

<b>AGENCY NAME:</b>	USC Beaufort		
<b>AGENCY CODE:</b>	H36	<b>SECTION:</b>	20D



## Fiscal Year 2014-15 Accountability Report

### SUBMISSION FORM

**AGENCY MISSION**

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state's largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

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

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
<b>PRIMARY CONTACT:</b>	Dr. Martha A. Moriarty	(843) 521-3137	<a href="mailto:mamoriar@uscb.edu">mamoriar@uscb.edu</a>
<b>SECONDARY CONTACT:</b>	Mr. Brian M. Mallory	(843) 521-4137	<a href="mailto:malloryb@uscb.edu">malloryb@uscb.edu</a>

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

<b>AGENCY DIRECTOR</b> <i>(SIGN/DATE):</i>	<div style="text-align: right; margin-top: 10px;">9/04/2015</div>
<i>(TYPE/PRINT NAME):</i>	Dr. Al Panu, Chancellor
<b>BOARD/CMSN CHAIR</b> <i>(SIGN/DATE):</i>	
<i>(TYPE/PRINT NAME):</i>	Eugene P. Warr, Jr., Chairman

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**AGENCY’S DISCUSSION AND ANALYSIS**

UNIVERSITY OVERVIEW

The University of South Carolina Beaufort (USCB), a senior campus of the state’s flagship public university system, brings the University of South Carolina’s statewide mission of teaching, research, and public service to the Lowcountry of South Carolina. USCB has one of the oldest traditions of higher education in the nation, dating to the 1795 charter of Beaufort College. Partnering with the University of South Carolina, state and University leaders discussed ways to increase access to university education in the 1950’s. In 1959, the Beaufort College building welcomed 57 students to USCB, a two-year campus in the USC system. Over the next 30 years, USCB developed an eight-acre campus on the waterfront in Beaufort’s historic district—constructing buildings, renovating a former elementary school and purchasing historic properties. The University began offering classes on Hilton Head Island in 1985. By the late 1980’s, students pursued baccalaureate degrees in several fields through USC Aiken and USC Columbia cooperative programs offered on the USCB campus. With the support of the community, Beaufort County Council, faculty, staff, students, the Beaufort-Jasper Higher Education Commission, and the Trustees of the College of Beaufort, USCB was approved to seek baccalaureate accreditation in 2002. Expanded as a Comprehensive University in August 2004, USCB emerged as South Carolina’s newest accredited four-year university. Six baccalaureate degrees were offered and the first building opened on the Hilton Head Gateway campus 200 acre site. The next five years saw a science building, high-tech library, on-campus housing, and campus center constructed. Market segments expanded out-of-state and out-of-country with the addition of student housing in Fall 2005. Degree programs doubled and USCB Sand Shark athletics debuted, joining the NAIA Sun Conference. Over 1,700 students now pursue 18 baccalaureate degrees with multiple programs of study and more than 1,300 community members participate in the Osher Lifelong Learning Institute at USCB. Our region’s 220-year commitment to university education has remained constant—while USCB has responded to its needs.

USCB students are primarily traditional freshmen, transfer, military, and continuing undergraduate students. In Fall 2014, there were 1,794 students enrolled at USCB with 78% of them being of traditional age, defined as age 24 and below. Eighty percent were full-time students and 35% were minority. Although USCB draws its students primarily from the Lowcountry region of South Carolina, students come from 31 other states and 10 foreign countries.

In August 2015, USCB’s new Chancellor, Al Panu, welcomed the largest freshman class and largest total enrollment in USCB history—over 500 new freshmen and 1,975 total students reflecting a monumental 10% enrollment increase over 2014. In order to remain current in an ever-changing operating environment characterized by unpredictable enrollment and funding, however, it is imperative that we at USCB engage in continuous reflection—examining what we do, why we do it, and how we can improve. This introspection has fostered great strides in educational quality for our students, our community, and ourselves, furthering the University’s mission of educating residents of the Lowcountry and beyond.

EDUCATING OUR STUDENTS

Of primary concern in all of USCB’s activities is student learning. The high quality of a USCB education is evidenced by the successful SACSCOC Fifth-Year Interim Report review and both NCATE (teacher education) and CCNE (nursing) program-specific accreditation visits and students’ 100% pass rates on

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both the National Council Licensure Exam for Registered Nurses (NCLEX) and PRAXIS Series II Education of Young Children Exam.

Academic Affairs continues growing to meet the needs of our students. Nine new full-time faculty were hired to fill vacancies and strengthen programs, a new B.S. in Mathematics with tracks in Mathematical Sciences and Secondary Teacher Education was approved and two Secondary Teacher Education degrees in English and Biology are under development. A new concentration in Media Arts was added to the B.A. in Studio Arts, and a minor in Theater was developed. Computational Science, Health Promotion, and Human Services were added to the Academic Common Market inventory, allowing students from states where these degrees are not available to enroll at USCB at in-state tuition rates. Four new articulation agreements were signed with two-year institutions, simplifying the transfer process for students, and a Director of Online Learning was hired to assist faculty with developing online course offerings. Additionally, a USCB faculty member received the USC 2015 MLK Social Justice Staff Award in recognition of the more than \$1.2 million in services he and his students have provided to the Lowcountry and more than 500 Human Services graduates who have been placed with local human service agencies.

In 2014/15, a pool of \$10,000 was made available to tenured faculty for development activities. Each tenure-track faculty member was allotted \$1,000 in development funding. Faculty research was funded via \$20,000 awarded through the Sea Islands Institute. This faculty development and research funding needs to remain as high as possible and the University will continue to explore new research grant opportunities.

Student Development is central to providing services geared toward improving students' academic success and persistence to graduation. The Student Success Center expanded its services with a new Coordinator of Academic Support and Early Intervention. The coordinator is located alongside Academic Advising, the Writing Center, the Tutoring Center, Career Services, and Counseling and Disability Services, to facilitate collaboration and efficiency. New residence halls were opened in Fall 2014 and Fall 2015, and on-campus housing facilities are at 100% occupancy. The number of student organizations increased to more than 30, and Greek Life began with two sororities and one fraternity. USCB also opened the new 20,000 square foot Sand Shark Recreation Center on the Hilton Head Gateway campus, providing students indoor athletic and fitness facilities.

EDUCATING OUR COMMUNITY

Outreach and community service are integral to the University's educational mission. The OLLI program continues to be hugely successful in its continuing education offerings—so much so that its space is completely utilized, preventing substantial growth. In the future, the collaboration with the Town of Hilton Head will alleviate this limitation, but efforts will be made in the interim to provide the most in demand courses and programs to the most participants. Summer 2015 also brought 30 K12 educators from across the nation to Beaufort for "America's Reconstruction: The Untold Story". This institute was led by a USCB faculty member who received a \$200,000 National Endowment for the Humanities (NEH) grant to guide teachers through more than a century of American history—from the final years of the cotton kingdom in the South, through the Civil War and Reconstruction, and up to the modern civil rights era.

EDUCATING OURSELVES

To ensure our continued effectiveness as a university committed to education and lifelong learning, it is of the utmost importance that we continue to examine ourselves and our environment. USCB's Fall

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2015 student enrollment has increased 10% over Fall 2014. This is a cause for great celebration, but it also underscores the need to efficiently manage the University’s resources infrastructure to provide sufficient facilities and programming. Housing is again at maximum capacity and classroom and office space is quickly becoming inadequate. USCB has recently begun researching appropriate peer and aspirant institutions that will allow for comparisons and inform decision-making as we plan for the future. The most important thing we have learned is that USCB is even more unique than we realized. Very few four-year public institutions have been created in the past 20 years, and those that were two-year or technical colleges previously have maintained their associate’s degrees with very limited baccalaureate offerings. This presents many challenges when evaluating our success and trajectory. For example, our current graduation rates are based on students who began at USCB only 3-4 years after we attained baccalaureate degree-granting status and other success measures like retention are negatively impacted as we cement institutional traditions and build facilities needed to support growth. Finding appropriate comparators is imperative for providing an accurate representation of USCB’s achievements.

The success of USCB and its exponential growth over the last 10 years have taken place despite significant challenges in the higher education environment. The most impactful of these challenges is no doubt the financial climate. USCB operates under Federal regulations and within a South Carolina Higher Education Business Model that requires enrollment growth to maintain financial stability. The lack of a higher education funding formula based on enrollments of South Carolina residents has increased competition between state institutions. Deferred maintenance funding is inadequate and there is no state capital funding available for immediate needs such as a classroom building and improving campus facilities. These funding issues are compounded by the inequity of state appropriations. Currently, USCB receives among the lowest state funding per SC resident in the state, resulting in continued dependence on the Beaufort Jasper Higher Education Commission (BJHEC) funding for operational expenses even though the funds were originally intended for program growth and facility’s needs.

**A LOOK TO THE FUTURE OF USCB**

While USCB is operating under intense regulatory and financial strain, the University has developed new and innovative approaches to address these challenges. Always staying true to its mission of teaching, research, and service, USCB has made significant progress in achieving strategic goals, especially with regard to growing, diversifying, and supporting the student population. Enrollments have increased across existing majors and, in the past year alone, new degrees with appreciable enrollments have been implemented. USCB has improved the quality of academics, facilities have been upgraded, and new facilities have been built. Campus security has been improved on both campuses in order to support the growing enrollments. Increasing instructional and faculty office/research space, upgrading campus technology resources, and enhancing donor stewardship and gift development must continue to be strategic priorities, however, to meet the needs of the expanding student population. USCB has evolved to meet the changing needs of higher education as well as the diverse needs of coastal Carolina and the Lowcountry. The evolution will continue, but USCB will remain a vibrant and exciting place providing extraordinary opportunities for its people—an institution with a powerful future to discover.

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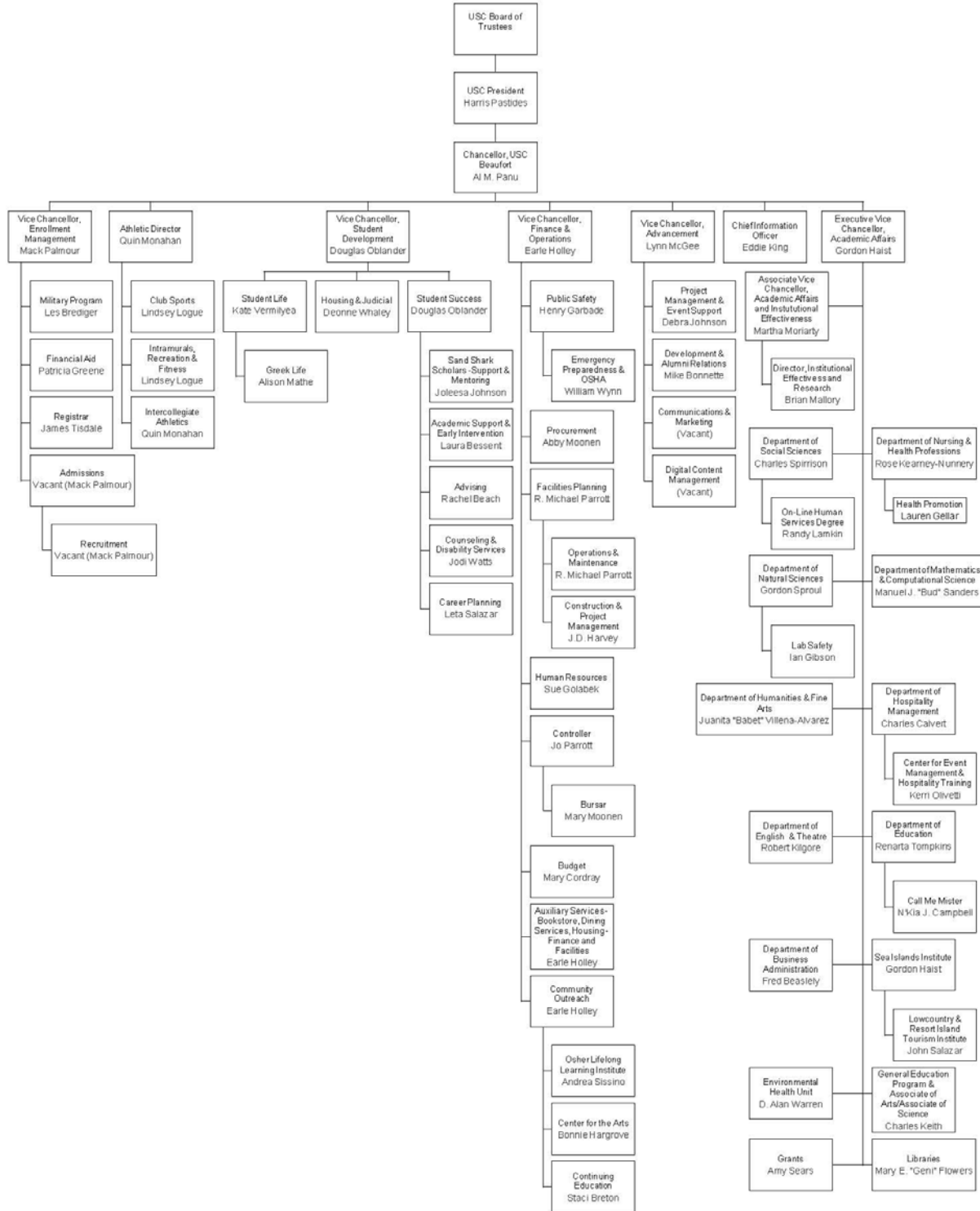
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# University of South Carolina Beaufort Areas of Administrative and Operating Responsibilities



Agency Name: U S C - BEAUFORT CAMPUS



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Strategic Planning Template

Type	Goal	Item # Strat	Object	Description
G	1			<b>Improve teaching and learning through professional development and new program creation (USCB Goal 1)</b>
S		1.1		<b>Strengthen and expand academic offerings (USCB Objective I)</b>
O			1.1.1	<i>Explore and develop new baccalaureate-level degree programs and expand existing programs</i>
S		1.2		<b>Provide an environment conducive to teaching and learning (USCB Objective V)</b>
O			1.2.1	<i>Implement campus master plan for athletic complex, recreational facility, OLLI building</i>
G	2			<b>Foster research and creative activity (USCB Goal 2)</b>
S		2.1		<b>Support scholarship and the pedagogy of the faculty (USCB Objective IV)</b>
O			2.1.1	<i>Sustain Sea Islands Institute funding for faculty research</i>
O			2.1.2	<i>Increase research grants</i>
O			2.1.3	<i>Maintain professional development funding for faculty</i>
G	3			<b>Ensure service excellence in response to regional needs (USCB Goal 3)</b>
S		3.1		<b>Expand and diversify student population (USCB Objective III)</b>
O			3.1.1	<i>Increase student headcount</i>
O			3.1.2	<i>Staff Enrollment Management unit</i>
O			3.1.3	<i>Implement territory management for recruiters</i>
S		3.2		<b>Improve service excellence University-wide (USCB Objective IX)</b>
O			3.2.1	<i>Implement Banner</i>
O			3.2.2	<i>Develop and implement a policy for IT infrastructure upgrades</i>
G	4			<b>Improve quality of life in the University community by fostering academic and personal success (USCB Goal 4)</b>
S		4.1		<b>Expand and strengthen student support services (USCB Objective II)</b>
O			4.1.1	<i>Implement initiatives to support student progress toward a degree</i>
O			4.1.2	<i>Implement initiatives to support career placement post-graduation</i>
O			4.1.3	<i>Build additional student housing to meet demand</i>
S		4.2		<b>Maintain access and affordability (USCB Objective VIII)</b>
O			4.2.1	<i>Secure donor dollars for student scholarships</i>
O			4.2.2	<i>Increase numbers of articulation agreements</i>
G	5			<b>Recognition and visibility and community involvement (USCB Goal 5)</b>
S		5.1		<b>Build the University's reputation and strengthen its base of support (USCB Objective VI)</b>
O			5.1.1	<i>Restructure development, marketing, and visitor reception</i>
O			5.1.2	<i>Restructure website and content</i>

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Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
O			5.1.3	Implement a branding initiative
S		5.2		<b>Develop partnerships that support the University's mission (USCB Objective VII)</b>
O			5.2.1	Increase regional school district partnerships
O			5.2.2	Increase the Osher Lifelong Learning's (OLLI) impact on the community
O			5.2.3	Secure donor gift dollars

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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	Increase the number of programs to meet regional demand	17	18	18	September 1	CHE listing updated as needed	Annual	Number of bachelor's degree majors/concentrations	1.1.1
2	Maintain Sea Islands Institute funding for faculty research	\$25,000	\$20,000	\$25,000	July 1-June 30	Grants awarded by Sea Islands Institute; updated annually	Annual		2.1.1
3	Increase research grants annually	\$505K	\$379K	\$400K	July 1-June 30	Provided by USCB Grants Office	Annual	Dollar value of grants awarded annually for research	2.1.2
4	Maintain professional development funding for tenure track faculty	\$1,000	\$1,000	\$1,500	July 1-June 30	Academic Affairs budget tracking updated as needed	Annual	includes expenditures for on-site and off-site professional development sessions	2.1.3
5	Maintain professional development funding pool for tenured faculty	\$20,000	\$10,000	\$25,000	July 1-June 30	Academic Affairs budget tracking updated as needed	Annual	includes expenditures for on-site and off-site professional development sessions	2.1.3
6	Increase student enrollment	1775	1981	2020	September 1	IER unofficial enrollment reports	Annual	Count of all students enrolled in at least one course	3.1.1
7	Increase percent of first-time full-time students who return for their sophomore year by 1% annually	56%	51%	57%	November 1 for previous Fall	IER pulls retention of students from the previous fall after the freeze date in late October	Annual	FT FT Freshmen returned divided by FT FT Freshmen Cohort; for example, the "Current Value" is for 2013 cohort returning in Fall 2014.	4.1.1
8	Increase IPEDS 6-year graduation rate 2% annually	27%	26%	29%	November 1 for previous Fall	IER submits students enrolled to IPEDS after the freeze date in late October and IPEDS provides 6-year grad rate based on students submitted 6 years prior.	Annual	FTFT Freshmen graduated divided by FT FT Freshmen Cohort; for example, the "Current Value" is for 2008 cohort graduating by Spring 2014.	4.1.1
9	Increase degrees awarded by 2% annually	278	244	284	Fall	USC OIRA data and USCB Registrar data available following Fall	Annual	Includes Summer, Fall, and Spring graduates from previous academic year. For example, the "Current Value" is for 2013/2014 academic year.	4.1.1
10	Increase Transfer graduation rate by 2% annually	46%	43%	48%	November 1 for previous Fall	IER submits students enrolled after the freeze date to NSC 6 years later and calculates grad rate	Annual	Transfer Students graduated from USCB divided by Transfer Student Cohort; for example, the "Current Value" is for students transferring to USCB in 2007 and graduating by Spring 2013.	4.1.1
11	Increase full-time, degree-related job placements of graduates 1% annually	57%	Data not available. Survey tool and process revised.	58%	Fall	USCB Career Services Survey completed 6 mos after graduation	Annual	% of respondents who are employed or seeking employment who indicate they have "Full-time, Degree-related" employment.	4.1.2



12	Maintain or increase Scholarship Gifts and Pledges	\$504K	\$281K	\$500K	July 1-June 30	Development updates annually	Annual		4.2.1
13	Provide sufficient housing space for students	648	747	927	August 1	Student Development/ Housing annual space analysis	Annual	Total number of beds at max capacity as opposed to beds in use at any given point	4.1.3
14	Attain 16,000 OLLI contact hours	15,959	24,441	24,000	July 1-June 30	Director of Osher Lifelong Learning Institute	Annual	Enrollments in each session multiplied by the session length. (10 students in a course that meets 2 hours per week for 3 weeks = 10*2*3=60 contact hours.)	5.2.2
15	Maintain or increase total gifts and pledges	\$932K	\$607K	\$1M	July 1-June 30	Development updates annually	Annual		5.2.3

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Program Template

Program/Title	Purpose	FY 2013-14 Expenditures				FY 2014-15 Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 2,345,720	\$ 15,426,890	\$ -	\$ 17,772,610	\$ 2,748,650	\$ 16,255,506	\$ -	\$ 19,004,156	
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.	\$ -	\$ 2,773,535	\$ 3,501,750	\$ 6,275,285	\$ -	\$ 3,190,404	\$ 4,048,113	\$ 7,238,517	
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.	\$ -	\$ 4,544	\$ -	\$ 4,544	\$ -	\$ 10,961	\$ -	\$ 10,961	
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.	\$ 302,775	\$ 3,197,682	\$ 71,347	\$ 3,571,804	\$ 326,497	\$ 3,505,954	\$ 65,936	\$ 3,898,387	
					\$ -				\$ -	
<b>Total</b>		\$ 2,648,495	\$ 21,402,651	\$ 3,573,097	\$ 27,624,243	\$ 3,075,147	\$ 22,962,825	\$ 4,114,049	\$ 30,152,021	