

## **University of South Carolina Lancaster**

Act 629 – Summary Reports on Institutional Effectiveness  
Fiscal Year 2004-2005

### **I. INTRODUCTION**

As a regional campus of the University of South Carolina, USC Lancaster strives to assist its pre-baccalaureate students in attaining and refining their skills in the areas of communication, critical thinking, cultural literacy, and personal development. Students in the specialized associate degree programs (business, nursing, criminal justice) focus on areas most appropriate to their needs, with the ultimate goal of achieving the following outcomes (which may be viewed on the campus webpage, <http://usclanaster.sc.edu/acadstu/GEG.htm>):

#### **Communication Skills**

USC Lancaster helps students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps students learn to listen critically and speak effectively to a group.

#### **Critical Thinking**

USC Lancaster helps students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and or computational skills.

#### **Cultural Literacy**

USC Lancaster strives to give students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, USC Lancaster students also are offered opportunities to increase their understanding and familiarity in these crucial subject areas.

### **II. LIBRARY RESOURCES**

The Medford Library at USC Lancaster houses over 80,000 volumes as well as numerous electronic databases and other research resources. The library is staffed by two full-time professional librarians, both of whom hold status as tenured professors at the University, as well as several part-time assistant librarians, all of whom are committed to academic excellence and student success.

In 2005, the building was completely renovated and the physical collection re-located to a new wing of the building. Additional computer stations were added on the lower floor of the building to assist students and other patrons in their research needs, and a classroom was outfitted upstairs with computers and additional multi-media equipment. This classroom serves as a space where librarians may teach bibliographic instruction to individual students or entire classes. It also serves as a study lab for our campus Academic Success Center and is fully integrated into the regular semester teaching schedule on an as-needed basis.

As the previous paragraph indicates, the Medford is an integral part of the academic program at USC Lancaster. At the same time, it serves as an invaluable resource not only for faculty who need to conduct research, but also for the community at large. The following statistics indicate library usage by faculty, students, and community members:

**TABLE 1 – Usage Statistics for Medford Library, USC Lancaster  
July 1, 2004 – June 30, 2005**

**Library Users**

Walk-in visitors to the library	53,170
Individual logins of community users on library's computers (partial year: September 7 – June 30):	2,057
Library Instruction sessions	24
Library Instruction participants	468

**Collections**

Volumes added	985 (633 purchased; 352 gifts)
Total Volumes (including documents, periodicals, av, etc.)	96,574
Circulation of library materials	4,114 items
Interlibrary Loan materials borrowed	341 requests
Interlibrary Loan materials loaned	419 requests

**Electronic Resources Usage**

Current electronic database subscriptions	109
Database searches (+statistics not available for all databases)	47,578+ (10,885 in USCAN)
Database sessions (+statistics not available for all databases)	11,798+

In addition to its traditional duties, the Medford Library has strived to increase its web presence in order to better serve students and community patrons who may be unable (at any given moment) to be on campus. Professor Lori Harris, who is the assistant librarian, also serves as webmaster for USCL and continually updates and expands USC Lancaster's presence in the cyber world.

Like all institutions of higher learning, USC Lancaster has experienced tremendous growth in the number of individuals seeking information via the world-wide web. The following statistics illustrate the web activity for the Medford Library during 2004-2005 (please note that these numbers represent the library web page ONLY, not the remainder of USCL's web presence):

**TABLE 2 – Medford Library Website Statistics  
Highlights, 2004 - 2005**

<b>Individual Page Statistics</b>	<b>Visitors*</b>
Library Homepage <a href="http://usclanaster.sc.edu/library/">http://usclanaster.sc.edu/library/</a>	20,801
Library Hours, Staff Information page <a href="http://usclanaster.sc.edu/library/hours.htm">http://usclanaster.sc.edu/library/hours.htm</a>	2,121
Library Databases Homepage <a href="http://usclanaster.sc.edu/library/links/websites_home.htm">http://usclanaster.sc.edu/library/links/websites_home.htm</a>	1,858
<b>Individual Folder Statistics (Subsets of library website)</b>	<b>Visitors*</b>
Library folder with subscription databases organized by subject <a href="http://usclanaster.sc.edu/library/links/">http://usclanaster.sc.edu/library/links/</a>	6,510
Library's Library Tutorial folder <a href="http://usclanaster.sc.edu/library/LibraryTutorial/">http://usclanaster.sc.edu/library/LibraryTutorial/</a>	4,406
Friends of the Medford Library folder <a href="http://usclanaster.sc.edu/library/Friends/">http://usclanaster.sc.edu/library/Friends/</a>	4,071
Library's Web Tutorial folder <a href="http://usclanaster.sc.edu/library/WebTutorial/">http://usclanaster.sc.edu/library/WebTutorial/</a>	2,964
<i>Total of all Library folders and pages</i> <a href="http://usclanaster.sc.edu/library/">http://usclanaster.sc.edu/library/</a>	25,816

\*number of visitors by the IP addresses. If a request from an IP address came after some time (timeout) since the last request from this IP, it is considered to belong to a different visitor.

The importance of a viable and continually updated web presence is illustrated by the total activity recorded for USC Lancaster during the previous year.

**TABLE 3 – USC Lancaster Website Statistics (2004-2005)**

Total Visitors	439,546
Average Visitors per Day	1,200
Total Unique Ips	137,261

A survey of the top fifty most requested folders (i.e., web pages) during the year indicates that the Medford Library and its resources are among the main areas where students and other patrons access the University via the world-wide web:

**TABLE 4 – USC Lancaster – Most Requested Folders (2004-2005)**

	<b>Folder</b>	<b>Visitors</b>
1	<a href="http://usclanaster.sc.edu/">http://usclanaster.sc.edu/</a>	235,528
2	<a href="http://usclanaster.sc.edu/css/">http://usclanaster.sc.edu/css/</a>	164,924
3	<a href="http://usclanaster.sc.edu/images/">http://usclanaster.sc.edu/images/</a>	147,497
4	<a href="http://usclanaster.sc.edu/images/mainpage/">http://usclanaster.sc.edu/images/mainpage/</a>	108,132
5	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/</a>	52,541
6	<a href="http://usclanaster.sc.edu/admissions/">http://usclanaster.sc.edu/admissions/</a>	34,575
7	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/web_page_33_files/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/web_page_33_files/</a>	33,099
8	<a href="http://usclanaster.sc.edu/images/developmt/">http://usclanaster.sc.edu/images/developmt/</a>	27,550
9	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/web_page_6_files/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp/web_page_6_files/</a>	26,984
10	<a href="http://usclanaster.sc.edu/acadstu/">http://usclanaster.sc.edu/acadstu/</a>	26,569
11	<a href="http://usclanaster.sc.edu/library/">http://usclanaster.sc.edu/library/</a>	25,816
12	<a href="http://usclanaster.sc.edu/faculty/perry/">http://usclanaster.sc.edu/faculty/perry/</a>	18,368
13	<a href="http://usclanaster.sc.edu/faculty/">http://usclanaster.sc.edu/faculty/</a>	14,818
14	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_2004/Group2/Annqunina/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_2004/Group2/Annqunina/</a>	14,626
15	<a href="http://usclanaster.sc.edu/library/Images/">http://usclanaster.sc.edu/library/Images/</a>	13,569
16	<a href="http://usclanaster.sc.edu/studentlife/">http://usclanaster.sc.edu/studentlife/</a>	10,939
17	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_2004/Group1/LaQueshia/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_2004/Group1/LaQueshia/</a>	8,100
18	<a href="http://usclanaster.sc.edu/hr/">http://usclanaster.sc.edu/hr/</a>	7,291
19	<a href="http://usclanaster.sc.edu/faculty/scarlett/">http://usclanaster.sc.edu/faculty/scarlett/</a>	6,546
20	<a href="http://usclanaster.sc.edu/library/links/">http://usclanaster.sc.edu/library/links/</a>	6,510
21	<a href="http://usclanaster.sc.edu/greg_ctr/">http://usclanaster.sc.edu/greg_ctr/</a>	5,299
22	<a href="http://usclanaster.sc.edu/faculty/catalano/">http://usclanaster.sc.edu/faculty/catalano/</a>	5,259
23	<a href="http://usclanaster.sc.edu/osp/">http://usclanaster.sc.edu/osp/</a>	5,006
24	<a href="http://usclanaster.sc.edu/video/">http://usclanaster.sc.edu/video/</a>	4,756
25	<a href="http://usclanaster.sc.edu/faculty/evans/">http://usclanaster.sc.edu/faculty/evans/</a>	4,729
26	<a href="http://usclanaster.sc.edu/ub/">http://usclanaster.sc.edu/ub/</a>	4,703
27	<a href="http://usclanaster.sc.edu/faculty/vanhall/">http://usclanaster.sc.edu/faculty/vanhall/</a>	4,568
28	<a href="http://usclanaster.sc.edu/planning/">http://usclanaster.sc.edu/planning/</a>	4,518
29	<a href="http://usclanaster.sc.edu/faculty/faulkner/">http://usclanaster.sc.edu/faculty/faulkner/</a>	4,473
30	<a href="http://usclanaster.sc.edu/library/LibraryTutorial/">http://usclanaster.sc.edu/library/LibraryTutorial/</a>	4,406
31	<a href="http://usclanaster.sc.edu/library/Friends/">http://usclanaster.sc.edu/library/Friends/</a>	4,071
32	<a href="http://usclanaster.sc.edu/asc/">http://usclanaster.sc.edu/asc/</a>	3,403
33	<a href="http://usclanaster.sc.edu/studentlife/images/">http://usclanaster.sc.edu/studentlife/images/</a>	3,158
34	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp03/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp03/</a>	3,143
35	<a href="http://usclanaster.sc.edu/library/WebTutorial/">http://usclanaster.sc.edu/library/WebTutorial/</a>	2,964
36	<a href="http://usclanaster.sc.edu/faculty/cox/">http://usclanaster.sc.edu/faculty/cox/</a>	2,911
37	<a href="http://usclanaster.sc.edu/faculty/garris/">http://usclanaster.sc.edu/faculty/garris/</a>	2,831
38	<a href="http://usclanaster.sc.edu/faculty/collins/">http://usclanaster.sc.edu/faculty/collins/</a>	2,773
39	<a href="http://usclanaster.sc.edu/events/">http://usclanaster.sc.edu/events/</a>	2,717

40	<a href="http://usclanaster.sc.edu/images/bookstore/">http://usclanaster.sc.edu/images/bookstore/</a>	2,686
41	<a href="http://usclanaster.sc.edu/faculty/thurman/">http://usclanaster.sc.edu/faculty/thurman/</a>	2,582
42	<a href="http://usclanaster.sc.edu/faculty/harris/">http://usclanaster.sc.edu/faculty/harris/</a>	2,551
43	<a href="http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_web_page_21_files/">http://usclanaster.sc.edu/faculty/brown/Arts_Sciences_Camp_web_page_21_files/</a>	2,536
44	<a href="http://usclanaster.sc.edu/faculty/riner/">http://usclanaster.sc.edu/faculty/riner/</a>	2,463
45	<a href="http://usclanaster.sc.edu/faculty/chittam/">http://usclanaster.sc.edu/faculty/chittam/</a>	2,386
46	<a href="http://usclanaster.sc.edu/library/building/">http://usclanaster.sc.edu/library/building/</a>	2,325
47	<a href="http://usclanaster.sc.edu/faculty/covington/">http://usclanaster.sc.edu/faculty/covington/</a>	2,298
48	<a href="http://usclanaster.sc.edu/faculty/roberts/">http://usclanaster.sc.edu/faculty/roberts/</a>	2,243
49	<a href="http://usclanaster.sc.edu/library/building/Construction_pages/">http://usclanaster.sc.edu/library/building/Construction_pages/</a>	2,220
50	<a href="http://usclanaster.sc.edu/faculty/white/">http://usclanaster.sc.edu/faculty/white/</a>	2,220

Each year the Medford Library conducts a patron survey to determine overall satisfaction with resources and services. The results of the survey are submitted to the campus Library Committee for review. (This committee is comprised of faculty who are elected by their academic divisions, as well as administrative and staff appointments.)

For 2004-2005, the members of the library committee were:

B. H. Caraway (biology) – Science/Mathematics Division Representative  
Walt Collins (French/English) – Humanities Division Representative  
Darlene Roberts (business) – Professional Studies Division Representative  
David Norman (philosophy/religion) – Administrative Appointment  
Bobby Collins (accounting) – Administrative Appointment  
Shari Eliades, Head Librarian (ex-officio)  
Lori Harris, Associate Librarian (ex-officio)

The results of the surveys conducted in the spring 2005 semester are posted on the following pages and will be shared with the committee (new members will be elected in August) for review and corrective actions.

Both surveys were submitted by the librarians in Excel – a format with which the author of this report is totally and completely unfamiliar. By double-clicking on either survey, the full text of each becomes viewable.

The first survey was taken of students and involves both the Medford Library in general and the Academic Success Center as well.

The second survey was conducted with the faculty (full-time and adjunct) at USC Lancaster.

LIBRARY SURVEY		Total	%	Comments
1&2. How well do you think each of the following supports your assignments?				
a. Books:	extremely	40	33%	I need them to do research; information is readily available and if not, will be told; easy to find and are good sources; I simply didn't take advantage of many books; they were easy to find; the library has a variety of materials to use; because it helped me write some of my papers; nice people; they just do; I had a hard time finding electronic sources; easy to use and locate; because they help you with research paper a great deal; everything is easy to search; can use @ home; helps me find information quickly and easily; easier to get to online databases; there are not many books on subjects that I had; (extremely) very helpful; I have never had a problem finding the right info; easy to find and lots of information; easy; it easy to find source because of the selection; more info; b/c I don't like finding books on the shelves; InfoTrac is not specific enough; because without this I wouldn't do as well; hard to figure out electronic database; because the information was right there; I am usually able to find what I need; easy to find; (well) because you were offered more; easy;
	very	30	25%	
	well	43	36%	
	somewhat	7	6%	
	not at all	2	2%	
b. Journals/Magazines:	extremely	23	19%	
	very	27	22%	
	well	45	37%	
	somewhat	14	12%	
	not at all	10	8%	
c. Electronic Databases (such as Infotrac):	extremely	61	50%	(extremely) because it help w/research; netLibrary & InfoTrac helps a lot w/research in a hurry; nothing is as helpful as the Internet these days!; (well) helps you find information better; good [unreadable]; (not at all) doing research, I use JSTOR or ScienceDirect, professors test me on my notes not library books; they have a big collection; [electronic is] easier to use; I am usually able to find what I need easily; Internet is more accessible;
	very	36	30%	
	well	20	17%	
	somewhat	4	3%	
	not at all	0	0%	
d. Electronic Books (netLibrary)	extremely	47	39%	
	very	29	24%	
	well	34	28%	
	somewhat	9	7%	
	not at all	2	2%	
3. How easy is it to find what you need?				It is not in; I'm not fluent yet in my searches; don't know the library very well; there are such a wide variety of books; call #'s are easy and have good help; research normally takes me a really long time; not enough ebooks; it just is; helpful workers; it just is; books were fine but electronically I had a hard time; some stuff is harder to find; (well) because I know some things about computer & library; everything is simple to search; wonderful layout; very user friendly and organized; need to have the books on the same floor; (very) everything is on a computer; you can ask for help when available; if I need any help I just ask someone working; the computers help a lot; wide range of sources; (somewhat) keywords are too general. so search is more difficult: (very) because sometimes the library don't
	extremely	17	14%	
	very	47	39%	
	well	44	36%	
	somewhat	11	9%	

<b>LIBRARY SURVEY</b>		<b>%</b>	<b>Comments</b>
1. - 3. How well do you think each of the following collections supports your students' assignments?			
<i>a. Book Collection:</i>	extremely	<b>8%</b>	Please explain: book collection is getting better, I have no journals in my field, databases are great if you know how to use them, e-books--I haven't really looked at them and I doubt students will; no library use is required for the subject matter; there are more resources available to them now than ever before!;
	very	<b>42%</b>	
	well	<b>8%</b>	
	somewhat	<b>25%</b>	
	not at all	<b>0%</b>	
<i>b. Journals/Magazines Collection:</i>	extremely	<b>17%</b>	
	very	<b>17%</b>	
	well	<b>25%</b>	
	somewhat	<b>17%</b>	
	not at all	<b>8%</b>	
<i>c. Electronic Databases:</i>	extremely	<b>33%</b>	
	very	<b>25%</b>	
	well	<b>17%</b>	
	somewhat	<b>8%</b>	
	not at all	<b>0%</b>	
<i>d. Electronic Books:</i>	extremely	<b>17%</b>	
	very	<b>17%</b>	
	well	<b>25%</b>	
	somewhat	<b>17%</b>	
	not at all	<b>8%</b>	
4. Which of the Library's electronic databases (including USCAN) do you access from your office or home?			USCAN; USCAN, JSTOR, Health and Wellness Resource Center, InfoTrac, ScienceDirect, Web of Science; USCAN, Project Muse, Literature Resource Center, InfoTrac, WilsonWeb; Academic Search Premier (EBSCOhost); USCAN, MLA, ERIC; ERIC, Math/Science; MLA, USCAN, LRC
	Other comments about electronic databases?		I need medical information that is on our students' level of understanding, some of our databases cover that but there are a lot of gaps; excellent;
5. How easy is it to find what you need in the Library?			
	extremely	<b>42%</b>	Please explain: I find it very easy--but my students seem to have trouble; well-organized;
	very	<b>42%</b>	
	well	<b>8%</b>	
	somewhat	<b>0%</b>	
	not at all	<b>0%</b>	



### III. ASSESSMENT OF MAJORS/CONCENTRATIONS

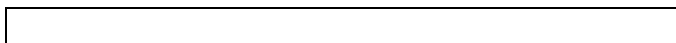
As a regional campus of the University, USC Lancaster does not have “majors” per se. However, all courses taught on campus as a part of the associate degree programs are annually evaluated. The results of these evaluations are shared with each faculty member, as well as each academic division chair and the Associate Dean for Academic Affairs. Results are utilized in each faculty member’s annual peer and administrative review.

USC Lancaster’s associate degree program in business is reviewed annually and each year the campus presents a Quality Assurance Report to the Association of Collegiate Business Schools and Programs (ACBSP), through which the program is accredited. Information about the program, its accreditation, and student satisfaction may be found online at <http://usclancaster.sc.edu/faculty/roberts/missionstatement.htm>. In addition to the annual accreditation report, each course in the business curriculum (and each faculty member teaching therein) is subject to the same evaluation process as all other classes.

In cooperation with York Technical College, USC Lancaster offers an associate’s degree in nursing. Information on this program may be found online at <http://usclancaster.sc.edu/admissions/ASnurs.html>. The program is fully accredited through the National League for Nursing Accrediting Commission, Inc. (NLNAC) and was last reviewed in 2004. In their program report, the evaluators “recommended continuing accreditation for eight (8) years as the Cooperative Associate Degree Program is in compliance with all accreditation standards.” USCL faculty teaching in this program undergo the annual evaluation described above and are also evaluated by administrators of York Technical College (as a part of the collaborative effort).

The effectiveness of the program is demonstrated by the fact that in 2004, the statewide success rate for first time-candidates passing the National Council Licensure Examination for Registered Nurses was 84.22% (1276 out of 1515). Students graduating from the USCL/YTC program passed at a rate of 94.59% (35 out of 37).

### IV. ALUMNI/PLACEMENT SURVEYS



Since 2003, USCL has administered an on-line survey of alumni to ascertain the success of its overall program. While many of the questions were generic in nature and common to all of the University’s regional campuses, USCL’s survey was altered slightly to include questions about the programs unique to this campus. The online results ([http://ire.uscsumter.edu/alumni\\_survey/lancaster/lancasterResults.html](http://ire.uscsumter.edu/alumni_survey/lancaster/lancasterResults.html)) were as follows:

<b>1. Indicate how satisfied you are with various aspects of your undergraduate experience at USC Lancaster.</b>					
	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
Your <b>major</b> program of study	5	1	2	0	0
<b>Instruction</b> in your major	5	3	0	0	0
Your <b>general education</b> program of study (non major degree requirements)	6	2	0	0	0
<b>Instruction</b> in your general education program	6	2	0	0	0
Your <b>overall</b> academic experience	6	2	0	0	0

**2. Indicate how frequently you are involved in each of the following types of activities.**

	Weekly	Monthly	Annually	Less	Never
Career-related advanced education or training	2	1	3	0	2
"Lifelong learning"/personal enrichment studies outside you career areas(s)	1	1	3	2	1
Professional or service organization	2	1	1	1	3
Volunteer, public or community service	2	3	0	1	2
Social/recreational organization	2	1	1	1	3
Support or participation in the arts	0	3	0	1	4

**3. Indicate the extent your college experience influenced your participation in the activities listed in Question 2.**

	Strongly	Moderately	Somewhat	None at all
Career-related advanced education or training	4	2	0	1
"Lifelong learning"/personal enrichment	5	3	0	0
Professional or service organization	4	1	1	2
Volunteer, public or community service	2	2	3	1
Social/recreational organization	3	2	1	2
Support or participation in the arts	2	2	2	2

**4. Please check the *best response* : Since leaving USC Lancaster, I have voted \_\_\_\_ of the elections.**

All: 7	Most: 1	Some: 0	A Few: 0	None: 0
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**5. Please indicate the relationship between your undergraduate major and your work, for both your first job after graduation and, if applicable, your current position.**

	Highly Related	Moderately Related	Slightly Related	Not Related	Never/Not Employed
First job after graduation	1	2	1	3	1
Current position	1	2	3	2	1

**6. Please indicate the location of your first job after graduation and your current position.**

	South Carolina	Southeast, outside of South Carolina	Outside the Southeast	Never/Not Employed
First job after graduation	6	1	0	1
Current position	6	1	0	1

**7. Indicate which of the following best describes your activities six months after graduation from USC Lancaster and currently (Check all that apply).**

	Six months after graduation	Currently
Continuing your education full-time	3	2
Employed and continuing your education	2	1
Employed full-time	2	5
Employed part-time	3	2
Self-employed (farm or business owner, etc.)	0	0
Serving in the Armed Forces	0	0
Caring for a home/family	1	3
Unemployed - seeking work	0	0
Unemployed - not seeking work	0	0
Other:	0	0

**8. As they relate to your current employment or post-graduate education, how well did your experiences at USC Lancaster prepare you in the following ways?**

	Excellent	Good	Adequate	Inadequate	Not Sure
Oral communication	4	1	0	0	0
Use of computers and technology	2	5	1	0	0
Math and data interpretation	2	5	1	0	0
Problem solving	2	5	1	0	0
Workplace diversity	4	3	1	0	0
Interpersonal skills	3	4	1	0	0

**9. Did the knowledge and skills you acquired at USC Lancaster prepare you for the job market?**

Yes: 6	No: 0	Not Sure: 2
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**10. Rate the overall quality of your USC Lancaster education.**

Above Average: 4	Average: 4	Below Average: 0	Not Sure: 0
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**11. How long was it before obtaining your job following graduation?**

Prior to leaving college	2	Less than one month	1
1 to 3 months	1	4 to 6 months	0
7 to 12 months	0	Over 12 months	0
Have not obtained fulltime job	0	Did not seek fulltime job	0
Decided to further my education	4		

**12. What is your ethnic background?**

American Indian/Alaskan Native	0	Hispanic	0
Asian or Pacific Islander	0	Multi-racial	0
Black/African American	0	White/Non-Hispanic	8

**13. What is your gender?**

Female: 5	Male: 3
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**Count of Responses:**

Online total responses: 6 Mailed in total responses: 3

**USC Lancaster Alumni Results****Comments**

USC-Lancaster means the world to me. Having commuted for 2.5 years from Blythewood, South Carolina, I was welcomed with open arms, and it means a lot. A piece of me will always be in Lancaster, and I look forward to the days when I shall enrich the campus and community with philanthropy. Thank you so much wonderful staff and professors of USC-Lancaster. Joel Skipper, Columbia, SC

Announce, Publicize, Advertise more when social events are happening @ USCL. I missed a lot b/c never really saw or knew about campus organizations or social gatherings.

While response to the survey has not been overwhelming, those who have responded have demonstrated a high degree of satisfaction with their overall educational experience at USC Lancaster. The campus will use this data, as well as that accumulated by other instruments, to refine and make adjustments to the current methods it employs to supplement student growth and development in order to help achieve the Renaissance ideal of the "well rounded" individual.