fall 15	3.1.1, 3.1.2,, 3.1.3, 3.2.1, 3.2.2,3.2.3
5	3-Year Graduation Rates	14%	12.40%	15%	July 2014-June 2015	OIRA, Updated Annually	Annual	Current Value: Fall 11 FTF to Fall 14 FTF	1.1.1, 1.1.2, 1.2.1, 1.2.2
6	First Time Freshman Headcount	227	216	225	July 2014-June 2015	OIRA, Updated Annually	Annual	Student Data Measures taken from Fall semester - October - Freeze Dates: Last Value - Fall 13; Current value - Fall 14; Target Value Fall 15	1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6
7	ACT Mean First Time Freshman	19	20	20	July 2014-June 2015	OIRA, Updated Annually	Annual	Student Data Measures taken from Fall semester - October - Freeze Dates: Last Value - Fall 13; Current value - Fall 14; Target Value Fall 15	1.1.1, 1.1.2, 1.2.1
8	SAT Mean First Time Freshman	943	951	960	July 2014-June 2015	OIRA, Updated Annually	Annual	Student Data Measures taken from Fall semester - October - Freeze Dates: Last Value - Fall 13; Current value - Fall 14; Target Value Fall 15	1.1.1, 1.1.2, 1.2.1
9	Student Credit Hours Generated	20,971	20,299	20,500	July 2013-June 2014	OIRA, updated on an annual cycle that runs one year behind, FY 15 data not available until February 2016	Annual	Current Value: Actual Attempted Student Hours FY 14	1.1.1, 1.1.1, 1.2.1, 2.1.3, 2.1.4, 2.1.5
12	Total Faculty	61	71	65	Aug-14	USC Sumter HR, IR & Academic Affairs, Updated Annually	Annual	Current Value: All full and part time faculty fall 2014	1.1.1, 1.1.2, 1.2.1
13	Total Full-Time Faculty	33	38	40	Aug-14	USC Sumter HR, IR & Academic Affairs, Updated Annually	Annual	Current Value: All full time faculty fall 14	1.1.1, 1.1.2, 1.2.1