

Palmetto College (Central Office)

Service Blueprint

Note: As home to both associate and baccalaureate degrees, Palmetto College Central Office, USC Palmetto College Columbia, and the four Palmetto College Campuses also produce [Blueprints for Academic Excellence](#). The following report represents the inaugural effort in producing a service blueprint and focuses on PC Central in its role in providing leadership and direction to the academic endeavors of Palmetto College.

Vision: USC Palmetto College will be a destination of choice for students seeking affordable and flexible access to the resources of UofSC, by creating innovative and inclusive pathways focused on student success that nurture critical thinking, civic engagement, and career development.

Source: Final Report of the Focus 2023 PC College Strategic Planning Committee (representing an initial effort to align Palmetto College - as accredited with USC Columbia - with the Columbia-based Focus Carolina 2023 plan. This plan will continually evolve. Goals listed below are PC-specific refinements of Focus Carolina 2023 goals.

Mission: Palmetto College exists to leverage the resources of the USC System and provide accessible, affordable and flexible degrees for all South Carolinians. In doing so, Palmetto College endeavors to follow the [USC System Mission Statement](#). (Note: Currently being revised – approved by BOT, awaiting CHE approval)

I. Executive Summary:

A. Strengths: As Palmetto College completed its sixth year in FY19, we note the following accomplishments: 1. Celebrated five years of success of Palmetto College with multiple activities, including production of the [Palmetto College Five-Year Report](#), 2. Developed new Palmetto Pathways Gateway Program with the regional Palmetto College campuses and USC Columbia, with 54 students enrolled for Fall 2019, 3. Partnered with Vice President Derrick Huggins to develop and implement the new University of Possibilities Program, bringing 6th -8th grade students from underserved areas of the state to the regional Palmetto College campuses and connecting with them as middle school students, 4. Worked with fellow Chancellors and Deans to develop five new fully online bachelor's degrees. 5. Appointed a Regional Palmetto Colleges Salary Study Committee that worked throughout the year, resulting in a Salary Study Report to be acted upon beginning Fall 2019, starting with \$100,000 of funds allocated in 2018-2019. 6. Opened two new sites: Lexington Transfer Center and Indian Land Location of USC Lancaster, along with 11 new Dual Credit/Early College sites with partnering K-12 School Systems, 7. Partnered with SC State to develop a plan to offer their degree completion program in Public Administration in Palmetto College Online, 8. Focused on enhanced service to military populations by hiring new Executive Director of Military Strategies and Programs and launched development of a Military Center of Excellence, both physical and virtual, 9. Hired new Dean at USC Salkehatchie, Dr. Chris Nesmith, following the retirement of Dean Ann Carmichael, 10. Hired new Dean for Extended University, Dr. Ron Cox, to fill the vacancy left by hiring Dr. Chris Nesmith at

USC Salkehatchie and changed to name of Extended University to USC Palmetto College Columbia.

B. Weaknesses (and how we are addressing) : 1. Funding: Loss of Evening Program and Continuing Education several years ago resulted in loss of frozen, flat budget. Have and continue to request restoration. 2. Space: PC Central is located in three locations which, combined with the launch of the Pathways program, makes optimal functioning challenging. Work with appropriate officials to centralize operations. 3. Obstacles to admission of Ft. Jackson and BOL/BLS students due to strict application of traditional student standards. Work with appropriate officials to address.

C. Key Issues: In addition to those listed in the Weaknesses section above, the preparation for submission of the 2020 SACSCOC report is/will require considerable “opportunity cost” activity by many individuals – that is, time normally spent performing regular job duties will be devoted to report production.

II. Goals. Under the direction of the Chancellor, Palmetto College has, since 2013, followed five main goals. Below listed is each goal along with that goal’s “linkage”(in parentheses) to one or more of the PC Focus 2023 “refined” goals (as described above), that mirror the Focus Carolina 2023 plan goals. All are ongoing, continual goals.

Enrollment (PC Focus 2023 goals addressed: Educating future leaders and thinkers through affordable, flexible, and quality educational opportunities; Assure efficiency, accountability and fiscal responsibility by continually examining operations, growing programs, and engaging in continuous planning efforts.)

Enrollments in Palmetto College encompass three groups: “traditional-age” students (including dual enrollment students) at the four campuses; online degree students in all 14 majors of PC; and “2 + 2” students, who are students in four year programs of the baccalaureate system, but take their courses at the PC campuses.

Progress: Traditional: HC enrollments: Preliminary numbers for F19 reflect a HC enrollment of 5,093, a 10.62% increase over F18.

Progress: Online: HC enrollments: Preliminary F19 numbers reflect continued growth to 1,122.

Progress: 2 + 2: HC enrollments: As the online programs have become available and increasingly popular, the long-available 2 + 2 programs are experiencing “positive competition,” therefore producing flat numbers. Preliminary numbers for F19 reveal HC enrollment of 109.

Summation of the three groups: F19 – overall PC preliminary enrollment of over 6300, PC Campuses enrollments exceeding 5000 for first time, PC Online enrollment exceeding 1100 for the first time

Discussion (to include upcoming plans and dashboard effects): As stated, enrollment growth is an ongoing goal. The past several years have brought a concerted effort to provide central office guidance, leadership, and resources to this area. Consultancies were contracted to review the

enrollment practices at all campuses, resulting in a more formalized enrollment management emphasis at each. Further, a CRM was contracted to provide needed electronic management of the applicant pool. An emphasis on providing dual enrollment opportunities to students in or near our campuses service areas (which results in substantial cost of higher education savings to these students and their families) was aggressively pursued. The Palmetto Pathways pilot program was launched yielding 54 HC enrollments (included in the Lancaster HC number). A fourteenth online program (Engineering Technology Management) was launched and work was undertaken to make five programs fully online. The Indian Land (Lancaster) and Lexington Transfer Center (PC Columbia) were opened. Enhanced service to the military population was established by the hiring an Executive Director for Military Strategies and Programs. Finally, to assure appropriate coordination of all enrollment activity initiatives just described, an assistant dean of enrollment management was hired in September. Reporting to him are those central office units devoted to financial aid, marketing, and recruiting. In addition to working toward more coordination of these units to serve campus students (including Palmetto Pathway) and online programs, his plans are to begin developing predictive analytics for our programs when possible, therefore ushering in a more proactive underpinning to our existing recruiting efforts.

With a promising fall in terms of preliminary numbers, our goal is to increase overall numbers, yielding a desired overall PC enrollment number of 6200 after F20 officials are produced. Challenges to achieving this include: continuation of a robust economy that “siphons” potential students who would otherwise enroll when less opportunity is available, unanticipated loss of key leadership, loss of dual enrollment contracts with high school which result in the loss of a HC “block” of students, alignment concerns with USC Columbia which focuses on admitting traditional students as opposed to our more non-traditional students who present more varied qualifications, and insufficient funding for the initiatives listed. Barring these challenges, along with others that may arise further in the future, the F21 desired PC overall enrollment is 6400, subject to adjustment after F20 is official.

Student Success (PC Focus 2023 goals addressed: Assembling and supporting a diverse world-class faculty dedicated to teaching, scholarship, and student success; Assure efficiency, accountability and fiscal responsibility by continually examining operations, growing programs, and engaging in continuous planning efforts.)

Student Success is vital to PC, both from an enrollment management perspective, but also from a moral imperative for those to whom we provide educational opportunities that others may not. Because of our diverse program mix; that is, a blend of first-time full-time students, transfer students into our online programs, and dual enrollment students, tracking progress presents a challenge in terms of both definitions of success and cohort establishment.

Concerning the former, the best measure we have found for our regular, FTFT students at the PC campuses is Success Rate (a measure established when the state’s public institutions were under performance funding legislation - roughly 1996-2005) which is defined as tracking students for third years (150% of time for associate degree attainment) with success being defined as 1. graduated, 2. transferred to another institution or 3. still enrolled. These three possible positive outcomes best capture the varied educational goals/challenges our students face (example: a

student's desired baccalaureate major curriculum requires him/her to leave one of our campuses after one year as the courses offered at the campuses do not include those in the curriculum. In this case, transfer would be the success). For online students, the measure would be eventual degree attainment, given that transfer into the program and subsequent enrollment status with a wide dispersion of hours earned and FT versus PT enrollment. For dual enrollment students, success is measured by subsequent acceptance into postsecondary institutions – particularly the USC System and, longitudinally, graduation (more discussion below).

Finally, having well-qualified, trained, and compensated faculty contributes to student success. Progress in this area will be discussed below.

Progress: FTFT students: The CHE calculated for the four PC campuses combined increased from 48.8% for the 2013 cohort (reported in 2017 in the CHE Stat. Abstract) to 58% (2014 cohort, 2018 Stat. Abstract). It should be noted that the corresponding 2017 cohort number for the state's technical colleges is 43.2%. Another important outcome of what constitutes success for our traditional student is measured in the CHE Placement 301 report, which defines success for an associate degree recipient one year after graduation as: 1. working or 2. continuing his/her enrollment in a higher education institution on a fulltime basis. The target set by CHE for the combined grads in a given year is 50%. In an obvious demonstration to us that our students come to us for the “ground floor” of baccalaureate education, our students not only far exceed this rate (64% to 86% depending on campus in 16/17, and 67% to 86% for those graduating in 17/18), they do so with the overwhelming number pursuing education fulltime (as opposed to entering the workplace or exiting higher education). Finally, for this group, we believe measuring how they succeed in earning their respective baccalaureate degrees within the USC System (since it represents their entry point) is an important outcome to examine. For the latest most reliable cohorts available (2011 and 2012), we found, for the 2011 cohort, a PC campuses-combined 63.14% for those transferring to Columbia within a 6 year (150%) period and earning a baccalaureate degree, and a 63.64% for those transferring to Aiken, Beaufort, Columbia, and Upstate combined. For the 2012 group the corresponding numbers are 64.65% for Columbia, and 61.35% for Aiken, Beaufort, Columbia, and Upstate combined. Parenthetically, we feel these numbers correspond favorably with 2012 native-entering Columbia rate (latest published by the CHE) of 73.1%.

Online students: Because our online students transfer to our programs with a wide range of hours earned and because nearly 40% enroll PT, we have found the most dependable measure for evaluating the success of this group and their respective programs is numbers of graduates. We have observed a steady increase from 242 for 16/17, 356 for 17/18 370 for 18/19.

Dual Enrollment students: We believe the best measure of success for this group subsequent enrollment in higher education. That broad goal is best refined on a practical basis by examining how our dual offerings “feed” the USC System, having earned significant USC credit (thereby supporting both the Enrollment and Success goals). Of the 2206 enrolled as duals in F16, our research reveals that 761 enrolled in the USC System in F17, either as first-time freshman or continuing dual enrollments, while an additional 1115 enrolled at other higher education institutions. Therefore, 1876 students who enrolled initially at the four PC Campuses and their

families benefited both educationally and economically (supporting our mission of accessibility, affordability and flexibility.) the corresponding number for are: 2248 (note growth over F16 above) enrolled, 797 enrolled in the USC System, 1199 enrolled outside the system, 1996 enrolled in higher education F18.

Discussion (to include upcoming plans and dashboard effects): Obviously our goal is to continually work toward increased student success. For our traditional students this entails continually supporting current and proposed student success initiatives at the campuses and when possible, directly contribute to these efforts through the sponsorship of such services as Brainfuse our online tutoring vendor solution. We will continue to monitor the two CHE success measures discussed above as well as review our graduation rate success of our system transfers. In regard to our online students, now that the assistant dean of enrollment management is on board, we will work to ascertain, from the central office “perch,” if we can develop a practical success measure besides just graduation. For our dual students we plan to begin, starting with the fall 2019 cohort, which we have captured, to eventually produce 6- year graduation rates for this group. In summation, we are not setting target marks for success but rather process efforts in order to fully determine what the best measures for our complex cohorts should be. Challenges to doing so will primarily be staffing in nature as, at present, we do not have fulltime FTE staff devoted to research.

Faculty (PC Focus 2023 goals addressed: Assembling and supporting a diverse world-class faculty dedicated to teaching, scholarship, and student success; Building inclusive and inspiring communities, on-campus and online.)

Providing structure and support to the campuses in regard to attracting, hiring, and supporting the faculty of Palmetto College is a critical goal of the PC Central office. In addition to central office HR functions, the central office supports a fulltime FTE to provide support to campus and USC Palmetto College Columbia faculty. The office also provides funding and staff support for Faculty Senate meetings, CTE events, special events/activities. IT support is also provided to faculty as requested.

Progress: Support to the campuses has yielded positive outcomes with an increase of hires of faculty from five faculty hires for the 17/18 year to 10 for 18/19. For 19/20, 11 hires have been made. Our tenure-track faculty have experienced excellent success in receiving tenure and/or promotion with a 100% success rate for files submitted over multiple past years. It should be noted that central office encourages and supports the tradition of having a Columbia faculty member from the discipline being searched for serve on the search committee. This is done in order to better assure Columbia approval of coursework to be taught by the hire at his/her campus. The 18/19 also included the sponsorship of a Palmetto College Faculty Salary Study. The subsequent report will be acted upon in F19 with secured funding of \$100,000. Finally, after years of effort, we were able to secure, for PC Campuses faculty, full access to the same scholarly e-resources as Columbia faculty.

Discussion (to include upcoming plans and dashboard effects): For 19/20 and forward, the central office will continue to provide guidance and support to the campuses in determining

need, securing funding and hiring new faculty. Of special emphasis for 19/20 and 20/21 is directly working with USC PC Columbia in determining the faculty staffing requirements and securing of faculty hires for the Palmetto Pathways Program as we anticipate rapid growth in this program. As noted above, 19/20 and beyond will see the implementation of the results of the Salary Study Report. Challenges to hiring and appropriately compensating faculty will be ongoing and require consistent and significant funding to address.

Service (PC Focus 2023 goal addressed: Spurring creativity and innovation, including advanced educational opportunities responsive to regional community needs.)

Service is recognized as an integral part of our mission, as our existence is an exercise in providing opportunity to those who cannot avail themselves to traditional educational delivery sites and modes. The campuses report on their service activity in the Blueprints for Academic Excellence. We will focus here on what PC central office has initiated.

Progress: In 16/17 and 17/18 the PC Board of Visitors participated in Dawn Staley's INNERSOLE shoe collection and distribution to needy children. In 18/19, we partnered with VP Derrick Huggins to implement the University of Possibilities which brings 6-8th graders from underserved areas of the state to our campuses in order to connect them with the possibilities higher education holds. Further, the Chancellor frequently makes presentations to groups throughout the state stressing the value and availability of our campuses and programs as a way to reach those who are underserved where they live and/or work. Faculty of PC Campuses, as well as students and staff, also devote significant hours to serve. These contributions are documented in each campus' Academic Blueprint. Finally, the aforementioned enhanced services to the military populations represents an attempt to expand the services we currently offer at Ft. Jackson and Shaw Air Force Base, as well as throughout the state.

Discussion (to include upcoming plans and dashboard effects): Efforts going forward include continued work with VP Huggins on the University of Possibilities program as well with our Military Strategies and Programs unit to further leverage the momentum created since we initiated our efforts. We also plan to develop formal methodology to standardize collection of service activities of faculty/staff and students. Challenges include necessary funding and the ability to commit FTE resources to these efforts.

Organizational/Financial (PC Focus 2023 goal addressed: Assure efficiency, accountability and fiscal responsibility by continually examining operations, growing programs, and engaging in continuous planning efforts.)

Our Organizational/Financial goal is considered foundational as without good management and finances, our other goals are not possible to work toward. The Chancellor has worked with all campus deans to assure that the twin overarching goals of balanced budgets and adequate fund balances are maintained. It should be noted that these goals are included in the evaluation standards of each dean. An increased emphasis on development efforts has also been made since the launch of Palmetto College with a director serving in PC Central to work with the campuses and units of Palmetto College to identify and solicit additional funding.

Progress: All campuses/business units ended FY18 with balanced budgets and adequate fund balances. Specifically, the Chancellor has set a goal of securing and maintaining a three months fund balance. Of specific note, USC Lancaster reached the two-month fund balance goal after having no fund balance in 2013 and all four campuses met the 2 to 3-month goal in FY 19. Development efforts resulted in \$1.03 million secured in FY18, a significant increase from the \$893,400 raised in FY17. A federal Distance Learning grant in the amount of \$478,556 was secured to upgrade our smart classrooms. The implementation of the Tuition Revenue Model continued resulting in substantial new revenue for each system campus with the total distributed across the system campuses exceeding 73 million. The aforementioned military support programs, Palmetto Pathway Program, fully online degrees, Lexington and Indian Land centers were launched with the goal to provide both service and revenue to Palmetto College.

On the organizational front, several staff changes took place with successful replacement from within as did the opportunity to revise the current organizational structure to best organize for the future, which we are currently undertaking. We renamed Extended University to USC Palmetto College Columbia to reflect our expanding efforts to provided educational services and programs in the Midlands.

Finally, as part of the SACSCOC continuous compliance effort, all campuses PC Central and USC PC Columbia are preparing service blueprints to cover three years (18/19, 19/20, 20/21).

Discussion (to include upcoming plans and dashboard effects): As we reach the halfway mark of our seventh year and point toward our eight, our efforts will consist of a mixture of what we have established (balanced budgets/adequate fund balances), increased fundraising) and begun (Pathway, military support, Tuition Model formula finetuning, Lexington Center. New tasks consist of the implementing of the new budget model and working with our new President on new mission/planning revisions. Goals for development include complete 110 donor visits, deliver 15 new funding proposals and generate \$1,000,000 in new funding production for Palmetto College's funding priorities. Challenges to the above include the aforementioned funding loss of several years ago, tight budgets overall due to current state funding levels, a turn in the current strong economy, and any unanticipated turnover in key positions.

III. Dashboard Metrics Development: The following link [Dashboard Source Information](#) contains a primary data source for the above numbers and could service as a source for formal dashboard development.

Resource Information

To be provided by University Budget Director

Initiative solicitation

To be requested by Budget Update Group. A comprehensive programmatic needs presentation is currently available at the following link: [President's Budget Hearing](#)

Space Needs

As the Palmetto Pathways program grows, classroom space will need to increase accordingly. That demand, in turn, leads us to desire consolidated space for all our operations currently located at Byrnes and Hampton St. that support these students as well as, indirectly, students at the four PC Campuses. In short, increased numbers of classrooms predicated, on our growth, combined with a “one stop” location for services, represents our highest space priority.