Ann C. Carmichael, Dean

BLUEPRINT FOR ACADEMIC EXCELLENCE

2016-2017

~~Draft~~
March 14th, 2016
Section I. Executive Summary

USC Salkehatchie is a dynamic regional campus serving the rural Lowcountry. The University is one of the anchors in the community and a key for future growth and prosperity in a region characterized by widespread poverty and a declining population. Despite the challenges that accompany the region's economic conditions, USC Salkehatchie’s student body has steadily increased over the last decade. Since 2006, student headcount has increased 21% and FTE has grown 29%. This growth is attributable to program expansions in athletics and academics and to aggressive recruiting, which has enabled the institution to attract a larger percentage of a small market.

Enrollment growth is both a short-term and long-term focus for USC Salkehatchie, and the move toward a larger student body is balanced with a desire to recruit and retain students committed to learning. The expansion of academic offerings through Palmetto College is enabling Salkehatchie to serve more students locally. While many Salkehatchie students pursue baccalaureate degrees at other institutions after completing the first two years of higher education at Salkehatchie, many others are now taking advantage of collaborative programs in nursing and education and Palmetto College online classes to complete the requirements for baccalaureate degrees without having to leave the Salkehatchie area. Salkehatchie also continues to emphasize faculty excellence by striving to offer competitive salaries; by providing opportunities for greater intellectual challenge through the teaching of upper-level classes in Palmetto College; by providing support for engagement in scholarship and research; and by encouraging involvement in campus and local-community service.

Educational attainment is the cornerstone of USC Salkehatchie’s mission, but community outreach efforts demonstrate the institution’s creativity in meeting local needs. The Salkehatchie Leadership Institute, the community-outreach arm of the university, assists municipalities and community groups with economic development and other projects that strike directly at the quality of life experienced by the residents of the region. The Salkehatchie Arts Organization, established in 2008 under the oversight of the Leadership Institute staff, is enjoying success through its annual multi-county play production, successful retail shop, and marketing website designed to draw visitors to the region from both far and near. The Institute also provides leadership development programs for adults and youth.

USC Salkehatchie also has played a significant role in the revitalization of the region. Two recent initiatives that demonstrate the institution’s commitment to regional improvement are "University Mile" and the Promise Zone designation, an initiative by President Obama. Projected to begin in the spring of 2016, University Mile is a streetscape project for downtown Allendale developed with the town and SCDOT. The federal Promise Zone designation for the six counties served by the university will enable these counties to gain priority for grants from thirteen federal agencies. A partnership with Southern Carolina Economic Development Alliance, the Promise Zone project was initiated by USC Salkehatchie, demonstrating that the institution is a proactive partner in economic development.

USC Salkehatchie also has begun developing a “college town” approach to growth for both Allendale and Walterboro that has been embraced by both communities. USC Salkehatchie leaders worked with private developers, as well as the county and city, to build The Reserve, a student housing complex on property adjacent to the USC Salkehatchie West campus in Allendale. The facility, which opened in 2015, was ninety percent full during its first year of operation. A similar partnership is being sought for the Walterboro campus.

Section II. Meeting Academic Dashboard Targets

Parameter 1: Enrollment

The USC Salkehatchie campus developed a long-range goal to “Increase student enrollment through enhanced recruitment and retention” (Goal 1). Accomplishments in this parameter include:
• Student headcount has increased 21% since 2006, reaching 1,109 for Fall 2015, a 3% increase over Fall 2014. FTE has increased 29% since 2006, reaching 745 for Fall 2015, although that is a .5% decrease since Fall 2014.
• Over 150 additional students were served in baccalaureate programs through collaboration with USC four-year campuses (B.A. in Liberal Studies; B.A. in Organizational Leadership; B.S. in Nursing with USC Columbia; B.S. in Human Services with USC Beaufort; and B.A. in Elementary Education with USC Aiken).
• Nine Salkehatchie Scholars were selected for 2015. Salkehatchie Scholars is a competitive academic program that provides a scholarship award to students of high academic achievement, enabling the institution to attract some of the best students in the region.

Note: Fall 2015 enrollment was 3% higher than in the previous year. This growth is attributable to an increase in new freshmen and an expansion of our high school concurrent classes. Recruiting activities continue to be expanded, and with additional grant funding provided by Palmetto College, new marketing and promotional materials were purchased to help increase these efforts.

**Parameter 2: Retention/Success Rate**

As shown in the tables below, Salkehatchie’s performance in retaining students and helping them graduate is within the range of variability among comparable institutions.

**Retention Rate** (percentage of freshmen who return for sophomore year):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Lancaster</td>
<td>60%</td>
</tr>
<tr>
<td>USC Salkehatchie</td>
<td>41%</td>
</tr>
<tr>
<td>USC Sumter</td>
<td>60%</td>
</tr>
<tr>
<td>USC Union</td>
<td>26%</td>
</tr>
<tr>
<td>SC Technical Colleges</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: USC Salkehatchie is working to increase retention rates by having faculty provide names of students with attendance or academic issues to the Associate Dean for Student Affairs, who then works with the Opportunity Scholars Program, tutoring services, and/or counseling services to determine the best course of action. The interventions may begin with personal phone calls to assist these struggling students. USC Salkehatchie also takes proactive measures to help students succeed. All freshmen are strongly encouraged to take University 101, which covers study skills and support information. OSP, in addition to tutoring, provides regular workshops on various study and other academic skills that are open to all students. The campus also uses a combination of faculty and staff advisors to provide additional help. Moreover, this year a mentorship program was started that assigned all freshmen to a specific mentor who follows up with them throughout the academic year.

**Success Rate** (percentage of students who, three years after being admitted, have either earned an associate’s degree or transferred to a four-year campus):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Lancaster</td>
<td>53%</td>
</tr>
<tr>
<td>USC Salkehatchie</td>
<td>41%</td>
</tr>
<tr>
<td>USC Sumter</td>
<td>51%</td>
</tr>
<tr>
<td>USC Union</td>
<td>58%</td>
</tr>
<tr>
<td>SC Technical Colleges</td>
<td>47%</td>
</tr>
</tbody>
</table>
Parameter 3: Faculty

Two of USC Salkehatchie’s five long-term goals relate to faculty and academic programs:
— The expansion of academic offerings and support services, including online and distance-education offerings, to enable students to pursue their long-term educational goals (Goal 2).
— An increase in efforts to hire and retain a diverse faculty that excels in teaching, research, and scholarship (Goal 3).

Full-time faculty members at USC Salkehatchie are recruited through national searches and generally have the highest degree in their fields. To earn tenure, they must meet standards in teaching, research, and service. The table below shows the scholarly productivity of full-time faculty members (n = 23) in academic year 2015-2016:

<table>
<thead>
<tr>
<th>Scholarly Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed publications</td>
<td>16</td>
</tr>
<tr>
<td>Other publications</td>
<td>9</td>
</tr>
<tr>
<td>National conference presentations</td>
<td>10</td>
</tr>
<tr>
<td>Other presentations</td>
<td>11</td>
</tr>
</tbody>
</table>

The table below shows awards received during the academic year 2015-2016:

<table>
<thead>
<tr>
<th>Award</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magellan student-mentoring award</td>
<td>1</td>
</tr>
<tr>
<td>USC RISE award</td>
<td>5</td>
</tr>
<tr>
<td>USC ASPIRE award</td>
<td>0</td>
</tr>
</tbody>
</table>

Parameter 4: Service /Community Engagement

USC Salkehatchie is actively involved in the communities we serve. Faculty, staff, and students regularly log hundreds of hours of service to various civic groups and schools located in the region. The institution also has a physical presence in the 18 high schools where our faculty teach through the concurrent program. The Salkehatchie Leadership Institute provides a yearlong leadership program to high-school youth in the five counties served, as well as an advanced leadership program for community leaders residing in the six counties of Allendale, Bamberg, Barnwell, Colleton, Hampton, and Jasper (run in conjunction with SouthernCarolina Alliance). Additionally, the SLI is providing to elementary and middle-school students STEM programs such as robotics teams and chess clubs, thanks to a Department of Energy grant, along with summer camp programs such as an aviation camp offered in conjunction with Boeing.

USC Salkehatchie also has been instrumental in the development of three projects that could greatly contribute to the economic development of Allendale and the surrounding counties: The Reserve, the 100 bed off-campus housing facility that opened adjacent to the West campus last fall; President Obama’s Promise Zone designation for the six counties in the region, the only rural submission selected in 2015; and "University Mile," a streetscape grant funding beautification of Highway 301 in Allendale that is slated to begin in February 2016.
Section III. Meeting Key Performance Measures and Goals

Short-Term Goals for 2016-2017

Goal 1: Increase student enrollment
- Increase full-time student enrollment and overall enrollment by 5%
- Increase the number of students enrolled in four-year programs through Palmetto College and existing partnerships with other USC campuses by 10%
- Increase the number of Salkehatchie Scholars
- Continue to work with the town of Allendale and private developers to promote off-campus student housing adjacent to campus (The Reserve)
- Expand course offerings that focus on computer science, engineering and other areas as determined by student interest and market demand.

Goal 2: Expand academic offerings and support services
- Increase the availability of degree programs by contributing to the development of new Palmetto College bachelor’s degrees in Health Services Management and Applied Technology Management
- Continue to provide intervention services to at-risk students through a collaborative effort among Student Services, the Opportunity Scholars Program, and faculty

Goal 3: Attract, increase, and retain a diverse faculty that excels in teaching, research, and scholarship
- Increase faculty to accommodate growing student body by hiring two new full-time faculty members in areas of need (computer science and foreign language)
- Advertise new positions in publications that target minority candidates
- Continue to mentor faculty members individually to ensure that tenure-track members advance toward tenure and promotion and that tenured members remain up-to-date in their disciplines
- Allocate additional funding for faculty professional development and support of research and scholarship activities
- Provide an opportunity for faculty to compete for matching funds when applying for ASPIRE and RISE grants, and also when applying for external grants

Goal 4: Continue to develop and sustain community and university partnerships
- Provide adult and youth leadership programs through the Leadership Institute
- Provide support services for the Salkehatchie Arts Center and Healthy Learners
- Promote intercollegiate athletics as a means of community engagement
- Continue to partner with the Walterboro/Colleton Chamber of Commerce to promote education and economic development
- Work with the Lowcountry Workforce Investment Board to promote job training and education in the Salkehatchie service area
- Work with county hospitals and regional health-care providers in continuing to deliver the USC Columbia BSN program on the Salkehatchie campus
- Develop a performing-arts series for the Carolina Theatre.
• Work with Southern Carolina Alliance to attract businesses and industry to the region

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

• Continue to support faculty members who involve students in internships, independent research, and other modalities of experiential learning
• Increase the number of students involved in service learning and Graduation with Leadership Distinction (GLD) honors.
• Work with Savannah River Site and other industries in identifying summer internship opportunities for students
• Provide campus activities and programs that are designed to enrich the experience of the student

**Meeting Key Performance Measures**

Achievement of Goal 1 will contribute to service to the state by providing South Carolinians with greater access to higher education. Achievement of Goal 4 through the various activities of the Salkehatchie Leadership Institute will contribute to service to the community. Achievement of Goal 2 will contribute to teaching excellence by expanding academic offerings and support services. Also contributing to teaching excellence will be the achievement of Goal 5, as experiential learning is among the most effective pedagogical strategies. Achievement of Goal 3 will contribute to research/scholarship reputation and productivity by increasing the number of faculty involved in productive scholarship.
Section IV. Appendices

A. Resources Needed

Resources not currently available are needed for these three initiatives:

• Increase computer science and engineering courses available on campus

Currently, USC Salkehatchie offers only two computer science courses (CSCE 101 and CSCE 102) and one introductory engineering course. It is imperative that USC Salkehatchie offer more opportunities for workforce training in the region, particularly because of the institution's physical proximity to the Department of Energy’s Savannah River Site plant (40 minutes from the Allendale campus), to the Boeing plant in Charleston (45 miles from the Walterboro campus), and to other industries that have located in and around the communities we serve. An increase in computer science and engineering courses available on campus (even if only through videoconference) would be very helpful.

• Increase the number of four-year degrees available on campus

Currently, USC Salkehatchie awards only associate’s degrees. Students can earn four-year degrees on our campus through programs developed in cooperation with other USC institutions, such as the B.S. in Nursing through USC Columbia’s School of Nursing, the B.S. and the B.A. in Elementary Education through USC Aiken. Available online through Palmetto College are seven more four-year degrees (B.A. in Liberal Studies; B.A. in Organizational Leadership; B.S. in Criminal Justice; the RN to BSN program; B.A. in Human Services; B.A. in Elementary Education; and B.S. in Business). Additional online degrees in areas of need such as information technology and engineering would allow USC Salkehatchie to attract more students and encourage them to remain in the area to work following graduation.

• Increase the racial diversity of faculty

The USC Salkehatchie faculty is diverse in its composition regarding gender and national origin, but not quite so regarding ethnicity. The addition of one or more tenure-track faculty members from an ethnic minority group would add to the diversity of the faculty. The inclusion of African Americans in the faculty is particularly important at Salkehatchie because of the large representation of African Americans in the student body (42% of all students). These students can greatly benefit from a role model of their own ethnic group. Creative measures such as joint appointments with the flagship campus or financial incentives at the time of hire would aid USC Salkehatchie in attracting more minority faculty members.

B. Benchmarking Information

Enrollment growth since 2006: 21% headcount
Enrollment growth since 2006: 29% FTE
Freshman retention: 41%
Graduation rate: 21%
CHE success rate: 41%
Average class size: 20
Percent credit hours taught by full-time faculty: 26.79%
Percent full-time faculty with terminal degree: 75%

FTE students per full-time faculty member: 31
Peer-reviewed publications per faculty member per year: 0.7
USC grants per faculty member per year: 0.3
Hours of community service per year, faculty: 3,500
Hours of community service per year, students: 2,000

Peer Institutions

The following university system campuses have been identified as most closely matching the Palmetto College campuses:

Kent St. East Liverpool
Kent St Salem

Ohio St. Mansfield
Ohio St. Marion

Ohio Univ. Eastern
Ohio Univ. Zanesville

Penn St. DuBois
Penn St. Fayette (Eberly)
Penn St. Mount Alto

Univ. of Wisconsin Colleges (13 campuses, online)

A peer review of Palmetto College including the campuses was conducted in 2015. Colleagues from all the above institutions participated in this review.

Additionally, using a slightly modified and “fine-grain” criteria set, an expanded list of peers was developed. As shown below, this list focuses on each Palmetto College Campus and provides proposed and aspirational peers. For Salkehatchie, this list includes:

Current:

New Mexico St. Grants
Ohio St. Mansfield
UW Marathon County

S.C Technical College counterpart:

Denmark Tech

Aspirational:

Univ. of New Mexico Taos
Univ. of Akron Wayne College
C. Top Strengths and Important Accomplishments

USC Salkehatchie continues to grow and expand programs and services, a significant accomplishment given the demographics of the rural Lowcountry. The institution serves one of the poorest regions in the state of South Carolina, with counties that not only rank among the highest in unemployment nationally, but that are steadily losing population. However, having a quality institution of higher education that place-bound students can attend is one of the keys to future prosperity. USC Salkehatchie is known for providing a nurturing environment in which students can thrive. Because of this earned reputation, USC Salkehatchie continues to grow, with headcount increasing by 21% over the past ten years and FTE increasing by 29% in the same timeframe. These enrollment successes are partially attributable to aggressive marketing efforts, as well as to academic and athletic program expansions. Cultivating interest in higher education through summer enrichment programs for area youth and high-school leadership programs has also contributed to growth; these programs convey to children of all ages that a college education is within their grasp—and that they can and should work toward that goal. Overall, the campus’ numerous outreach and educational efforts come together to help achieve the ultimate goal: more local residents who are well-educated, employed, and capable of contributing to the stability of their families and their communities.

USC Salkehatchie’s mission and vision call for the campus to serve as a resource for community development and for a better quality of life for area residents. Educational attainment is the cornerstone of that effort, but other outreach efforts demonstrate the institution’s creativity in meeting community needs with limited resources. The institution’s work with the local economic development alliance to complete an application for President Obama’s Promise Zones initiative is an excellent example. Because of these efforts, the six service counties in the region will be more competitive in securing federal grants to fund programs and services that will help build the local economy. USC Salkehatchie also worked with the Southern Carolina Alliance and the Town of Allendale to apply for and ultimately earn a $1.4 million enhancement grant through the South Carolina Department of Transportation and Lowcountry Council of Governments. These funds will be used for the beautification of “University Mile,” the stretch of Highway 301 in Allendale that parallels the campus. Bike trails and added safety features will be included on this highway. The work is timely given the recent completion of The Reserve, the state-of-the-art housing facility located adjacent to the Allendale campus that was built for Salkehatchie students. As a result of this facility, which opened last fall, spin-off businesses such as restaurants and other retail establishments have already started to locate near the campus. Such establishments will help the economy and revitalize the town. Similar efforts have also begun in Walterboro with the intent of creating more of a college-town environment.

D. Weaknesses and How They Are Being Addressed

One of the difficulties experienced by the institution is attracting a larger number of academically qualified students. The regional campuses were initially established to provide an opportunity for local students to attend college; consequently, the admissions standards were not intended to be as stringent as those of the flagship campus. However, the lower admissions standards sometimes result in students who are accepted but who are not adequately prepared for college-level work. Intervention services such as those provided by OSP help students succeed. Although USC Salkehatchie is gradually becoming more of a “first choice” institution, the level of preparation of many students from area high schools is still a concern. Outstanding students from the region, especially minorities, are heavily recruited by top-level colleges and universities who are able to provide scholarships and other financial incentives that make it difficult for institutions with limited resources to compete.

An additional concern is the decline of state funding and a lack of parity. Funding has not kept pace with the growth of the student body, and USC Salkehatchie receives less funding per student than most institutions in the state. The financial situation is exacerbated by limited supplemental county support
of the kind common with institutions located in more affluent areas of the state. Although USC Salkehatchie has compensated for this lack of financial resources through aggressive and creative grant proposals, the awarding of which have enabled the institution to continue to develop academic and community-outreach programs, new initiatives and growth cannot be sustained with grant funds. It is our hope that a more equitable formula of state funding will be created in the near future.

Appendix E/F. Campus Statistical Profile/Campus Research Profile

Note: The implementation of a new enterprise system to replace the legacy system continues and presents challenges in terms of supplying and producing data in which one can have full faith. What is reported below represents “best available” data, and in some cases data gaps that will have to be addressed at a later time.

Student/Faculty

Fall 2015 HC = 1109, FTE = 745

1. Number of entering freshman and SAT/ACT scores Fall 2012 = 336, 839/16; Fall 2013 = 306, 868/18; Fall 2014 = 269, 836/16; Fall 2015 = 258, 818/16

2. Freshman retention rate for classes entering Fall 2012 = 45.5%; Fall 2013 = 43.3%; Fall 2014 = 41.2%


4. Total credit hours generated by campus for Fall 2014 = 11,304; Spring 2015 = 9,445; Summer 2015 = 380

5. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree fall 2015 =25.0%

6. Percent of credit hours taught by full-time faculty fall 2015 =42.25 %

7. Number of faculty by title Fall 2012 = 2 Prof, 4 Assoc. Prof, 9 Asst. Prof, 4 Inst.; 39 Adjunct; Fall 2013 = 2 Prof, 6 Assoc. Prof, 9 Asst. Prof, 9 Inst.; 46 Adjunct; Fall 2014 = 1 Prof, 6 Assoc. Prof, 8 Asst. Prof, 8 Inst.; 46 Adjunct; Fall 2015 = 1 Prof, 7 Assoc. Prof, 7 Asst. Prof, 8 Inst.; 46 Adjunct

8. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2015 = 4; No Change

9. Success Rate of 2011 cohort: 41.8% (Defined as FT/FT cohort three years after initial enrollment either graduating, still being enrolled at the campus, or transferring): Associate Degree Graduation Rate of 2011-2014 cohort = 21.7%. Baccalaureate graduation rate of 2008 cohort – 15.7%

10. Student/Faculty Ratio: 20-1 (2014 – latest available)

Extramural Funding/Sponsored Research 2014-2015

Five awards totaling $322,791
Source/Amount:
- SRSCRO/DOE - $71,488
- Palmetto Pride - $4,989
- AT&T - Allendale-Fairfax High School - $5,000
- DHEC – Solid Waste Reduction and Recycling - $1,250
- US DOE - OSP - $240,064

Category/Amount:
- Service - $322,791