



HARRIS PASTIDES
PRESIDENT

September 30, 2011

The Honorable Nikki R. Haley
Governor of South Carolina
Office of the Governor
Post Office Box 12267
Columbia, South Carolina 29211

Dear Governor Haley:

This fall, the University of South Carolina's eight university system welcomed more than 45,000 undergraduate, graduate and professional students, of whom about 73% are residents of our state. The freshman class entering at the Columbia campus is the largest and the most qualified in our institution's history. This is a class selected from the largest, brightest and most diverse pool of high school applicants on record, in Columbia and throughout the system. We now serve more South Carolinians than ever and we are honored that students from all 50 states, Puerto Rico, and the District of Columbia, and from 113 nations are also currently enrolled in our university.

The University of South Carolina (USC) is accessible to the students of our state. USC Columbia admitted all resident applicants for Fall 2011 who had both a 1000 SAT and a 3.0 core GPA. Students who are not yet prepared for the academic rigor of USC Columbia are automatically admitted to local regional campuses and/or our bridge programs with the technical colleges across the state. By utilizing the system effectively, USC supports affordability and degree completion.

At last count, our system awards 8,700 degrees annually which represents 39% of all baccalaureate degrees awarded at public institutions in South Carolina. USC awards more baccalaureate degrees than all private institutions in South Carolina combined.

As I said in our State of the University address, our budget model is more like that of a private university today than that of a public university of yesterday, but we will remain very sensitive to the plight of students and their families who invest their precious resources in

our university. We are making this promise to them. We will never ask for a dollar more in tuition if it is not directly tied to improving the already high quality of their education. When we don't need to invest in a vital program we won't ask for the money; on the other hand, we cannot devalue the excellent educational experience that we are known for because that would devalue the promise that we have made to the newest generation of Carolinians. We will be restrained in any future tuition increases, but the quality that has become the cornerstone of our education cannot be allowed to recede.

USC has more Pell Grant recipients than other public institution in South Carolina. For USC Columbia, 23% of undergraduate students are Pell grant recipients. As the academic reputation of USC Columbia has grown, the number of Palmetto Fellows awards increased 82% from 2003 to 2009 and the dollar value of those awards increased 124%. During the same period LIFE Scholarship awards grew by 20% in number and 33% in dollar value to our students. USC Columbia has the highest first-to-second year retention rate among public institutions for LIFE and Palmetto Fellow awards.

Beginning in July, the University further enhanced transparency by making available a searchable website with expenditure transactions. Also included are links to financial statements, budget documents and other reports provided to the state each year. We were pleased to make these enhancements to accountability and transparency for South Carolinians.

Enclosed are the Fiscal Year 2012-13 budget packages for each of the USC campuses.

USC does not request additional operating funds or FTEs for the coming year. Our budget takes into consideration increased system wide enrollment, additional research grant awards, and student financial aid based on qualifying family incomes. As such, additional Federal and Other Funds authorization is built into the line item budget.

The University supports your efforts to enhance Accountability Based Funding across the higher education systems in South Carolina. At the time of this writing, the Commission on Higher Education has yet to release its comprehensive recommendations. I can tell you that the University of South Carolina would welcome changes that restored funding parity across the State's institutions of higher education. We would also welcome metrics assessing graduation rates, access and affordability, economic development and job placement, plus added accountability as objective measures of our success. Given these objectives, a loosening of the regulatory processes, and the freedom to operate in the higher education marketplace, USC can compete very well with universities across the state and across the country.

We seek your consideration for the following:

- Preserve state scholarship funding for our South Carolina residents
- Support the McNAIR Center to enhance education in our aerospace cluster

- Support additional streamlining of capital planning and human resources processes through regulatory reform to aid institutional efficiency
- Support revised funding methodology for higher education to achieve greater recognition of performance and parity amongst the State's higher education institutions
- Resist pressure to impose tuition caps and enrollment restrictions to allow us to meet the demands of the market for higher education

Funding of capital projects remains a critical priority as we strive to achieve excellence in all aspects of the institution's mission. Reducing deferred maintenance is a primary goal of the University in order to protect state resources and enhance the learning environment. The amount of deferred maintenance for the Columbia Campus as listed in the CHE 2003 Update is approximately \$150 million. A comprehensive building quality survey was completed for the Columbia Campus which indicates the actual deferred maintenance is in excess of \$500 million. A State Capital Improvement Bond bill is critical to the reduction of this backlog. Should the Capital Reserve Fund again be made available to finance deferred maintenance projects, this University would quickly put that money to use securing much needed repairs and maintenance to our education facilities.

Many of our upcoming capital projects are funded from sources other than the State General Fund. Those include the planned \$106.5 million Darla Moore School of Business; \$65 million will come from borrowing against lease payments from the U.S. Department of justice, and \$10 million is from philanthropy. We broke ground on this project on September 16, 2011, and expect this project alone to support hundreds of jobs for our state. We are grateful for your support of this project and ask your help in moving all our projects, especially those funded without general fund appropriations, through the regulatory process.

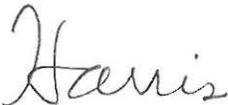
We are excited about our innovative partnership with the Greenville Hospital System that will address a critical workforce development issue and builds upon our successful twenty-year relationship with this health care delivery system. As you know, we seek no state support for this important initiative; it is made possible by a significant commitment of funds from Greenville Hospital System and through student tuition. By any measure, our state needs more physicians, particularly in primary care.

Over the next four months, the campuses of the USC System are undergoing a self examination with the goal of increasing the overall number of baccalaureate degrees awarded. We are examining ways to improve governance, structure, programming, and curriculum. This year we will be proposing to our Board of Trustees a plan to provide increased educational access at our regional campuses for South Carolinians who are placebound, or particularly impacted by our current economy, through the use of technology and on line education.

We are the state's flagship university system. We are a true system with eight institutions on twelve campuses, all dedicated to best serving the citizens of our state. All of our state and national universities provide a good education. However, few are the universities who accept a role in leading their state to higher levels of economic performance and social well being, and who can actually deliver on that promise. This is the promise of a Flagship University, carrying the flag of its State, seeing the name of its state embedded in its own name. This is the University for South Carolina, the institution who participates, innovates, and leads.

Sincerely,

Warm regards.



Harris Pastides

- c: Dr. Michael Amridis, Vice President for Academic Affairs and Provost
- Mr. Les Boles, Director, Office of State Budget, Budget and Control Board
- Ms. Leslie Brunelli, Associate Vice President for Business and Finance
- Dr. Garrison Walters, Executive Director, S. C. Commission on Higher Education
- Mr. Edward Walton, Chief Financial Officer

Agency Certification and Transmittal Sheet

Code:

Section 15G

Name:

H-39 University of South Carolina Sumter Campus

Mission Statement: The University of South Carolina Sumter, a regional campus of the University of South Carolina, has as 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. The University of South Carolina 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. Enrollment varies with community need, but is expected to remain at approximately 1200 students. The University of South Carolina Sumter was established to encourage higher education in the counties of Clarendon, Lee, Kershaw, Sumter, and Williamsburg. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents. 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.

FISCAL YEAR 2012-13 BUDGET PLAN

I. EXECUTIVE SUMMARY

A. Agency Section/Code/Name:

15G/H39/ University of South Carolina - Sumter

B. Summary Description of Strategic or Long-Term Goals:

1. The University of South Carolina Sumter will strengthen its ability to offer a program of high quality learning experiences, through a continued commitment to a tradition of teaching excellence and co-curricular activities, for the completion of associate degrees, joint programs, cooperative bachelor degrees, Palmetto Programs, and eventually the campus's own bachelor degrees.
2. The University of South Carolina Sumter will enhance and expand its student recruitment and retention programs in order to increase headcount and FTE enrollments.
3. The University of South Carolina Sumter will support and encourage the scholarly pursuits of its faculty.
4. The University of South Carolina Sumter will support and encourage the pursuit of research and other types of grants from internal and external sources.
5. The University of South Carolina Sumter will continue to seek greater financial support from local and state governments, as well as private resources.
6. The University of South Carolina Sumter will continue to develop and improve its physical plant and related campus infrastructure as outlined in the campus master plan

C. 2011-2012 Agency Recurring Base Appropriation:

State	\$2,330,655
Federal	\$1,829,496
Other	\$9,767,422

D. Number of Budget Categories:

3

E. Agency-wide Vacant FTEs

Vacant FTEs as of July 31, 2011: 16.05 out of 117.06
% Vacant 13.7 %

F. Efficiency Measures:

Please note that 1) efficiency achievements most often take more than one year, and 2) although many efficiencies have been achieved over time, financial resources are so severely restricted that reallocating monies within the campus for any purpose rarely occurs. We achieve greater efficiencies within various activities by stretching our resources within existing, vital programs. We are defining efficiency measures by referencing the agency accountability report, as directed. USC Sumter utilizes several methods of student feedback in order to remain current with student needs and expectations so that excellent customer service continues. Some of these tools include surveys, course evaluations, graduation surveys and monthly "town hall" meetings. Organizational performance is continually assessed, partly by utilizing SREB data comparisons. Through the use of this data, the Office of Institutional Research provides support for administrative and academic units, coordinates and supports the annual assessment of institutional effectiveness, and contributes to the strategic planning process.

G. Number of Provisos:

0

IIA. OPERATING BUDGET PROGRAMS

Agency Section/Code/Name: 15G / H39 / University of South Carolina - Sumter

SUMMARY OF OPERATING BUDGET PROGRAMS FOR FY 2012-13

OPERATING BUDGET PROGRAMS			FUNDING					FTEs			
Title	Activity Name	Activity No.	Non-Recurring State	Recurring State	Federal	Other	Total	State	Federal	Other	Total
I.A. E&G Unrestricted	See III.C.	Various	0	2,330,655	0	7,025,907	9,356,562	56.40	0.00	55.20	111.60
I.B. E&G Restricted	See III.C.	Various	0	0	2,692,714	2,664,267	5,356,981	0.00	1.46	1.00	2.46
II. Auxiliary	See III.C.	Various	0	0	0	729,532	729,532	0.00	0.00	3.00	3.00
							0				0.00
							0				0.00
							0				0.00
For additional rows, place cursor in this gray box and press "Ctrl" + "b". (You need to start in this gray box for each row needed or the formulas will not copy properly.)											
TOTAL OF ALL OPERATING BUDGET PROGRAMS			0	2,330,655	2,692,714	10,419,706	15,443,075	56.40	1.46	59.20	117.06

IIB. CAPITAL BUDGET/NON-RECURRING REQUESTS FOR FY 2012-13
 Agency Section/Code/Name: H39 / 15G / University of South Carolina - Sumter

SUMMARY OF CAPITAL BUDGET/NON-RECURRING REQUESTS FOR FY 2012-13

CAPITAL BUDGET/NON-RECURRING REQUESTS				Additional State Funds	Previously Authorized State Funds	Total Other Fund Sources	Project Total
Project No.*	Project Name	Activity Name	Activity No.				
	Instructional Laboratories Building	Operations & Maintenance	543	15,825,000			15,825,000
							0
							0
							0
For additional rows, place cursor in this gray box and press "Ctrl" + "c". (You need to start in this gray box for each row needed or the formulas will not copy properly.)							
TOTAL OF ALL CAPITAL BUDGET/NON-RECURRING REQUESTS				15,825,000	0	0	15,825,000

*if applicable

A. Summary description of programs and how they relate to the mission of the agency:

The main educational programs of USC Sumter are the Associate in Arts and the Associate in Science degrees. These are delivered predominately on-site through coursework and through extra-curricular activities. Modern technology is well integrated into these programs when appropriate. In addition, USC Sumter makes additional degree programs available through cooperation with other campuses of USC. Through cooperation with USC Columbia, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership degrees are offered. Through USC Aiken, the Bachelor of Science in Business Administration with a concentration in Management is offered. Through USC Upstate, the Bachelor of Arts degree in Early Childhood and the Bachelor of Arts degree in Elementary Education are available. Both traditional on-site classes and distance education formats are used in these cooperative programs. On an on-demand basis, an RN to BSN completion program is available through USC Upstate, as is an extended graduate campus for both the USC Upstate and USC Columbia M.Ed. Program.

B. Budget Program Number and Name: I. Education and General A. Unrestricted

Current Funds derived from State Appropriations, Student Fees, Institutional Revenue, and Auxiliary Operations that are not restricted for specific purposes.

C. Agency Activity Number and Name:

Note: If more than one activity maps to this program; provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring	State Recurring	Federal	Other	Total
539	Instruction		\$2,330,655		\$2,314,110	\$4,644,765
540	Public Service				\$6,176	\$6,176
541	Academic Support				\$1,210,101	\$1,210,101
542	Student Services				\$1,292,672	\$1,292,672
543	Operation & Maintenance				\$794,513	\$794,513
544	Scholarships				\$221,691	\$221,691
546	Institutional Support				\$1,109,232	\$1,109,232
1705	Research				\$77,412	\$77,412
	TOTAL		\$2,330,655		\$7,025,907	\$9,356,562

D. Performance Measures:

- Satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life)
- Course Evaluation Surveys
- Faculty Evaluation System
- Staff Employment Performance Management System (EPMS) Evaluation
- Future implementation of Faculty/ Staff Satisfaction Surveys

E. Program Interaction:

The University of South Carolina employs Malcolm Baldrige and other performance improvement tools to continuously evaluate, assess and improve management practices in order to enhance the delivery of instructional services to our system’s wide variety of students and academic disciplines. Those elements of Malcolm Baldrige criteria include 1) Senior Leadership, Governance, and Social Responsibility; 2) Strategic Planning; 3) Student, Stakeholder, and Market Focus; 4) Measurement, Analysis, and Knowledge Management; 5) Workforce Focus; 6) Process Management; and 7) Organizational Performance Results. For greater detail concerning the University’s use of these tools and strategies please refer to our FY 2010-11 Accountability Report.

F. Change Management:

The primary focus and mission of this program has not changed significantly over the past 5 years.

G. Detailed Funding Information:

FY 2012-13 Cost Estimates:	State Non-Recurring	State Recurring	Federal	Other	Total
Number of FTEs*	-	56.40	-	55.20	111.60
Personal Service	-	\$ 1,885,000	-	\$ 3,538,161	\$ 5,423,161
Employer Contributions	-	\$ 445,655	-	\$ 1,322,852	\$ 1,768,507
Program/Case Services	-	-	-	-	-
Pass-Through Funds	-	-	-	-	-
Other Operating Expenses	-	-	-	\$ 2,164,895	\$ 2,164,895
Total	\$ -	\$ 2,330,655	\$ -	\$ 7,025,907	\$ 9,356,562

* If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.

Is this budget category or program associated with a Capital Budget Priority? Yes

If yes, state Capital Budget Priority Number and Project Name: Instructional Laboratories Building – only project submitted.

Please List proviso numbers that relate to this budget category or programs funded by this category. NA

H. Changes to the Appropriation:

Please explain any changes, to include re-alignments and funding or FTE increases requested in this year’s appropriation, as detailed below:

Funding:

Year	State Non-Recurring	State Recurring	Federal	Other (Earmarked or Restricted)
2011-2012 Act	-	2,330,655	-	6,381,928
2012-2013 Act	-	2,330,655	-	7,025,907
Difference	-	-	-	643,979
% Difference	-	-	-	10%

Explanation of Changes:

Anticipated increase in student enrollment and overall inflation. The FY 2011 Higher Education Price Index was 2.3%. Changes in Pell awards to include year round eligibility and more family incomes within the income threshold have resulted in student financial aid increases.

Revenue Estimates:

Please detail Sources of revenue for this program, identified by SAP fund number if a live SCEIS agency or the STARS number if a STARS agency. If several sources remit to a single subfund that cannot be split by source and appropriation or program, provide an estimate of the revenue dedicated to this program.

SAP Fund Number	Source Name	General Fund	Other State	Earmarked	Restricted	Federal
3035	Tuition & Fees			\$6,182,508		
3035	Unrestricted Revenue			\$843,399		
1001	State General Funds	\$2,330,655				

If expenditures for this program are greater than known or estimated revenues and the intent is to bridge part of this shortfall by drawing down balances in agency accounts or reserves, indicate the accounts and amount of the current reserve or balance that will likely be used below. Not Applicable

Please detail the long-term sustainability of this program if cash reserves are needed to operate. Not Applicable

If there is federal fund or other fund spending authority requested above the revenue streams detailed above, please indicate the amount and explanation for each. Not Applicable

I. FTE Positions:

Please detail the number of FTE's filled (F) by the program as of June 30 of each fiscal year, and the number authorized (A) by the Appropriations Act.

FTE data is for the campus as a whole

Fiscal Year	State	Other-Earmarked or Restricted	Federal	Total	Temporary, Temporary Grant, Time -limited
2012-2013 (A)	56.40	59.20	1.46	117.06	
2011-2012 (A)	56.40	58.20	2.46	117.06	
2010-2011 (F)	54.93	43.81	2.27	101.01	51
2010-2011 (A)	56.40	58.20	2.46	117.06	
2009-2010 (F)	55.36	43.53	2.44	101.34	48
2009-2010 (A)	56.40	58.20	2.46	117.06	
2008-2009 (F)	55.55	31.15	2.20	88.91	22
2008-2009 (A)	56.40	41.24	4.42	102.06	
2007-2008 (F)	54.75	32.97	2.49	90.21	39
2007-2008 (A)	56.40	41.24	4.42	102.06	

J. Detailed Justification for FTEs:

(1) Justification for New FTEs: Not Applicable

(a) Justification: N/A

(b) Future Impact on Operating Expenses or Facility Requirements: N/A

(2) **Position Details:** Not Applicable

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

A. Summary description of programs and how they relate to the mission of the agency:

The main educational programs of USC Sumter are the Associate in Arts and the Associate in Science degrees. These are delivered predominately on-site through coursework and through extra-curricular activities. Modern technology is well integrated into these programs when appropriate. In addition, USC Sumter makes additional degree programs available through cooperation with other campuses of USC. Through cooperation with USC Columbia, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership degrees are offered. Through USC Aiken, the Bachelor of Science in Business Administration with a concentration in Management is offered. Through USC Upstate, the Bachelor of Arts degree in Early Childhood and the Bachelor of Arts degree in Elementary Education are available. Both traditional on-site classes and distance education formats are used in these cooperative programs. On an on-demand basis, an RN to BSN completion program is available through USC Upstate, as is an extended graduate campus for both the USC Upstate and USC Columbia M.Ed. Program.

B. Budget Program Number and Name: I. Education and General B. Restricted

Funds primarily from gifts, grants and contracts that are designed for restricted uses, predominantly research and student scholarship aid.

C. Agency Activity Number and Name:

Note: If more than one activity maps to this program; provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring	State Recurring	Federal	Other	Total
539	Instruction			\$63,817	\$63,143	\$126,960
540	Public Service			\$269	\$266	\$535
541	Academic Support			\$50,084	\$49,555	\$99,639
542	Student Services			\$238,037	\$235,521	\$473,558
543	Operation & Maintenance			\$79,435	\$78,596	\$158,031
544	Scholarships			\$2,180,829	\$2,157,791	\$4,338,620
546	Institutional Support			\$55,739	\$55,150	\$110,889
1705	Research			\$24,504	\$24,245	\$48,749
	TOTAL			\$2,692,714	\$2,664,267	\$5,356,981

D. Performance Measures:

- Satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life)
- Course Evaluation Surveys
- Faculty Evaluation System
- Staff Employment Performance Management System (EPMS) Evaluation
- Future implementation of Faculty/ Staff Satisfaction Surveys

E. Program Interaction:

The University of South Carolina employs Malcolm Baldrige and other performance improvement tools to continuously evaluate, assess and improve management practices in order to enhance the delivery of instructional services to our system’s wide variety of students and academic disciplines. Those elements of Malcolm Baldrige criteria include 1) Senior Leadership, Governance, and Social Responsibility; 2) Strategic Planning; 3) Student, Stakeholder, and Market Focus; 4) Measurement, Analysis, and Knowledge Management; 5) Workforce Focus; 6) Process Management; and 7) Organizational Performance Results. For greater detail concerning the University’s use of these tools and strategies please refer to our FY 2010-11 Accountability Report.

F. Change Management:

The primary focus and mission of this program has not changed significantly over the past 5 years.

G. Detailed Funding Information:

FY 2012-13 Cost Estimates:	State Non-Recurring	State Recurring	Federal	Other	Total
Number of FTEs*	-	-	1.46	1.00	2.46
Personal Service	-	-	\$ 843,221	\$ 42,379	\$ 885,600
Employer Contributions	-	-	\$ 48,566	\$ 15,845	\$ 64,411
Program/Case Services	-	-	-	-	-
Pass-Through Funds	-	-	-	-	-
Other Operating Expenses	-	-	\$ 1,800,927	\$ 2,606,043	\$ 4,406,970
Total	\$ -	\$ -	\$ 2,692,714	\$ 2,664,267	\$ 5,356,981

* If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.

Is this budget category or program associated with a Capital Budget Priority? No
 If yes, state Capital Budget Priority Number and Project Name: NA

Please List proviso numbers that relate to this budget category or programs funded by this category. NA

H. Changes to the Appropriation:

Please explain any changes, to include re-alignments and funding or FTE increases requested in this year’s appropriation, as detailed below:

Funding:

Year	State Non-Recurring	State Recurring	Federal	Other (Earmarked or Restricted)
2011-2012 Act	-	-	1,829,496	2,660,567
2012-2013 Act	-	-	2,692,714	2,664,267
Difference	-	-	863,218	3,700
% Difference	-	-	47%	0.001%

Explanation of Changes:

Anticipated increase in student enrollment and overall inflation. The FY 2011 Higher Education Price Index was 2.3%. Changes in Pell awards to include year round eligibility and more family incomes within the income threshold have resulted in student financial aid increases.

I. Revenue Estimates:

Please detail Sources of revenue for this program, identified by SAP fund number if a live SCEIS agency or the STARS number if a STARS agency. If several sources remit to a single subfund that cannot be split by source and appropriation or program, provide an estimate of the revenue dedicated to this program.

SAP Fund Number	Source Name	General Fund	Other State	Earmarked	Restricted	Federal
5055	Instruction					\$50,000
5055	Student Services					\$350,000
5055	Financial Aid					\$2,292,714
3035	Restricted Revenue			\$2,427,877		
3035	Tuition & Fees			\$236,390		

If expenditures for this program are greater than known or estimated revenues and the intent is to bridge part of this shortfall by drawing down balances in agency accounts or reserves, indicate the accounts and amount of the current reserve or balance that will likely be used below. Not Applicable

Please detail the long-term sustainability of this program if cash reserves are needed to operate. Not Applicable

If there is federal fund or other fund spending authority requested above the revenue streams detailed above, please indicate the amount and explanation for each. Not Applicable

J. FTE Positions:

Please detail the number of FTE's filled (F) by the program as of June 30 of each fiscal year, and the number authorized (A) by the Appropriations Act.

FTE data is for the campus as a whole

Fiscal Year	State	Other-Earmarked or Restricted	Federal	Total	Temporary, Temporary Grant, Time -limited
2012-2013 (A)	56.40	59.20	1.46	117.06	
2011-2012 (A)	56.40	58.20	2.46	117.06	
2010-2011 (F)	54.93	43.81	2.27	101.01	51
2010-2011 (A)	56.40	58.20	2.46	117.06	
2009-2010 (F)	55.36	43.53	2.44	101.34	48
2009-2010 (A)	56.40	58.20	2.46	117.06	
2008-2009 (F)	55.55	31.15	2.20	88.91	22
2008-2009 (A)	56.40	41.24	4.42	102.06	
2007-2008 (F)	54.75	32.97	2.49	90.21	39
2007-2008 (A)	56.40	41.24	4.42	102.06	

K. Detailed Justification for FTEs:

(1) Justification for New FTEs: Not Applicable

(a) Justification: N/A

(b) Future Impact on Operating Expenses or Facility Requirements: N/A

(2) **Position Details:** Not Applicable

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

A. Summary description of programs and how they relate to the mission of the agency:

The main educational programs of USC Sumter are the Associate in Arts and the Associate in Science degrees. These are delivered predominately on-site through coursework and through extra-curricular activities. Modern technology is well integrated into these programs when appropriate. In addition, USC Sumter makes additional degree programs available through cooperation with other campuses of USC. Through cooperation with USC Columbia, the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Organizational Leadership degrees are offered. Through USC Aiken, the Bachelor of Science in Business Administration with a concentration in Management is offered. Through USC Upstate, the Bachelor of Arts degree in Early Childhood and the Bachelor of Arts degree in Elementary Education are available. Both traditional on-site classes and distance education formats are used in these cooperative programs. On an on-demand basis, an RN to BSN completion program is available through USC Upstate, as is an extended graduate campus for both the USC Upstate and USC Columbia M.Ed. Program.

B. Budget Program Number and Name: II. Auxiliary

Revenues and costs of self-supporting enterprises that furnish services to students, faculty, and staff.

C. Agency Activity Number and Name:

Note: If more than one activity maps to this program; provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring	State Recurring	Federal	Other	Total
545	Auxiliary				\$729,532	\$729,532

D. Performance Measures:

- Satisfaction surveys from various student service areas (Orientation, Advisement, Financial Aid, and Student Life)
- Course Evaluation Surveys
- Faculty Evaluation System
- Staff Employment Performance Management System (EPMS) Evaluation
- Future implementation of Faculty/ Staff Satisfaction Surveys

E. Program Interaction:

The University of South Carolina employs Malcolm Baldrige and other performance improvement tools to continuously evaluate, assess and improve management practices in order to enhance the delivery of instructional services to our system’s wide variety of students and academic disciplines. Those elements of Malcolm Baldrige criteria include 1) Senior Leadership, Governance, and Social Responsibility; 2) Strategic Planning; 3) Student, Stakeholder, and Market Focus; 4) Measurement, Analysis, and Knowledge Management; 5) Workforce Focus; 6) Process Management; and 7) Organizational Performance Results. For greater detail concerning the University’s use of these tools and strategies please refer to our FY 2010-11 Accountability Report.

F. Change Management:

The primary focus and mission of this program has not changed significantly over the past 5 years.

G. Detailed Funding Information:

FY 2012-13 Cost Estimates:	State Non-Recurring	State Recurring	Federal	Other	Total
Number of FTEs*	-	-	-	3.00	3.00
Personal Service	-	-	-	\$ 92,761	\$ 92,761
Employer Contributions	-	-	-	\$ 34,682	\$ 34,682
Program/Case Services	-	-	-	-	-
Pass-Through Funds	-	-	-	-	-
Other Operating Expenses	-	-	-	\$ 602,089	\$ 602,089
Total	\$ -	\$ -	\$ -	\$ 729,532	\$ 729,532

* If new FTEs are needed, please complete Section G (Detailed Justification for FTEs) below.

Is this budget category or program associated with a Capital Budget Priority? No
 If yes, state Capital Budget Priority Number and Project Name: NA

Please List proviso numbers that relate to this budget category or programs funded by this category. NA

H. Changes to the Appropriation:

Please explain any changes, to include re-alignments and funding or FTE increases requested in this year’s appropriation, as detailed below:

Funding:

Year	State Non-Recurring	State Recurring	Federal	Other (Earmarked or Restricted)
2011-2012 Act	-	-	-	724,927
2012-2013 Act	-	-	-	729,532
Difference	-	-	-	4,605
% Difference	-	-	-	0.006%

Explanation of Changes:

Anticipated increase in student enrollment and overall inflation. The FY 2011 Higher Education Price Index was 2.3%. Changes in Pell awards to include year round eligibility and more family incomes within the income threshold have resulted in student financial aid increases.

I. Revenue Estimates:

Please detail Sources of revenue for this program, identified by SAP fund number if a live SCEIS agency or the STARS number if a STARS agency. If several sources remit to a single subfund that cannot be split by source and appropriation or program, provide an estimate of the revenue dedicated to this program.

SAP Fund Number	Source Name	General Fund	Other State	Earmarked	Restricted	Federal
3035	Unrestricted Revenue			\$729,532		

If expenditures for this program are greater than known or estimated revenues and the intent is to bridge part of this shortfall by drawing down balances in agency accounts or reserves, indicate the accounts and amount of the current reserve or balance that will likely be used below. Not Applicable

Please detail the long-term sustainability of this program if cash reserves are needed to operate. Not Applicable

If there is federal fund or other fund spending authority requested above the revenue streams detailed above, please indicate the amount and explanation for each. Not Applicable

J. FTE Positions:

Please detail the number of FTE's filled (F) by the program as of June 30 of each fiscal year, and the number authorized (A) by the Appropriations Act.

FTE data is for the campus as a whole

Fiscal Year	State	Other-Earmarked or Restricted	Federal	Total	Temporary, Temporary Grant, Time -limited
2012-2013 (A)	56.40	59.20	1.46	117.06	
2011-2012 (A)	56.40	58.20	2.46	117.06	
2010-2011 (F)	54.93	43.81	2.27	101.01	51
2010-2011 (A)	56.40	58.20	2.46	117.06	
2009-2010 (F)	55.36	43.53	2.44	101.34	48
2009-2010 (A)	56.40	58.20	2.46	117.06	
2008-2009 (F)	55.55	31.15	2.20	88.91	22
2008-2009 (A)	56.40	41.24	4.42	102.06	
2007-2008 (F)	54.75	32.97	2.49	90.21	39
2007-2008 (A)	56.40	41.24	4.42	102.06	

K. Detailed Justification for FTEs:

(1) Justification for New FTEs: Not Applicable

(a) Justification: N/A

(b) Future Impact on Operating Expenses or Facility Requirements: N/A

(2) **Position Details:** Not Applicable

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

	State	Federal	Earmarked	Restricted	Total
Position Title:					
Number of FTEs	0.00	0.00	0.00	0.00	0.00
Personal Service	\$0	\$0	\$0	\$0	\$ 0
Employer Contributions	\$0	\$0	\$0	\$0	\$ 0

A. Project Name: Instructional Laboratories Building

B. Project Approval: This project is new construction and would require University Board of Trustees, CHE and Budget & Control Board Approval.

C. Statement of Need:

The existing facilities for the Department of Science, Math, and Engineering are inadequate to serve the current demands of our students. The Science Building is forty years old and was originally built for a student population of 500 students. Enrollment has more than doubled since 1966. The laboratories now must function as both classrooms and instructional labs. This makes it very difficult for faculty to properly prepare lab experiments ahead of time, conduct laboratory exercises that require students to monitor and record data outside of scheduled hours, and to be able to deliver lectures in a safe and comfortable classroom environment. Today, with a headcount of over 1,000 students, the dual function of these lab spaces creates even more of a scheduling problem. The five laboratories are too small to accommodate larger sections of students and since the same five rooms are used as classrooms, additional laboratory sections are often not possible. Proper clean up between labs and lectures becomes difficult to achieve, and is becoming a major safety concern. There is also an equipment storage problem which results in fragile and often expensive equipment left exposed to theft and vandalism. At present, the art studio is located in the Student Union Building. The normal activities of a student union present the problem of noise and distraction while art classes are in session. In addition, on occasion obnoxious odors from kilns, paints and other materials in the art studio detract from the operation of the food service vendors in the Student Union.

The current Science Building is one of the two oldest buildings on campus. It also has the lowest Building Quality Survey rating on campus. In order to renovate the building and replace the HVAC systems, meet OSHA requirements for clean air and safety, etc., it will be necessary to build a new facility. There is no place on or near campus to relocate the labs during a major renovation. Only after a new building is completed, can the current Science Building be vacated to make the necessary repairs/upgrades.

D. Agency Activity Number and Name:

Note: If more than one activity maps to this project provide all activity numbers, names, and approximate funding amounts.

Activity Number	Activity Name	State Non-Recurring Funds	State Recurring Funds	Federal Funds	Other Funds	Total Funds
543	Operation and Maintenance			\$79,435	\$873,109	\$952,544
						\$0
						\$0

E. Project Description:

Note: In addition to a basic description, include whether or not this is a capital or non-capital project. If non-capital, explain how this non-recurring appropriation will be spent on non-recurring activities.

This capital project is for the construction of a new 40,000 square foot building to house classrooms and laboratories for the Math, Science, and Engineering Division. The capital building project will also include office space for division faculty. The proposed 40,000 square foot Instructional Laboratories Building will house all the laboratories necessary for the courses delivered primarily in Biology, Chemistry, and Physics as well as other courses which require laboratory space such as Marine Science and Engineering. The building also will house a new studio for art courses and contain lecture rooms, computer laboratories and faculty offices.

F. Funding

Total New Request: \$15,825,000 Previously Approved Funds: _____ Expenditures to Date: _____

Identify the source(s) of funds for this appropriation (general fund, surplus, federal funding, local match, etc.): general fund

G. Justification for additional future operating costs:

Will additional annual operating costs be absorbed into your existing budget? Yes If so, what resources will lose funding to facilitate this? None.

If not, will additional funds be needed in the future? No.

Identify the source of additional funds: Tuition & Fees. Operating costs associated with this non-recurring appropriation will be absorbed into the current operating budget, as this building will replace the current Science Building. Additional operating expenses are estimated at \$24,000 annually. The capital expense listed below is the same expense identified above not an additional request.

Detail the lifecycle cost of the funded project below

Year	Capital	Operating	Total	State; Non- Recurring	General; Recurring	Federal	Other (Earmarked/ Restricted)	Use of Current FTE	Additional FTEs needed
1	\$15.825M		\$15.8M	\$15.82M				0	0
2		\$24,000	\$24,000				\$24,000	0	0
3		\$24,000	\$24,000				\$24,000	0	0
4		\$24,000	\$24,000				\$24,000	0	0
5		\$24,000	\$24,000				\$24,000	0	0
6+		\$24,000	\$24,000				\$24,000	0	0

A. Proviso Number

Using the renumbered 2012-13 proviso base provided on the OSB website indicate the proviso number (*If new indicate "New #1", "New #2", etc.*):

NO CHANGES REQUESTED

B. Appropriation

Related budget category, program, or non-recurring reques (*Leave blank if not associated with funding priority*):

C. Agency Interest

Is this proviso agency-specific, a general proviso that affects the agency, or a proviso from another agency's section that has had consequences?

D. Action

(Indicate Keep, Amend, Delete, or Add):

E. Title

Descriptive Proviso Title:

F. Summary

Summary of Existing or New Proviso:

G. Explanation of Amendment to/or Deletion of Existing Proviso

(If request to delete proviso is due to codification, note the section of the Code of Laws where the language has been codified):

H. Explanation of how this proviso directs the expenditure or appropriation of funds, and why this direction is necessary**I. Justification**

Refer to the instructions for the correct question to answer in this space, based on the action you selected

J. Fiscal Impact (Include impact on each source of funds – state, federal, and other)**K. Text of New Proviso with Underline or Entire Existing Proviso Text with Strikeover and Underline**

(INSERT PROVISOR FROM FY 2012-13 RENUMBERED PROVISOR BASE HERE)

Federal Aid Justification	0
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Summary

Award Title			
CFDA Number/Title		→	If "Other", identify:
Award Number (Federal)		Start Date	
		Federal Agency	
Award Number (State)		End Date	
		Federal Subagency	
Award Period		→	If "Other", explain:

Financial

Total Award Amount		Amount Available in FY 2012-13	
State Match Required?		If "Yes", describe, and provide SAP Fund Number(s) of funding sources	
Local Match Required?		If "Yes", describe	
Assistance Type		If "Other", explain	

Is administrative and/or indirect cost recovery permitted? If so, explain: Explanation would be here.

Will funds be passed-through to other entities? If so, what types of entities, and how will funds be distributed? Answer and elaboration here.

FY 2012-13 Agency Budget Request	Agency Code	Agency Name
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Federal Aid Justification	0
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Questions

How is the use of these funds essential to your agency's mission?

Text.

What budgetary, compliance, and programmatic obligations will the state incur (now or in the future) through the receipt of these funds?

Text.

What outcome and/or performance measures will you track and/or report on in association with this award?

Text.

What is the name and title of the individual in your agency who is responsible for the success of this program?

Text.