

Accountability Report Transmittal Form

Agency Name **South Carolina State University**

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I. EXECUTIVE SUMMARY

1. Purpose, Mission, and Values

Purpose

Located in Orangeburg, S.C., South Carolina State University was founded in 1896 as a land-grant college and the state's sole public college for black youth with a mission of providing education and service to the citizens of the state. In its first century, SC State was a leader in education and continues to lead the way into the next century. It has been home to generations of scholars and leaders in business, military service, government, athletics, education, medicine, science, engineering technology and more.

Mission

South Carolina State University, a senior comprehensive-teaching institution, is committed to providing affordable and accessible quality undergraduate and graduate degree programs. This public university with a student population between 4,000 and 5,000 is located in Orangeburg, an area that has a traditional rural, agricultural economy which has expanded to include a business and industrial focus that is national and international in scope. South Carolina State University's 1890 land-grant legacy of service to the citizenry of the state is ensured through its collaborative efforts with local, rural, and statewide businesses, public education, colleges and industry. This symbiotic relationship provides a catalyst that spurs reciprocal economic and social growth for the University, state, nation and the international community-at-large.

South Carolina State University, founded in 1896 as a historically Black co-educational institution, embraces diversity among its students, faculty, staff and programs. While maintaining its traditional focus, the University is fully committed to providing life-long learning opportunities for the citizens of the state and qualified students of varied talents and backgrounds in a caring and nurturing learning environment.

South Carolina State University, through instruction, research and service activities, prepares highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands that enable them to work and live productively in a dynamic, global society. The University offers sixty baccalaureate programs in the areas of applied professional sciences, engineering technology, sciences, arts, humanities, education and business. A small number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration. Faculty and students participate in research that stimulates intellectual growth, enhances and facilitates student learning and adds to the scientific knowledge base of the academy. Service activities, which are provided through programs related to agriculture, adult and continuing education, research, cultural arts, small business development and other special interest areas, are designed to enhance the quality of life and promote economic growth. These efforts, supported by various applications of technology, are achieved in a climate of mutual trust and respect through methods of scholarly inquiry and scientific research.

Values

Access and Opportunity
Excellence

Integrity
Respect

2. Major achievements for 2006-2007

- The University received unprecedented international coverage as host to the first 2007 Democratic Presidential Debate.
- The University ranked #1 in the nation on Social Mobility by *Washington Monthly*.
- The University ranked #9 among the top 30 national universities by *Washington Monthly*.
- Twenty (20) student-athletes were selected as Arthur Ashe Scholars, a tie for second highest in the nation (*Diverse Issues in Higher Education*, April 2007).
- The University observed the 60th year of its ROTC program.
- The second Certificate of Achievement in Financial Reporting (CAFR) award was received for excellence by the Government Finance Officers Association of the United States and Canada.
- Phases I and II of a 753-bed apartment-style student housing opened in August 2006 and January 2007, respectively.
- The University acquired University Village, an apartment complex, for an additional 300+ beds.
- The total private giving including in-kind contributions for the year increased by 40.5%.
- The new university brand debuted February 23, 2007 with the launch of the new website, logo and theme – **A New State of Mind**.
- The Rehabilitation Counseling program received reaffirmation of national accreditation by the Council on Rehabilitation Education (CORE).
- The General Assembly provided 100% match to federal funds for 1890 Programs.

3. Key strategic goals for present and future years

The 2006-2011 strategic plan was implemented and focuses on each of the following areas

- Planning, Management, and Evaluation
- Academic Infrastructure
- Administrative and Physical Infrastructure
- Human Resources
- Research Development and Community Involvement
- Institutional Advancement
- Student Life

4. Opportunities and barriers

South Carolina State University's visibility during the April Democratic 2007 Presidential Debate has provided opportunities to increase its enrollment, research opportunities, financial giving, partnerships and services. Acquisition of additional land and housing will improve its ability to expand its footprint within the community and to increase enrollment and programs. However, the greatest barrier to the growth of the University continues to be funding for deferred maintenance and physical infrastructure. Increased funding from state, federal and other sources is critical to the University's pursuit of excellence.

Table I.4.1 SCSU - Number of Buildings, Value, and Age

# of Buildings	Replacement Cost ¹	Over 99 Yrs Old	75-99 Years Old	50-74 Years Old	25-49 Years Old	Less Than 25 Yrs Old
96	\$210,392,161	9	0	45	34	8

¹ The replacement cost as provided by the Office of Insurance Reserve Fund of the Budget & Control Board. (Source: 2007 South Carolina Higher Education Statistical Abstract, 29th edition)

5. Use of the Accountability Report to improve organizational performance

This accountability report is shared with the Board of Trustees, administrators and university-at-large. It allows the University to gauge its own performance levels and to identify those areas that need to be addressed for continuous improvement. It also provides an assessment of the performance of the University and serves as a vehicle for sharing its vision, goals and needs with the legislature and community in a concise manner. It demonstrates the level of efficiency in which the University operates, manages its resources and meets the needs of its students and the community.

II. ORGANIZATIONAL PROFILE

1. Main educational programs, offerings, and services and the primary methods by which these are delivered

South Carolina State University provides affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, humanities, social sciences and programs at the master’s, educational specialist, and doctoral levels. These programs are offered through traditional and non-traditional methods of instruction such as lecture, discussion, role playing, internships, cooperative learning, distance learning via video conferencing, blackboard, and compressed video. The University provides a variety of services to its students, the local community and the state. Student services include career counseling, educational technology services, health services, writing center, tutoring, housing, food services, intramural and intercollegiate athletics extracurricular activities, and speech and hearing screening. Community outreach includes tutoring at local schools, speech and hearing screening, programs and services in the areas of agriculture/natural resources, family life, health and nutrition, 4-H youth development, community economic development, education and technology.

Degrees Offered

- BA – Bachelor of Arts
- BSW – Bachelor of Social Work
- MAT – Master of Arts in Teaching
- MS – Master of Science
- EDD – Doctor of Education
- BS – Bachelor of Science
- BSN – Bachelor of Science in Nursing
- MEd – Master of Education
- EDS – Education Specialist

2. Key student segments, stakeholder groups, and market segments and their key requirements/expectations.

The table below describes the characteristics of SCSU students. Many of these students are from limited-resource families and are first-generation college students.

Table II.2.1 SCSU Student Characteristics Fall 2006

		Count	Percentage
Student Level	Undergraduate	3839	87.57%
	Graduate	545	12.43%
Student Status	Full-time	3759	85.74%
	Part-time	625	14.26%
Residency	South Carolina	3664	83.58%
	Non-SC Residents	720	16.42%
Race	Black	4205	95.92%
	White	140	3.19%
	Hispanic	8	0.18%
	Asian	18	0.41%
	American Indian	2	0.05%
	Unknown	9	0.21%
	Non-Resident Alien	2	0.05%
Gender	Female	2561	58.42%
	Male	1823	41.58%
Average Age	All Students: 23	Undergraduates: 22	Graduates: 35

Source: *SCSU 2006-07 Fact Book*

The expectation of students is to become highly skilled, competent, and socially aware graduates who can work and live productively in a dynamic, global society. Faculty and staff are expected to provide quality services and support and to stay abreast of changes in their professions and disciplines.

Internal stakeholders include the 13-member Board of Trustees, SCSU administrators, faculty, and staff. External stakeholders include alumni, members of various university advisory boards, South Carolina legislators, the local community, S.C. taxpayers, technical colleges, school districts, and the general public. These stakeholder groups expect graduates who are productive citizens and proficient in their academic fields. Their key requirements are for the University to provide appropriate support, services, and resources for students to be successful in their academic pursuits and for the University to continue to serve the community and state.

3. Operating locations

Main campus: 300 College Street, Orangeburg, South Carolina

Off-site: University Center in Greenville, 225 S. Pleasantburg Drive, Greenville, SC 29607

An additional 286 acres are located at Camp Harry Daniel in Elloree, South Carolina.

Through the educational leadership program, courses are offered via the internet and onsite at the following locations:

- | | |
|-------------------------------|-----------------------------|
| Dillon (Pee Dee Area) | North Augusta (CSRA Area) |
| Georgetown (Coastal Area) | Manning (Midlands Area) |
| Rock Hill (Olde English Area) | Ridgeland (Lowcountry Area) |
| Greenville (Upstate Area) | |

While 1890 Extension locations are represented across the state, the main office is located on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex. County staff are located in various sites throughout the state. Three offices are located within the counties of Orangeburg, Marlboro, and Hampton. Each cluster office serves multiple counties.

4. Number of employees by faculty and staff

- Full-time instructional faculty for fall 2006: 203
- Full-time staff employees as of June 30, 2007: 412
- Temporary employees (faculty and staff) as of June 30, 2007: 172

Table II.4.1 Fall 2006 Full-Time Faculty by Rank

Professor	Associate Professor	Assistant Professor	Instructor	TOTAL
31	61	86	25	203

Source: SCSU 2006-07 Fact Book

5. Regulatory environment under which South Carolina State University operates

State University, S.C., Orangeburg 29117 was created by Sec. 59- 127- 10, *et seq.* Under Sec. 59- 127- 30 SC State College became S.C. State University. (Source: 2006 South Carolina Legislative Manual, 87th edition, page 549). The Southern Association of Colleges and Schools Commission on Colleges and the South Carolina Commission on Higher Education also provide periodic review of the University in meeting required standards for all of its operations.

6. Governance system

The authority and responsibility for the governance of South Carolina State University is vested in the SCSU Board of Trustees, who are appointed by the governor and/or elected by state legislators. The Board of Trustees, directly or through its authorized committees, establishes general policies of the University and formulates its program of educational activities. The Board selects and appoints the President of the University to whom it delegates full authority and responsibility for the detailed administration of the institution. The President, with approval of the Board, selects senior leaders consisting of the vice presidents and executive directors who form the President’s Cabinet. Assistant vice presidents, associate vice presidents, and deans complete the senior administration for the University.

Shared governance is maintained through the utilization of university-wide and special committees, the Faculty Senate, the Staff Senate, the Educational Policies Council, and advisory boards.

7. Key suppliers and partners

S.C. State's suppliers are many and diverse. Key suppliers of students to the University are primarily South Carolina high schools and technical colleges, with approximately 20% from other states and foreign countries. Other colleges and universities provide the pool of graduate students. The key supplier for food and facilities management is SODEXHO; Follett textbook company; testing agencies; computer and software companies (Gateway, Apple and Dell key for SCSU); local printing companies such as Sun, Bill Wise, and Sir Speedy; vendors for vehicles, uniforms, office supplies, equipment, and office and residence hall furniture; and grounds company. S.C. State has numerous partners including members of program advisory boards and agencies with which the University shares Articulation Agreements or Memoranda of Understanding. Other four-year colleges and universities within the state are also considered partners as we all serve the students and citizens of the state without duplication. In its research component, the University is involved in numerous partnership grants such as USAID, GEAR-UP, and HBCU-UP. In addition, the South Carolina Commission on Higher Education is a key partner for data management through their oversight of institutions of higher education in South Carolina.

8. Key competitors

South Carolina State University is one of thirty-three public institutions of higher education in South Carolina. It is one of eleven baccalaureate degree level institutions in the Teaching sector. With approximately 84% in-state students, the public and private in-state postsecondary institutions are key competitors. Given the 96% population of African American students enrolled at SCSU, other HBCUs are also considered key competitors, especially those in South Carolina including Claflin University also located in Orangeburg. As an 1890 institution, other 1890 institutions, including Florida A & M, North Carolina A & T, and Alabama A & M state universities compete for similar types of students as SCSU. As the fourth largest producer of research dollars among the state's public universities, the Research Sector universities are considered as partners and competitors for research grants.

9. Principal factors that determine competitive success and key changes taking place that significantly impact competitive situation

The principal factors that determine our competitive success are the quality of our graduates, academic programs, and outreach programs; employer feedback of our graduates; growth in enrollment; success of outreach initiatives, and rankings among peers. Key changes taking place that significantly impact our competitive situation include enhancing residential life by constructing a 755-bed apartment style housing complex and acquiring an additional 384-bed apartment-style complex; and incorporating three university foundations, Advancement,

Research & Development and Real Estate to assist in funds management; implementing the recommendations from a comprehensive academic review that will significantly improve academic programs and offerings; and implementing a zero-based budgeting process to improve financial efficiency and accountability.

10. Key strategic challenges

Aligning academic programs with market needs and trends

Updating the technological infrastructure for improving institutional processes and resource allocation

Providing adequate administrative facilities to accommodate current and future university needs

Selecting, employing, and retaining highly qualified faculty and staff

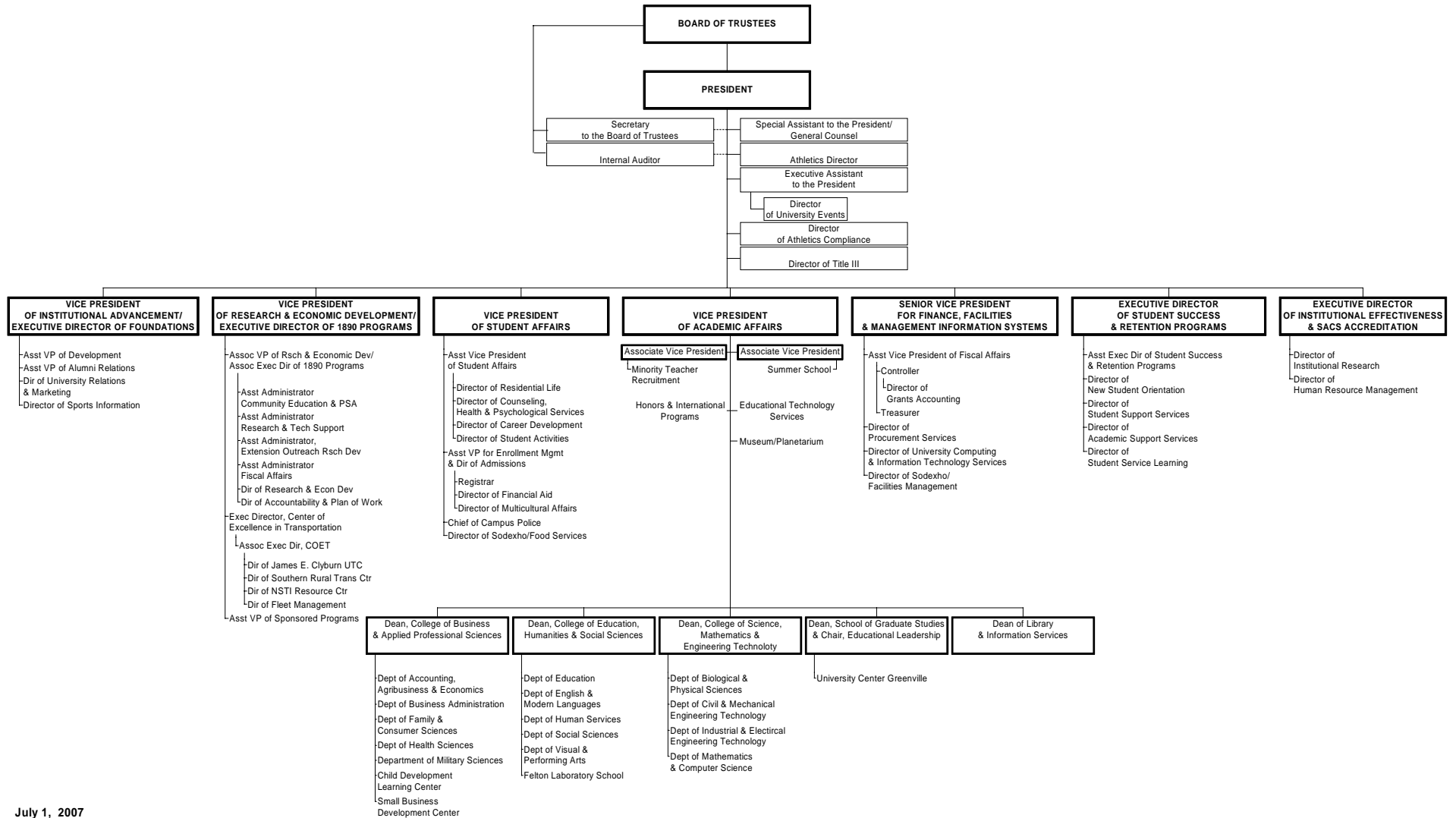
Increasing revenues through enhanced fundraising initiatives

11. Performance improvement systems

South Carolina State University's Employee Performance Management System (EPMS) is included in its Personnel Policies and Procedures Manual, which details the policies and procedures that pertain to staff and other non-faculty employees, and includes some policies that also relate to faculty (e.g., benefits, retirement). These policies and procedures are in place to assure equitable treatment of employees, provide effective administration, and ensure compliance with State Budget and Control Board rules and regulations as well as statutory requirements that apply to the University. Faculty are also evaluated by guidelines included in the Faculty Handbook, the Faculty Evaluation System, and student evaluation of instruction results. Faculty evaluation instruments are utilized to assess performance when applying for promotion and/or tenure. Performance evaluations, professional development, and service activities are reviewed when raises and promotions or job changes are made for all personnel. Table 73-10 illustrates examples of employee promotions, reclassifications, or salary increases as results of performance improvement systems during 2006-07.

12. Organizational Structure

South Carolina State University Organizational Structure



July 1, 2007

13. Expenditures/Appropriations Chart

Accountability Report Appropriations/ Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 41,744,373	\$ 17,828,149	\$ 45,045,629	\$ 16,280,181	\$ 48,198,823	\$ 16,749,608
Other Operating	\$ 47,412,245	\$ 3,426,585	\$ 53,416,704		\$ 57,442,889	
Special Items	\$ 1,288,270	\$ 1,387,872	\$ 1,964,675	\$ 658,146	\$ 2,610,635	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 10,305,970	\$ 3,935,154	\$ 9,740,911	\$ 4,101,695	\$ 12,966,191	\$ 6,841,389
Non-recurring						
Total	\$ 100,750,858	\$ 26,577,760	\$ 110,167,919	\$ 21,040,022	\$ 121,218,538	\$ 23,590,997

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

14. Major Program Areas Chart

H24-SC State Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
445	Instruction- activities that are part of the institution's instruction program. This includes credit and noncredit courses, tutorial instruction, and for regular, special, and extension sessions.	State: 11,758,276 Federal: 0 Other: 7,753,292 Total: 19,511,568 % of Total Budget: 21.4%	State: 12,288,731 Federal: 0 Other: 21,019,757 Total: 33,308,488 % of Total Budget: 28.6%	7.1-3,5 7.1-7,8,10 7.5-1
442 443 444	Auxiliary- Includes housing, bookstore and other self-supporting activities that furnish goods/services to students, or faculty/staff including food service.	State: 0 Federal: 0 Other: 11,825,086 Total: 11,825,086 % of Total Budget: 13.0%	State: 0 Federal: 0 Other: 17,727,270 Total: 17,727,270 % of Total Budget: 15.2%	7.3-6 7.5-2 7.6-2 Fig 7.6-3, 4
446	Research- Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 29,863,104 Other: 0 Total: 29,863,104 % of Total Budget: 32.7%	State: 0 Federal: 30,230,781 Other: 0 Total: 30,230,781 % of Total Budget: 26.0%	7.3-10 Graph 7.4-1 7.5-3
447	Public Service- This category should include funds for activities that are established primarily to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 143,526 Federal: 0 Other: 0 Total: 143,526 % of Total Budget: 0.2%	State: 160,778 Federal: 0 Other: 0 Total: 160,778 % of Total Budget: 0.1%	7.5-3 Graphs 7.6-1,2,3 7.6-2, 3, 4
448	Libraries- Includes library holdings in all formats, with emphasis on e-resources, that support the academic research requirements of the university and the lifelong learning skills of students.	State: 789,138 Federal: 0 Other: 0 Total: 789,138 % of Total Budget: 0.9%	State: 1,262,606 Federal: 0 Other: 2,458,131 Total: 3,720,737 % of Total Budget: 3.2%	7.6-2 Graph 7.6-4
449	Student Services- an overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness	State: 1,691,025 Federal: 0 Other: 5,047,240 Total: 6,738,265 % of Total Budget: 7.4%	State: 1,767,312 Federal: 0 Other: 4,861,868 Total: 6,629,180 % of Total Budget: 5.7%	7.1-11 7.2-1 7.3-1, 2, 4, 7 7.6-2, 5 Fig 7.6-7, 8

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

H24-SC State Major Program Areas

Program Number	Major Program Area and Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
451	Operations & Maintenance: provide services and maintenance related to grounds and facilities (Building and grounds maintenance, custodial services, landscape maintenance, major repairs and renovations)	State: 2,421,229 Federal: 0 Other: 12,116,975 Total: 14,538,204 % of Total Budget: 15.9%	State: 2,530,458 Federal: 0 Other: 13,315,982 Total: 15,846,440 % of Total Budget: 13.6%	7.6-2, 7, 8 Figures 7.6-5,6,9
452	Administration- These costs include those activities which are non-instructional in nature, but are integral to the operation of the institution	State: 2,899,339 Federal: 0 Other: 2,408,928 Total: 5,308,267 % of Total Budget: 5.8%	State: 3,030,137 Federal: 0 Other: 2,408,928 Total: 5,439,065 % of Total Budget: 4.7%	7.2-4 7.3-1,2,3,5,8,9 7.4-2 7.5-3 7.6-1, 2 Fig 7.6-2
453	Access & Equity- The Access and Equity program vision is to achieve educational equity for all students and faculty in higher education	State: 0 Federal: 0 Other: 123,000 Total: 123,000 % of Total Budget: 0.1%	State: 0 Federal: 0 Other: 123,000 Total: 123,000 % of Total Budget: 0.1%	7.1-1-2 7.2-3 7.3-7 7.4-4
	Grand Total	State: 20,131,809 Federal: 29,863,104 Other: 41,188,733 Total: 91,183,646	State: 21,040,022 Federal: 30,230,781 Other: 62,004,936 Total: 113,275,739	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: 0	State: 0
Programs: 454.455,456	Federal: 0	Federal: 0
	Other: 1,914,932	Other: 3,203,942
	Total: 1,914,932	Total: 3,203,942
	% of Total Budget: 2.1%	% of Total Budget: 2.8%

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

III. ELEMENTS OF MALCOLM BALDRIDGE CRITERIA

CATEGORY 1 SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

- 1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?*

Methods utilized to develop and deploy the vision and values of South Carolina State University throughout the leadership system include faculty and staff retreats, symposia, university-wide meetings, and regular meetings with middle managers. Information is shared with students through student organizational meetings, general assemblies, class meetings and residence hall meetings. Senior leaders create an atmosphere of openness such that concerns and issues are appropriately addressed with faculty, staff, and students. The vision and values are shared with external stakeholders through various media outlets including the University's webpage, the Focus and Alumni newsletters, and editorials in local newspapers. Regular board meetings allow senior leaders the opportunity to share information that demonstrates the level of productivity and engagement of the divisions and staff.

- 2. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?*

Quarterly, monthly, and weekly meetings and/or updates provide reports that enable managers to determine areas that need to be addressed to meet objectives and for continuous improvement. Senior leaders discuss the levels of progress as well as challenges and then assist in developing strategies to accomplish the objectives within established timelines.

- 3. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?*

Through workshops and meetings coordinated by the Human Resources unit of Staff Development and Training, conversations, and written policies, employees are made aware of legal and ethical requirements and expectations. The University's Special Assistant to the President for Legal and Governmental Affairs and the University's internal auditor monitor the level of adherence to the University's policies and procedures by faculty, staff, and students. The Employee Performance Management System and observations are other monitoring tools to ensure legal and ethical behavior. Fiscal and regulatory accountability are monitored throughout various university procedures that require signature authority by senior leaders.

4. *How do senior leaders create an environment for organizational, faculty, and staff learning?*

Faculty and staff are encouraged to participate in on-campus and off-campus professional development opportunities. Senior leaders ensure that each budget provides funds to support and promote continued professional growth. Participation in the decision-making process and cross-training are other vehicles that promote learning about the organization and professional growth.

5. *How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?*

Hiring of new personnel is monitored by senior leaders with succession in mind. Managers are encouraged to mentor their employees so that they will be prepared to assume greater roles and responsibility. From employee evaluations, strengths and weaknesses are identified and, planning stages are developed to build on their strengths and to address those areas that need improvement. As a result, personnel have received promotions and salary increases, as well as support for special professional development seminars and/or participation on various committees and task forces.

6. *How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?*

Senior leaders acknowledge accomplishments throughout the year. Faculty members receive promotion, tenure, and post-tenure status when they achieve specific benchmarks in their professional growth, resulting in salary increases and greater job security. Administrative professionals are given special acknowledgement and gifts during National Administrative Professionals Day. The “Faculty-of-the-Year” and “Staff-of-the-Year” are selected by their peers, which includes monetary rewards and plaques. Longevity is also acknowledged and rewarded with ten and twenty-year tenure pins and thirty and forty year plaques. Twenty-five year employees are inducted into the University’s Quarter Century Club where they receive plaques and gifts and are recognized at the Founders’ Day Program. In addition to all of these actions, faculty and staff who achieve honors within their professional organizations and/or the community receive accolades from senior leaders through personal congratulatory letters or special articles that focus on their achievements in the local newspapers, departmental newsletters, and university publications.

7. *How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the Board and leadership system, as appropriate?*

The President is evaluated annually by the Board of Trustees and members of the President's Cabinet are evaluated annually by the President. Evaluation measures reflect the strategic plan goals for the University. Other senior leaders are evaluated by the vice presidents based on planning documents, which detail the objectives and benchmarks to be accomplished by the various units. Information provided in quarterly and annual reports are also utilized as part of the evaluation process. Consultants from the Association of Governing Boards meet with the SCSU Board annually to discuss planning and operation of the Board.

Ultimately, the success of an area reflects the performance of the leader. Therefore, through ongoing assessment of employee and unit performance, senior leaders determine their own levels of performance. Feedback from employees, the President and board members provide senior leaders with information that enables them to improve their own leadership effectiveness.

8. *How does your organization address and anticipate any adverse impacts of programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?*

Appropriate planning and oversight enable senior leaders to anticipate any changes that affect operations within their areas. Frequent meetings with staff provide regular monitoring, thereby being able to move quickly and aggressively to address problems that may occur. Regular statistical reports, such as program productivity, enrollment, grade distributions, expenditure of funds, and customer surveys provide additional information with which to gauge progress and to identify possible adverse impacts. An annual fact book provides trend data with which senior leaders can identify potential adverse impacts.

Key compliance related processes, goals, and measures are aligned with specific academic program accreditation requirements and the South Carolina Commission on Higher Education guidelines. These guidelines cover all of the major functions of the University including, financial management, admissions, program productivity, research, student services, and numerous academic policies. SACS/COC guidelines are also utilized to maintain institutional accreditation.

9. *How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty, staff, and the organization's students contribute to improving these communities.*

As an 1890 land-grant institution, South Carolina State University assumes a key role in the support and strengthening of the local community. Serving 33 of the state's 46 counties, 1890 is working to systematically expand its programs to all counties. The University also hosts several federal outreach programs, such as TRIO and GEAR-UP, which serve over 500 individuals. In addition to 1890 outreach, senior leaders, along with faculty, staff, and students, participate in local Chambers of Commerce, churches, mentoring programs, health fairs, Habitat for Humanity, festivals, United Way; and serve on various boards and committees that promote the well-being of the local community and the state.

CATEGORY 2 STRATEGIC PLANNING

1. ***What is your Strategic Planning process, including key participants, and how does it address:***
 - a. *Organizations' strengths, weaknesses, opportunities and threats;*
 - b. *Financial, regulatory, and other potential risks;*
 - c. *Shifts in technology, student and community demographics, markets, and competition;*
 - d. *Human resource capabilities and needs;*
 - e. *The opportunities and barriers described in the Executive Summary (#4);*
 - f. *Long-term organizational sustainability and organizational continuity in emergencies; and*
 - g. *Ability to execute the strategic plan.*

The strategic planning process is a cyclical, continuous, and integrated process to provide long-term sustainability and continuity. Personnel from all divisions of the University and timelines have been identified to monitor progress. University-wide quarterly reports and ongoing departmental assessments provide ample evidence of financial, regulatory, or other potential risks. This plan calls for each division to use the goals and objectives as a blueprint for developing annual strategies and timelines, as well as having the option to add objectives specific to their functions that relate to the University's strategic goals.

To address shifts in technology, student and community demographics, markets, and competition, monthly updates with the President's Cabinet and quarterly reports to the Board are built into the operational part of the plan. The plan has specific components that address the hiring, development, and retention of employees to ensure that personnel hired are the best qualified and meet the University's human resource capabilities and needs. The research and advancement sections of the plan describe methods to improve funding opportunities for the University to capitalize upon its extensive coverage received earlier in the year. The University's ability to execute the strategic plan is directly aligned with the budgeting process and other resources needed to achieve the goals, objectives, and action plans. Each manager must provide a connection with budget requests and their strategic objectives or action plans.

2. ***How do your strategic objectives address the strategic challenges identified in the Organizational Profile (Section II, #10)?***

Each of the strategic challenges previously identified is incorporated into the 2006-2011 strategic plan as key issues that will be addressed through the goals, objectives and action plans outlined.

3. ***How do you evaluate and improve your strategic planning process?***

Assessment measures include monthly updates and quarterly reports that help guide the administration in establishing priorities for subsequent years. Results of other assessment measures identify specific achievement levels and assist when making necessary modifications. Each year provides an opportunity to review, to make adjustments, to measure progress, and to

ensure that appropriate budgeting and management decisions are implemented for the most effective and efficient use of resources.

4. How do you develop and track action plans that address your key strategic objectives?

Goals, objectives and action plans are incorporated into the strategic plan. A calendar links each action plan to a specific timeline for implementation or completion and it also includes the responsible unit or administrative position. Departments establish regular report cycles and university-wide quarterly reports are disseminated to track progress on action plans.

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

A copy of the strategic objectives and action plans and related performance measures are distributed in hard copy and by email to all divisions from the Office of Institutional Effectiveness. Each division head distributes and discusses the objectives and action plans with their department heads for implementation. Written reports are submitted to Board members quarterly. The University's strategic plan is also included on its website.

6. How do you measure progress on your action plans?

On the division and departmental level regular meetings are held to discuss progress. A review of accomplishments is discussed at the department, division and cabinet levels to ascertain which areas are, or are not, meeting their projected timelines and performance measures. Strategies are developed to address those that do not meet their performance levels.

7. Website Address for Strategic Plan.

The University's 2006-2011 strategic goals and objectives are currently listed on the University website under Institutional Effectiveness. The website is:
www.scsu.edu/facultystaff/institutionaleffectiveness/reports.aspx

SCSU Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
445 Instruction	Conduct an academic program review to determine academic effectiveness, program viability, and career potential of graduates for degree offerings at SCSU.	Offer programs that will provide opportunities for students to participate in activities that will improve their success rates on licensure, certification, graduate and professional school exams, and careers.	7.1-1-11 7.6-1, 2, 5 Graph 7.6-4
446 Research	Build an infrastructure for the University to compete with mainstream programs in basic and applied research and extension.	Become more competitive in research. Enhance partnerships and collaborative efforts.	Page 36 7.3-10 Graph 7.4-1 7.4-1, 3 7.5-3 Graph 7.6-4
447 Public Service	Improve the social, economic and physical well-being of citizens of South Carolina.	Promote faculty and staff involvement in community development agencies/boards and provide infrastructure to support. Promote student organizations to engage in volunteerism to include mentoring, tutoring and leadership development. Increase job development opportunities through the creation of small business and employment education and training.	Graphs 7.6-1-4 Page 46 7.5-3 7.6-3, 4
449 Student Services	Develop and implement a comprehensive enrollment management plan and provide a holistic living and learning environment for students.	Increase recruitment efforts nationwide Provide adequate facilities for student life, recreation, sports and leadership activities Increase staff development opportunities for Residential Life employees to offer more diverse activities.	7.1-11 7.2-1,2,3 7.3-1, 2,4 7.3-6, 7 7.5-2

References are for tables, unless specified.

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

SCSU Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
451 Operations & Maintenance	Maximize use of current university facilities. Remodel, expand and renovate current academic and non-academic buildings. Enhance campus land infrastructure.	Compare to peer institutions. Address general repairs and deferred maintenance Acquire additional properties and land to offset residence needs per projected enrollment growth.	7.4-4 7.6-7, 8 Figures 7.6-3,4,5 Figures 7.6-6,7,8,9
452 Administration	Develop and implement a plan for monitoring and reporting on strategic issues. Examine current institutional processes related to allocation of resources. Establish competitive salary and benefits policies and practices that promote South Carolina State University. Improve SCSU image to attract more contributions and build donors' confidence.	Develop written strategic plan monitoring, assessment, and reporting procedures. Review budget development and allocations. Conduct an analysis of faculty and staff salaries by using comparative data to be used to determine the competitive position of current faculty. Implement Brand Identity recommendations.	7.2-4 7.3-1, 2, 3 7.3-8, 9, 10 7.4-2, 3 7.6-2, 6
453 Access & Equity	Contribute to closing the gap in educational attainment across ethnic group, gender, income levels, and geographical regions of the state.	Increase completions awarded by race, gender and level (i.e., Certificates, diplomas, and degrees awarded). Increase graduation rate within 150% of normal program Time.	7.1-9 7.1-1, 2 7.2-3 7.3-5, 6, 7 7.4-4 7.6-3, 4

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

CATEGORY 3

STUDENT, STAKEHOLDER, AND MARKET FOCUS

- 1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?***

Since the University was founded in 1896, we have not abandoned our historic mission and continue to pursue market segments that yield our largest student population group which is in-state African American students from low to moderate income backgrounds. The 1890 Research & Extension Program's external market segment is mandated by the land-grant mission to service the limited-resource clientele of South Carolina. The only requirement is that they are considered to be underserved. Additionally, because SCSU is a public and state-assisted institution, students are recruited throughout the state of South Carolina, regardless of race, ethnicity, or gender. A review of enrollment trends and student characteristics identify key counties within the state and several other states that provide large numbers of enrollees. Recruitment is concentrated in these areas as well as those areas, especially within the state, that are close in proximity to the University.

- 2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?***

Personal contact with students and stakeholders and individual and small group discussions and surveys are key in assessing needs and expectations. Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is another method for keeping listening and learning methods current with changing student and stakeholder needs and expectations. Review of the literature such as academic journals and magazines, *Diverse Issues in Higher Education*, and the *Chronicle of Higher Education* also provide current trend data reflecting the changing needs of those we serve.

The 1890 Research Program utilizes local, state, regional and national focus areas to identify and prioritize critical issues to create new research initiatives. Three significant issues of the Evans-Allen Research at South Carolina State University are at the forefront: Obesity, At-Risk Children and Rural Health Disparities, especially within the I-95 corridor. These critical issues must be reflected in the four organized research areas of the Plan of Work: Agriculture and Production Systems; Youth and Family Development; Rural Life and Rural Opportunities; Environment, Health and Human Nutrition.

Market trends and information from the above sources are examined relative to current program offerings and services. Adjustments are made based on relationship to the University's mission, resources, and feasibility.

3. *How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?*

Feedback from alumni, senior and current student comments and surveys is a critical source of new ideas for program and service improvement. Their input provides information to determine the continued relevance of programs and services, which are revised to provide enhanced offerings and services. Information from Advisory boards, which sometimes include alumni and other external stakeholders, for academic and non-academic programs, provides valuable input to ensure that the curriculum is meeting market needs. Comments from these sources have resulted in the deletion or addition of courses as well as topics within courses. Input on service areas has resulted in changes in procedures and forms.

4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*

Various programs and departments provide surveys to students and customers to assess satisfaction and dissatisfaction with program services. Student and stakeholder satisfaction is also measured by the number of persons that participate in programs and services. Additionally, student and stakeholder levels of satisfaction are determined through class evaluations, senior exit surveys, graduate follow-up, and alumni and employer surveys. Alumni giving and continuation of partnerships and memoranda of understanding are other indicators of stakeholder satisfaction and dissatisfaction. Various advisory committees, alumni, the Student Government Association, the Faculty Senate, the Staff Senate, and the National Alumni Association also play vital roles in communicating satisfaction and/or dissatisfaction with university initiatives/ conditions to senior leadership and the Board of Trustees. Information from these sources is utilized by departments and the administration to revise programs and courses and to modify services to better meet the needs of students and stakeholders.

Results of surveys and feedback from constituents are reviewed and considered when making management decisions. For example, improvements in our dining facilities and food services to include fast-food and salad bar sections, improvements in the registration process to include more on-line procedures, and the construction of a new apartment-style housing complex are all results of feedback, primarily from current and former students. A review of changes in alumni giving trends and increases or decreases in partnerships and collaborations with external stakeholders are used as indicators of stakeholder satisfaction.

5. *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning?*

Every program, recruitment visit, and contact is designed to build positive relationships with students and stakeholders by treating others with respect and responding to their questions openly, honestly, and completely. Student Orientation Leaders (SOLs) are assigned to small groups of entering freshmen to assist them with the transition into the University. The Student Government Association focuses on outreach with the annual Spring Bulldogfest that centers on the recruitment of future students and the retention of current students. SGA members also serve as mentors to local high school student councils. Other means used to build positive

relationships include hosting various academic and athletic camps, and inviting students and stakeholders to campus programs and special events.

The Student Success and Retention Program impacts the retention rate by serving students who are academically under-prepared through advisement, tutorial, and referral services.

Students who excel are rewarded with gold, silver, or bronze medallions at the annual Honors Award Program. The University also provides scholarships and hosts an Honors Program to offer greater challenges to high achievers. The Honda Challenge is just one academic venue in which students are asked to extend themselves beyond their comfort zones in national competitions. Judges are selected from the community and the campus to assist in the activities held on campus. This involvement promotes positive relationships as well.

Faculty engage in a variety of teaching methodologies to enhance the student's opportunity to succeed and to address the different learning styles of students. Given the level of technology with which students enroll in college today, greater use of technology has been incorporated into the classroom.

CATEGORY 4

MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

South Carolina State University considers the preparation level of students upon entering the University (Tables 7.1-1 and 7.1-2) and their competitive level upon graduation. This is achieved by comparing the standardized test scores and high school courses and grade point averages with other universities as well as the graduation rates, retention levels and professional examination scores at the end of their academic programs (Tables 7.1-4 and 7.1-6). Throughout their matriculation the University utilizes measures defined by academic program guides and accrediting bodies that approve many of the academic programs on campus with specific student learning outcomes. In addition, the SC CHE has specific standards established for academic programs that examine student learning, especially those that involve licensure/professional examinations.

Organizational performance measures are determined by accreditation principles of the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) which examine all aspects of a university's operations. The SC CHE gathers information that meets performance criteria. Additionally, the strategic plan quarterly monitoring system identifies those operations, processes and systems to be measured based on the strategic objectives and action plans established. The 1890 Research and Extension Program follows the goals and objectives within its federal five-year plan of work and the University strategic plan.

2. *How do you use data/information analysis to provide effective support for decision making throughout your organization?*

Data/information analysis is utilized by senior leaders and mid-managers when setting priorities for each unit and the organization. Budget decisions are based on the analysis of data that identifies progress and needs in service areas. Enrollment trends indicate areas for recruitment, academic program productivity, and housing needs. Data from senior exit and professional examinations are reviewed to enhance the curricula. Academic department chairs utilize faculty student credit hour production when justifying the need for additional faculty and resources. Data analysis is also vital in grantwriting to support various positions and demonstrate the capability of the University to meet the objectives of the grant. Analysis of facilities usage data from the space utilization coordinator identifies physical resources that are under utilized or are at the maximum usage level, thereby providing input into changes for space allocations.

3. *What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?*

Academic and other credentials of faculty
Enrollment, Retention, and Graduation Rates
Results of Professional Examinations
Fund-Raising (grant-writing, gifts, development)
Student and Faculty FTE
Program productivity
Faculty salaries

The above measures are reviewed by department chairs, deans, appropriate directors, and senior leaders throughout the year at set intervals. Each has benchmarks established either by internal or external constituents. To remain current, all are reviewed at least annually to examine trends and compare with peers. They are updated based upon results of these reviews and periodic reports.

4. *How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?*

Key comparative data is selected on the state, regional and national levels based on the key measures identified and university progress in each area. Comparative data for the state is derived from reports of the SCCHE, regional data listed on the Southern Regional Education Board (SREB) website, professional associations, and national data found in collegiate magazines that offer rankings of colleges and universities. Internal data is generated through departmental and institutional research reports.

This data is utilized to assess progress and growth within the University, to identify strengths and weaknesses relative to its competitors and to develop strategies for improvement.

5. *How do you ensure data integrity, timeliness, accuracy, security, and availability for decision making?*

Security systems are in place that limit data access to personnel on a need-to-know basis. The Office of Institutional Research is the official source for general statistical data. Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisory managers. Information systems have built-in safeguards and controls to ensure that data is not compromised. A calendar for data review, updates, and reports is established annually to ensure timeliness and availability for decision-making.

6. *How do you translate organizational performance review findings into priorities for continuous improvement?*

Organizational performance is reviewed on a continual basis. The Board of Trustees and Senior leaders examine trend data and quarterly reports. Weekly meetings of the President's Cabinet provide regular updates on organizational performance. Priorities are established each year by the Board and administration that will enhance the performance of the University overall and that have the greatest need. This information is then translated into goals and objectives for the University.

7. *How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?*

Organizational knowledge is collected from reports, manuals, and meetings. Biannual university-wide meetings and annual retreats also provide information about the organization. Employee knowledge is collected through publications, newsletters, campus radio station, forums, meetings and training workshops. Faculty transfer knowledge through courses, seminars, and presentations to students and colleagues.

Academic departments collaborate on program content by sharing outlines, documents, field manuals etc. Faculty and 1890 researchers conduct special forums throughout the academic year to share research findings and teaching/learning methodologies with colleagues. A faculty and staff resource file is compiled annually by the Staff Development office to utilize faculty and staff with particular skills to share their knowledge in workshops. Best practices are identified by the different campus areas through their professional organizations, which are shared through meetings, reports, brochures and articles. Knowledge and best practices are also shared externally through publications and/or manuscripts that are submitted to peer reviewed journals, and through meetings or workshops. Some examples of sharing knowledge and best practices externally are as follows: Education with K-12 teachers, the Week of the Young Child Program through the Head Start program; Volunteer Income Tax Assistance (VITA) by the Accounting area; the Executive Speaker Series for business majors; and activities of the Small Business Development Center. Historical and special reports, programs, and documents of organizational and employee knowledge are securely stored and maintained in the library, campus files, and computer files.

CATEGORY 5 FACULTY AND STAFF FOCUS

- 1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?***

SCSU operates through departments, programs, colleges, committees, and teams. This structure allows employees to participate in all aspects of the University's operations and to assume leadership roles outside their normal area of responsibility. University-wide committees are chaired by employees, faculty and staff, and all are composed of a combination of faculty and staff, except those few that are specific to an area, such as faculty tenure and promotion. As leaders of these committees, personnel are empowered to make recommendations that best meet the needs of the University.

SCSU thrives on a culture of cooperation, initiative, empowerment and innovation. Work is organized and managed at the unit, department, division, and university level. The employee evaluation system incorporates elements of the University goals and objectives to ensure that all employees are aware of the University's priorities. Cooperation and innovation are necessary for survival because no unit on campus operates in isolation and no unit can survive without innovation to remain current with today's practices. As members of the University community individual initiative is key to implementing new ideas, new programs, and new services.

- 2. How do you evaluate and improve your organization and human resource processes?***

Organizational and human resource processes are evaluated through annual review of job duties, procedures, productivity, performance, and staffing levels by senior leaders and mid-managers. This structure allows evaluation of university operations to be assessed to ensure appropriate alignment with available human resources and organizational needs. Human resource processes are evaluated through regular surveys, attendance patterns, complaints and grievances.

- 3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?***

The University utilizes all available communication outlets, such as the intranet, e-mail, mail, telephone, printed materials, and individual and small group meetings to share information and updates with faculty and staff. A campus-wide meeting is held in August and January of each year at which time the President shares organizational information. Individual units meet periodically throughout the year to discuss issues and concerns and to share information. Best practice sharing specific to a particular group is generally shared within departments, colleges and divisions. However, those best practices that are applicable to a variety of personnel are shared through organized retreats, workshops and meetings.

4. *How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?*

All faculty and staff at S.C. State are evaluated on performance measures as outlined in the employee's individual position description and planning document on an annual basis. These evaluations relate to the objectives and action plans of the University. They are assessed through self-evaluation and supervisor evaluation. Ratings for faculty include results from self-evaluation, student evaluation, and chair evaluation.

Feedback to faculty and staff is a component of the employee performance management system. Prior to submission to the HR office, a conference is held between the supervisor and employee to discuss the evaluation. Improvement plans are discussed if required by the evaluation and, when possible, raises accompany the highest ratings along with positive comments about the employee that become part of his/her permanent personnel file. Performance evaluation results for faculty are also important in consideration of promotion and/or tenure and post-tenure review. Thus, the level of performance by personnel has a direct impact on the achievement of action plans.

5. *How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?*

Effective succession planning is accomplished after a thorough review of current university needs and future projections. To meet the strategic goals and objectives, current personnel are evaluated to assess whether additional human resources are needed or additional training of current personnel is sufficient. As stated previously, faculty and staff are encouraged to continue professional development and have, in many cases, been able to progress within the University to higher level positions as a result of additional skills and training. Updates are submitted annually on faculty and staff who receive higher degrees, attend professional meetings, and/or enroll in courses. The EPMS identifies faculty and staff who exceed performance levels and enables them to assume advanced roles and leadership on committees, ultimately leading to greater opportunity for career progression.

6. *How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?*

Faculty and staff education, training, and development are ongoing processes and are determined by unit needs and the need for continuous improvement and growth. Taking advantage of professional development opportunities is strongly encouraged by the administration. These enhanced skills allow the University to become more innovative and efficient in its operations. New knowledge and skills of employees are evaluated by outcomes and changes in performance of the various units.

7. *How do you motivate faculty and staff to develop and utilize their full potential?*

Faculty and staff accomplishments are first shared and celebrated on the departmental level. The University provides financial support and incentives to faculty and staff to develop and utilize their full potential by assuming greater responsibilities and participating in professional development opportunities which often lead to promotional opportunities and additional compensation. Release time is also given to full-time teaching faculty to assist in performing administrative responsibilities and/or to complete research projects (See Table 7.3-11). The annual EPMS results provide employees with objectives and feedback that encourages them to go beyond their minimum duties and responsibilities. Faculty and staff are also encouraged to be actively involved in campus activities and committees, which add to their knowledge base, and in some instances, skill levels. The faculty and staff employee of the year award system also helps to motivate employees to expand the performance levels.

8. *What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?*

Individual and small group discussions, staff meetings, and departmental surveys are some of the methods and measures used to obtain information on faculty and staff well-being, satisfaction and motivation. Review of attendance patterns, grievances, job performance, volunteer patterns, and retention at SCSU provide significant data with which to gauge staff well-being, satisfaction and motivation.

9. *How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?*

If faculty and staff satisfaction assessment findings reveal areas of concern that are common among employees or reflect health and/or safety concerns, then those will automatically become priorities for improvement. Concerns over faculty load and certain facilities in the past resulted in the hiring of additional faculty and the relocation of various offices and personnel.

10. *How do you maintain a safe, secure, and healthy work environment?*

The University has in place an Emergency Preparedness Committee comprising of all members of the President's cabinet, health services coordinator, housing director, food services manager and others, based on job duties. Residence hall managers receive special training on emergency preparedness procedures. Regular fire drills are held for administrative buildings, classroom buildings, and residence halls. University policies, rules, and regulations are enforced by campus police, who monitor campus facilities throughout the day, evening and weekends. A security kiosk is located at the front of the campus and is the only entry point in the evenings and weekends. Any maintenance issues that are health or safety related receive immediate response from appropriate personnel. Facilities are smoke-free and a fire alarm system is located in every building with directions for evacuation in offices. Brooks Health Center personnel develop a variety of activities and information pamphlets throughout the year to encourage personal health habits. Campus dining facilities offer healthy alternatives to breakfast, lunch and dinner meals.

CATEGORY 6 PROCESS MANAGEMENT

1. *How do you determine, and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?*

The key learning-centered processes that deliver the educational programs, offerings, and student services at SCSU are determined by the mission and needs of the students and communities served, student performance, and feedback from students and stakeholders. These processes include curricula and co-curricula activities, academic and student services, outreach programs, and research. As an 1890 land-grant institution, SCSU must provide service activities, which relate to agriculture, adult and continuing education, research, cultural arts, small business development and other special interest areas, designed to enhance the quality of life and promote economic growth.

Table 6.1-1 Key Learning-Centered Processes

Educational Programs & Offerings	Student Services
Academic programs (general education, certificates, and degrees)	Career development (leadership workshops, cultural enrichment)
Research, Internships and Cooperative Education	Leadership skills (student organizations, activities)
1890 Outreach/Service programs	

2. *How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?*

Student performance, course evaluation, and employer feedback results greatly impact revisions in the curriculum. Accrediting and other oversight agencies specify certain learning centered processes that must be included within programs to maintain accreditation and compliance. Input from advisory boards assists in identifying the processes needed to produce highly qualified graduates who meet the needs of the job market and are socially competent graduates. Input from suppliers and partners is evaluated and adjustments are based on resources and alignment with the University’s mission and goals.

3. *How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?*

Planning is a major factor in incorporating organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors. From the President’s Cabinet to college and department meetings, information is shared about the organization’s processes, programs, and needs. More operations and services are provided on-line to reduce cycle time and to improve efficiency, effectiveness and cost controls. A University calendar is established to identify key dates for programs and services. In addition to the University calendar, supplemental calendars are developed within and among units to ensure timeliness in

accomplishing tasks. The committee structure provides opportunities for sharing of knowledge. Numerous meetings are held that cross division lines to ensure that student, faculty and staff needs are met to provide the most effective and efficient services and programs. The Office of University Computing and Information Technology Services (UCITS) manages the technology infrastructure of the campus. Cost controls are governed by the division of Finance and Management, which oversees all expenditures through the budgeting, procurement and receivables process. Managers have immediate access to budgets through an on-line accounting system and can also monitor their expenditures and balances. Reports from internal and external auditors provide additional data with which to improve efficiency and effectiveness factors.

4. How do you systematically evaluate and improve your learning-centered processes?

Student evaluation of instruction, course and program productivity reports, examination performance, enrollment and graduation trends, and grade distributions provide data with which to evaluate and improve academic programs. Information derived from the above assessments will identify areas that need improvement.

Key performance measures or indicators for research, outreach and student services include formative and summative assessments. Regular departmental and committee meetings provide data that yields information about the progress of various programs and services. Written reports on activity and survey results provide data that is used to control and improve learning-centered processes over extended time lines. Weekly meetings of the President's Cabinet and regular correspondence with unit managers allow discussion of performance and strategies for improvement. The day-to-day operation is conducted by individual employees with specific objectives and target dates. Supervisory oversight ensures that the appropriate processes meet performance requirements.

5. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support processes include the following:

- Institutional advancement-marketing, public relations, fund-raising
- Finance and Management Information systems – tuition and fees, bookstore, facilities, technology
- Student Services – counseling, residence life, health and wellness services, records management, food services, student activities, security
- Student Success and Retention program – tutoring, advising, orientation
- Institutional effectiveness – data management, human resources, planning
- Research and 1890 Extension services – community outreach, research, grant-writing

The above support processes are evaluated based on performance over time, generally quarterly and annually. An evaluation of the program, service or activity is reviewed to determine which, if any, of the processes were efficiently and effectively performed. Where problems exist, changes in strategies or methodologies are implemented to achieve better performance. Also,

personnel in support areas attend professional meetings, workshops and conferences and provide the most up-to-date practices available within their resources.

6. *How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?*

Senior leaders are made aware of available funds and meet with their unit heads to establish departmental budgets. Managers are informed that their budget requests must support critical needs and be aligned with the objectives relative to their area's responsibility in the strategic plan. Departmental budget requests are then presented by the senior leaders to the University budget committee. Critical needs to adequately provide services, meeting strategic objectives and new education initiatives are highest in priority. Discussion among the senior leaders ensures that the University adequately provides resources in the most critical areas and that opportunity for growth in services and educational programs continue. If requests exceed available funds, senior leaders meet to discuss adjustments to ensure a balanced budget. The budget is then presented to and approved by the Board of Trustees.

CATEGORY 7 ORGANIZATIONAL PERFORMANCE RESULTS

Additional tables and graphs of institutional data for South Carolina State University are located on the SCSU Institutional Research website at <http://ir.scsu.edu/>

7.1 *What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?*

Although many students who enroll in SC State are under prepared in comparison with their peers at other public teaching universities in South Carolina, the University measures student learning and improvements by the progress students make while matriculating. Therefore, new student preparation is a major factor in this measure along with these other measures: student performance in courses, in academic programs, among their peers (internally and externally), on standardized tests, and graduation rates; participation in research, internships, coops, academic competitions, and scholarships; and employment.

**Table 7.1-1 SAT/ACT Scores of First-Time Entering Freshmen
(Including Foreign, Provisional, and Students Age 22 and Above)**

Institutions	2004 SAT/ACT Combined Mean	2005 SAT/ACT Combined Mean	2006 SAT/ACT Combined Mean	2005-2006 Change Combined Mean
The Citadel	1071	1085	1085	0
Coastal Carolina	1032	1041	1036	-5
College of Charleston	1162	1164	1180	16
Francis Marion	948	953	952	-1
Lander	961	961	952	-9
S.C. State	830	822	832	10
USC-Aiken	977	992	990	-2
USC-Beaufort	954	943	953	10
USC-Upstate	1009	999	1001	2
Winthrop	1051	1071	1050	-21
Average	1024	1028	1031	3

Source: 2007 South Carolina Higher Education Statistical Abstract, 29th edition

Table 7.1-2 Percent of Applicable First-Time Freshmen Meeting High School Course Prerequisites

Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites
The Citadel	585	87.9%	538	88.8%
Coastal Carolina	1,494	86.1%	1,459	94.5%
College of Charleston	1,984	97.4%	1,962	99.2%
Francis Marion	803	94.6%	797	94.7%
Lander	577	82.5%	580	80.7%
SC State	1,013	87.7%	881	82.5%
USC-Aiken	594	84.0%	652	89.6%
USC-Beaufort	212	68.9%	213	81.7%
USC-Upstate	709	87.3%	769	87.4%
Winthrop	999	91.0%	1174	93.4%
Sub Total	8,970	89.5%	9,025	91.7%

Source: A Closer Look at Public Higher Education in South Carolina, January 2007

Entry-level skills provide the basis from which SC State measures the growth of students. Tables 7.1-1 and 7.1-2 illustrate a comparison of SCSU first-time freshmen enrollees with their counterparts at other SC four-year teaching sector universities.

Table 7.1-3 SCSU Test-Takers for PRAXIS from August 1, 2006 through January 31, 2007

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)	08-05-2006	3	3	100%
	09-16-2006	6	6	100%
	11-18-2006	2	2	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	11-18-2006	2	2	100%
PRAXIS Series II: Specialty Area Tests	08-05-2006	8	8	100%
	09-16-2006	2	2	100%
	11-18-2006	4	4	100%
	01-13-2007	1	1	100%

Source: SCSU 2006-07 Institutional Effectiveness Report

Table 7.1-4 Percentage of Students Who Pass PRAXIS Series II: Specialty Area Tests

PRAXIS Series II: Subject Assessment/Specialty Area Tests									
Institution	2005-06			2004-05			2003-04		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
The Citadel	134	115	85.8%	111	89	80.2%	141	112	79.4%
Coastal Carolina	253	220	87.0%	179	154	86.0%	140	120	85.7%
Coll. of Charleston	427	402	94.1%	429	404	94.2%	448	413	92.2%
Francis Marion	132	118	89.4%	103	66	64.1%	68	67	98.5%
Lander	24	18	75.0%	33	21	63.6%	61	45	73.8%
SC State	34	34	100.0%	45	45	100.0%	48	48	100.0%
USC-Aiken	166	132	79.5%	135	125	92.6%	155	141	91.0%
USC-Upstate	273	238	87.2%	271	231	85.2%	259	227	87.6%
Winthrop	486	456	93.8%	377	360	95.5%	386	352	91.2%

Source: SCSU 2006-07 Institutional Effectiveness Reports

Table 7.1-5 NCLEX Results for SCSU

Name of Exam	Date(s) Administered	Number Examinees	Number First-Time Examinees	Number First-Time Examinees who Passed	Percent First-Time Examinees who Passed
National Council Licensure Exam. (NCLEX) - Registered Nurse	07/01/2006-09/30/2006	1	1	1	100%
	10-01-2006-12/31/2006	5	5	4	80%
	01/01/2007-03/31/2007	3	3	3	100%

Source: SCSU 2006-07 Institutional Effectiveness Report

Table 7.1-6 Scores of Graduates on Post Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests (Report for 2006-07) Results from Apr 1, 2005 - Mar 31, 2006

	% Passing
The Citadel	85.8%
Coastal Carolina University	87.0%
College of Charleston	94.1%
Francis Marion University	89.4%
Lander University	84.3%
SC State University	88.6%
USC Aiken	81.9%
USC Beaufort	n/a
USC Upstate	83.9%
Winthrop University	93.8%

Source: *A Closer Look at Public Higher Education in South Carolina*, January 2007

Tables 7.1-4 and 7.1-6 illustrate the value-added for SCSU students as they become as competitive as their peers at other universities upon completion of their academic programs.

Table 7.1-7 Fall 2006 Number of Students Participating in Sponsored Research

Upper Division, Undergraduate Students	13
Graduate Students	8

Source: SCSU 2006-07 Institutional Effectiveness Report

Table 7.1-8 Degrees Awarded By Category

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Bachelors	631	563	499	515	473
Masters	139	142	144	115	125
Specialist	12	15	44	12	38
Doctoral	26	30	27	19	39
Total	808	750	714	661	675*

Source: SCSU 2006-07 Fact Book

Table 7.1-9 Graduation Rate, 150% of Program Time

	F98 Cohort	F99 Cohort	F00 Cohort
Citadel	65.7%	64.9%	71.3%
Coastal Carolina	39.8%	43.1%	42.3%
College of Charleston	57.3%	57.5%	60.7%
Francis Marion	42.0%	37.4%	38.0%
Lander	42.9%	48.4%	40.5%
SC State	52.8%	46.8%	53.8%
USC Aiken	40.0%	44.0%	40.0%
USC Upstate	41.3%	40.0%	35.5%
Winthrop	56.1%	59.8%	58.0%

Source: SCSU 2006-07 Fact Book

**Table 7.1-10 SCSU Presidential Scholars
Bronze, Silver and Gold Medallions**

Awarded Spring 2007	Freshman	Sophomore	Junior	Senior	Transfer	TOTAL
Bronze	125	117	92	171	1	506
Silver	54	40	24	54	1	173
Gold	16	20	21	63	0	120
Total Number for 2006	195	177	137	288	2	799
Senior 4-Year Gold - Included in Total				30		
New Freshmen with 4.0 GPA Included in Total	13					

Eligibility is based on fall grade point averages: Bronze – 3.0-3.49 Silver – 3.5 – 3.74 Gold – 3.75-4.00
SCSU 2006-07 Fact Book

In addition to classroom experiences, co-curricular activities also provide opportunities for student learning and improvements. Following are examples of student engagement in learning outside the classroom and the emphasis on a living/learning environment at the University.

Table 7.1-11 Student Accomplishments

Student Achievements	CBAPS	CEHSS	CSMET	SGS
Received External Awards	26	12	23	NA
Presented Papers at External Conferences/ Meetings	40	11	30	-
Attended Professional Conferences/Meetings/Workshops	70	129	54	46
Participated in Research outside the College/School	21	0	43	47

Source: College and School 2006-07 Annual Reports

- Fifty-seven (57) incoming freshmen were awarded full academic scholarships to attend the University for the 2006-2007 academic year.
- The leading out-of-state recruit had a SAT score of 1480 and the leading in-state recruit had a SAT score of 1400.
- Twenty-three (23) freshmen had scores of 1200 or higher.
- Students in the Business Program developed case studies and participated in competitions with the Society for Advancement of Management and the Students in Free Enterprise organization.
- Accounting students participated in VITA, a tax preparation service for low income individuals.
- Nutrition students planted an “Organic Garden” through the Haskell Foundation that serves low-income communities.
- Two female graduates are the first persons ever to receive B.S. degrees in Nuclear Engineering from an HBCU.
- Two new national honor societies have been added to the college:
 - Tau Alpha Pi – National Engineering Technology Honorary (12 student initiates and 2 honorary initiates)
 - Alpha Nu Sigma – National Nuclear Science and Engineering Honorary (4 initiates)

- Annual Student organizations conducted Voter Registration Drives on campus, O-W High School and at the Prince of Orange Mall. Voter Awareness and mentoring sessions were conducted at the local Boys and Girls Clubs.
- Student leaders served as SCSU recruitment advocates at SC public schools. Miss SCSU did extensive youth outreach in Orangeburg and other counties.
- Miss South Carolina State University, SGA President and the Cheerleading Squad supported the local elementary schools with the “Read Across America” campaign. The Bulldog mascot attended many local events.

Residence Life sponsored the following intellectual and social activities for residents throughout the year.

Black History	Campus Safety	Career Development
Counseling Assistance	Family Planning	Financial Aid Training
Health Tips (AID Awareness)	Honors and Awards	Meet the President
Religious Emphasis	SGA Meet/Greet	Health Enrichment

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Table 7.2-1 SCSU Student Retention Rates

Fall 2003 to Spring 2004	Fall 2004 to Spring 2005	Fall 2005 to Spring 2006	Fall 2006 to Spring 2007
80%	83%	87%	84%

Table 7.2-2 Mean Difference Comparisons of Fall 2004 Freshmen (N=535) With Fall 2006 Freshmen (N=440) on Scales of the Student Satisfaction Inventory (SSI)

SCALE	FALL 2004	FALL 2006
Student Centeredness	– .50	– .37**
Campus Life	– .33	– .18**
Instructional Effectiveness	– .57	– .30**
Recruitment and Financial Aid	– .36	– .28**
Campus Support Services	– .46	– .35**
Academic Advising	– .31	– .27**
Registration Effectiveness	– .50	– .27**
Safety and Security	– .48	– .75
Concern for the Individual	– .38	– .26**
Service Excellence	– .39	– .31**
Responsiveness to Diverse Population	– .31	– .28**
Campus Climate	– .54	– .42**

*Mean Differences are comparisons of SCSU Freshmen to Freshmen at Other Four-Year Public Institutions Nationwide on the SSI Scales.

Source: Student Success and Retention 2006-07 Annual Report

**Denotes improved perception (level of satisfaction) in the quality of programs and services rendered by the University as reported by Fall 2006 Freshmen versus Fall 2004 Freshmen.

Table 7.2-3 Applications, Acceptances, and Actual Enrollments S.C. Public Senior Institutions, Fall 2006 First Time Entering Freshmen

	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
The Citadel	1,999	1,490	74.5%	538	36.1%
Coastal Carolina	6,218	4,238	68.2%	1,474	34.8%
Coll. Of Charleston	8,675	5,332	61.5%	1,968	36.9%
Francis Marion	2,692	1,799	66.8%	797	44.3%
Lander	1,907	1,187	62.2%	580	48.9%
S.C. State	2,592	2,049	79.1%	881	43.0%
USC-Aiken	2,412	1,330	55.1%	674	50.7%
USC-Beaufort	555	407	73.3%	233	57.2%
USC-Upstate	2,433	1,601	65.8%	798	49.8%
Winthrop	5,328	3,704	69.5%	1,183	31.9%
Sub Total	34,811	23,137	66.5%	9,126	39.4%

¹ Reported manually by the institutions. Source: CHEMIS

➤ The University received the largest single gift from a corporation, \$250,000 from Wachovia.

Table 7.2-4 Alumni Giving

HOMEcomings WEEKEND – OCTOBER 2006	
GRAND TOTAL	\$ 24,030.00
ALUMNI WEEKEND – MAY 2007	
Total from all classes in reunion	\$ 320,307.50
Other Alumni Contributions	\$ 28,625.00
GRAND TOTAL	\$ 348,932.50
<ul style="list-style-type: none"> • The Class of 1957 set a record for contributing the largest gift by a reunion class with a gift of over \$122,000. • The Class of 1986 set a new record for contributing the largest gift by a young alumni reunion class with a gift of \$21,190. • Recognized the following chapters for raising over \$270,355 in contributions during Alumni Weekend. 	
Chapter	Chapter Contribution
Washington, DC Alumni Chapter	\$ 70,710.00
Atlanta Alumni Chapter	\$ 9,060.00
Greater Augusta Alumni Chapter	\$ 17,315.00
New York City Alumni Chapter	\$ 11,630.00
Beaufort County Alumni Chapter	\$ 6,825.00
Charlotte Alumni Chapter	\$ 13,210.00

Source: Division of Institutional Advancement 2006-07 Annual Report

Partnerships/Memoranda of Understanding/Collaborations:

- The HBCU Career Fair was coordinated through Senator Lindsey Graham and other SC HBCUs.
- SCSU partners with Benedict College and many high schools to participate in the School-to-Work-Intern program. This program is funded in the amount of \$164,000.00 by SC Department of Transportation and US Department of Transportation.
- Hosted, in conjunction with Claflin University and Voorhees College, National Sponsored Programs Administrators Alliance (NSPAA), June 13-16, 2007.
- The Center, in partnership with the Medical University of South Carolina, conducted the Community Leaders Institute in Williamsburg and Barnwell counties.
- Library staff partnered with other HBCUs (Alcorn SU, Bennett College, Bowie SU, Morehouse School of Medicine, Tuskegee U, and Winston Salem State U) to submit a proposal to develop a program and activities for the recruitment of students into librarianship; an IMLS (Institute of Museum and Library Services) grant
- Library staff partnered with SC HBCU libraries to receive \$61,800 in funding from the Mellon Foundation, initiated by Claflin University, to purchase additional archival databases (arts and sciences, biological sciences, general sciences, and business) for research from JSTOR beginning July 2007 – June 30, 2008
- Extension Outreach partners with Allendale County School District, Orangeburg County School District Three, Allendale County Department of Social Services, Allendale County ALIVE, and Orangeburg-Calhoun-Allendale-Bamberg (OCAB) Community Action Agency.
- 1890 Extension collaborates with the Northeastern Corridor of Orangeburg Community Development Cooperation (NCOCDC).
- The 1890 Evans-Allen Research and Cooperative Extension Program and Clemson University began addressing the requirements of the Agriculture Research, Extension and Educational Reform Act of 1998.
- With the Montford Point Marines Project, the Department of Social Sciences collaborated with the University of North Carolina at Wilmington and LetterPress Software, Inc. in Utah to produce a document film and educational resources on the life and experiences of the first African-Americans to integrate the Marine Corps.
- **Memoranda of Understanding** with the following:
 - Westinghouse Savannah River National Laboratory
 - Mentor-Protégé Agreement – BWXT Y-12, L.L.C.
 - Shaw Environmental and Infrastructure, Inc., the Curators of the University of Missouri
 - University of Florida in Nuclear Engineering Education
 - The Gas Technology Institute (GTI) and Historically Black Colleges and Universities (HBCUs) and Minority Educational Institutions.
 - The 1890 Extension Program with school districts and educational partners across the state of South Carolina.
 - Globalizing Business Schools (GBS) consortium sponsored by the University of Memphis CIBER. SCSU is partnered with the University of South Carolina as part of this consortium.

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

The Environmental Policy Institute received approval for its third \$1 million dollar award from the US Department of Energy, National Nuclear Security Administration

The Library

- Received \$4,000 from the Class of 1957
- Received \$10,000 from the Class of 1956
- Received \$250 from the Orangeburg Alumnae Chapter, Delta Sigma Theta Sorority, Inc.
- Received \$7,000 in staffing, hardware, and software from the Andrew W. Mellow Foundation, led by Cornell University and the HBCU Library Alliance, to fund a digital image production project and training for 2007-2009

Table 7.3-1 Fall 2006 Full Time Equivalent (FTE) Enrollment

INSTITUTION	Under-Graduate	Grad (1) Masters	Grad (2) Doctoral
The Citadel	2,579	457	
Coastal Carolina University	6,398	546	
College of Charleston	9,273	529	
Francis Marion University	3,139	202	
Lander University	2,380	20	
South Carolina State University	3,780	284	40
U.S.C. Aiken	2,697	51	
U.S.C. Beaufort	997	-	
U.S.C. Upstate	4,186	12	
Winthrop University	4,892	524	
Sub Total	40,323	2,625	40.33

Source: SC Higher Educational Statistical Abstract, 29th edition

Table 7.3-2 Five-Year Analysis of Total Fall FTE and Credit Hour Production

	2002	2003	2004	2005	2006
FTE	3923.61	3948.98	3975.84	4164.06	4104.56
Cr Hr	57272	57722	58509	61352	60475

Source: SCSU 2006-07 Fact Book

Table 7.3-3 State Education Recurring Appropriations for SC State University

Year	Amount	Change
2000-2001	25,346,016	
2001-2002	24,349,522	-3.9%
2002-2003	21,734,854	-10.7%
2003-2004	20,887,568	-3.9%
2004-2005	20,210,171	-3.2%
2005-2006	21,040,022	4.1%
2006-2007	21,769,768	3.5%
% Change from 2000/01 to 2006/07 = -14.1%		

Source: SC Higher Educational Statistical Abstract, 29th edition

Table 7.3-4 SCSU Headcount Enrollment Trends 2002-2006

Fall Semesters 2002-2006					
	2002	2003	2004	2005	2006
Undergraduate	3,553	3,585	3,704	3,888	3,839
Graduate	1,015	881	590	558	545
TOTAL	4,568	4,466	4,294	4,446	4,384
Full-Time	3,476	3,506	3,604	3,786	3,759
Part-Time	1,092	960	690	660	625
TOTAL	4,568	4,466	4,294	4,446	4,384

Source: SCSU 2006-07 Fact Book

Table 7.3-5 Academic Year 2006-07 Required Tuition & Fees

	Full-Time In-State Undergraduate Students		Full-Time Out-of-State Undergraduate Students	
	2006-07	2005-06	2006-07	2005-06
Citadel	\$7,168	\$6,522	\$17,487	\$15,918
Coastal	\$7,500	\$6,860	\$16,190	\$15,110
Coll. of Charleston	\$7,234	\$6,668	\$16,800	\$15,342
Francis Marion	\$6,512	\$5,984	\$12,839	\$11,833
Lander	\$7,162	\$6,668	\$13,538	\$13,608
SC State	\$7,278	\$6,480	\$14,322	\$13,288
USC Aiken	\$6,670	\$6,128	\$13,250	\$12,270
USC Beaufort	\$5,724	\$5,214	\$12,756	\$12,130
USC Upstate	\$7,218	\$6,636	\$14,656	\$13,474
Winthrop	\$9,500	\$8,756	\$17,564	\$16,150

Source: CHE website, Data-Tuition 2006-07

Table 7.3-6 Cost of Full-time Student Housing Per Academic Year FY 2006-07

	Dormitory/ Board^{1,2}
The Citadel	5,090
Coastal Carolina University	6,690
College of Charleston	7,596
Francis Marion University	5,430
Lander University	5,850
SC State University	7,658
USC Aiken	6,507
USC Beaufort	6,579
USC Upstate	5,190
Winthrop University	5,750

Source: SC Higher Educational Statistical Abstract, 29th edition

Table 7.3-7 Financial Aid Awarded for Academic Year 2006-2007

Total Awarded: \$56,988,045		Total Number of Unduplicated Students: 4,696
Awards	Number of Students	Amount
Pell	2,726	8,204,737
SEOG	522	731,840
Academic Competitiveness Grant (ACG)	244	189,337
SMART	38	117,464
Federal Work Study	347	337,910
P-13 Job	380	1,022,009
Total Grants & Work Study		
Hope Scholarship	130	328,600
Life Scholarships	465	2,255,025
SC Need Based Scholarship	734	710,203
Palmetto Fellows	1	6,700
SC Teaching Fellows	9	48,450
Total State Grants & Scholarships		
Loans*	4,363	32,266,980
Athletic Scholarships	290	3,334,267
Institutional Grants & Scholarships	952	4,035,827
Other Financial Aid	1,080	3,398,696

Source: SCSU Office of Financial Aid

Table 7.3-8 Comparison of Average Salary for Full-Time Teaching Faculty by Rank

Year	Professor	Associate Professor	Assistant Professor	Instructor	Average
2002-2003	\$56,611	\$52,725	\$44,676	\$35,693	\$48,482
2003-2004	\$55,282	\$51,394	\$44,375	\$35,829	\$47,342
2004-2005	\$62,599	\$56,815	\$47,811	\$40,962	\$53,983
2005-2006	\$64,848	\$58,297	\$49,066	\$38,422	\$52,995
2006-2007	\$66,193	\$60,283	\$51,137	\$38,968	\$54,686

Source: SCSU 2006-07 Fact Book

Table 7.3-9 Accountability Report Employee Data

	FY 2005-06	FY 2006-07
Grievances	1	3
Promotions/Reclassifications	25	12
Salary Increases for Additional Responsibilities	8	24

Source: SCSU Office of Human Resource Management

Table 7.3-10 Fall 2006 Faculty Release Time

NAME	Release Time
College of Business and Applied Professional Sciences	
Family and Consumer Sciences	2.15
Health Sciences	3.55
Accounting, Agribusiness and Economics	2.00
Business Administration	2.00
College of Education, Humanities and Social Sciences	
Education	4.75
Human Services	1.75
English & Modern Languages	1.75
Visual and Performing Arts	2.00
Social Sciences	3.00
College of Science, Mathematics and Engineering Technology	
Biological & Physical Sciences	6.10
Mathematics & Computer Science	1.67
Civil & Mechanical Engineering Technology	1.25
Electrical & Industrial Engineering Technology	1.85
School of Graduate Studies/Educational Leadership Department	2.00
Total Administrative FTE	35.82

Source: SCSU Faculty Salary Study

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Major Research Areas of the University

- Agriculture and Food Science Systems and Agribusiness
- Transportation
- Education and Outreach
- Health Disparities and Public Health
- Energy Security and Environmental Technology
- Homeland Security and National Security
- Business and Economic Development
- Humanities and Arts

SCSU Health and Wellness Activities:

The President’s Health Initiative was implemented through Project Export. It included:

- Fitness trail and boot camps
- DASH diet eating stations in dining facilities
- “Walk to Work” days
- Interdepartmental wellness competitions
- Health Resource Center
- Health Literacy Program
- Health Research Symposiums
- Statewide Health Literacy Summit

Graph 7.4-1 2006-2007 Grants Funding Level by College/Department (FY 2006-07)

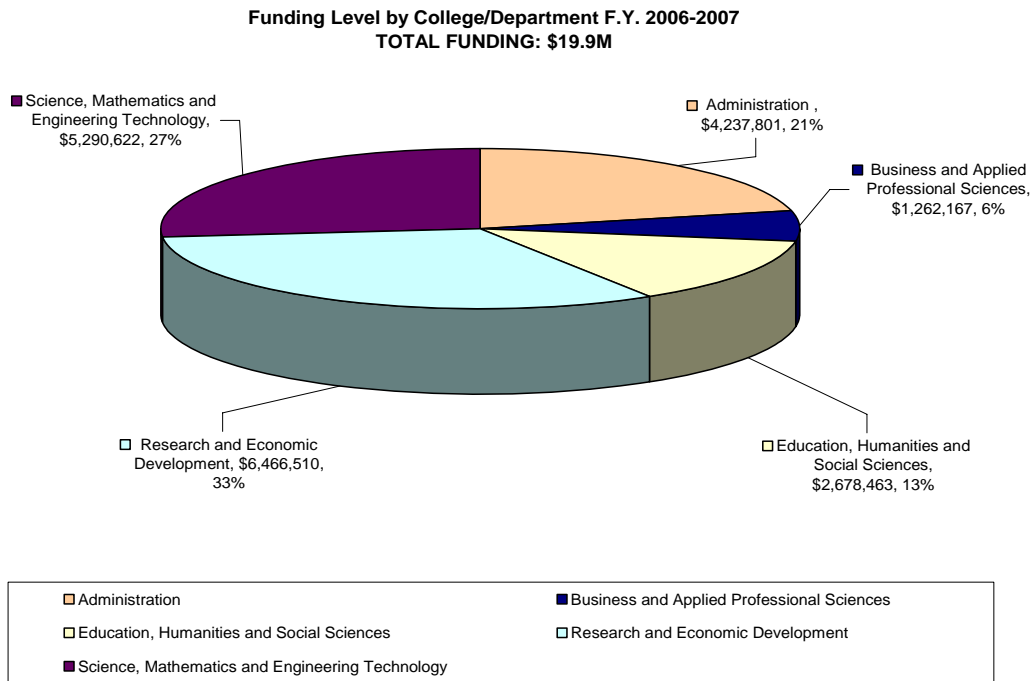


Table 7.4-1 Funding Sources (FY 2006/07)

American Cancer Society	\$2,000
Federal Highway Administration (FHA)	\$269,892
National Aeronautics & Space Administration (NASA)	\$380,630
National Institutes of Health (NIH)	\$653,464
National Science Foundation (NSF)	\$1,758,343
South Carolina Universities Research and Education Foundation (SCUREF)	\$1,173,432
US Small Business Association (SBA)	\$416,664
SC Department of Education (SCDOEd)	\$986,930
SC Department of Transportation (SCDOT)	\$40,000
U. S. Agency for International Development (USAID)	\$2,000,000
U. S. Department of Agriculture (USDA)	\$794,148
U. S. Department of Education (USDOEd)	\$5,565,147
Department of Energy (DOE)	\$1,470,485
Lower Savannah Council of Governments	\$50,000
SC Experimental Program to Stimulate Competitive Research (SCEPSCoR)	\$26,967
SC Research Authority (SCRA)	\$330,705
Department of Health & Human Services (HHS)	\$450,203
Housing and Urban Development (HUD)	\$600,000
U. S. Department of Transportation (USDOT)	\$2,966,553
	\$19,935,563

Source: Sponsored Programs 2006-07 Annual Report

Table 7.4-2 South Carolina State University Full-Time Teaching Faculty

Fall	Professors	Associate Professors	Assistant Professors	Lecturer & Instructor	Total	Percent With Tenure
2006	31	61	86	25	203	64%
2005	36	47	83	24	190	62%
2004	51	48	83	29	211	61%
2003	42	45	73	26	186	45%
2002	50	57	83	26	216	44%

Source: SCSU 2006-07 Fact Book

**Table 7.4-3 Number of Full-Time Headcount Faculty Teaching Undergraduate Courses by Terminal Degree in Primary Teaching Area
Fall 2002 – 2006**

Year	Number of Full-Time Faculty	Number With Terminal Degree	Percent
Fall 2002	190	165	86.8%
Fall 2003	160	138	86.3%
Fall 2004	182	170	93.4%
Fall 2005	164	157	95.7%
Fall 2006	178	170	95.5%

Source: SCSU 2006-07 Fact Book

Table 7.4-4 Percentage of Accessible Area to Mobility Impaired, Fall 2006

Institution	Assignable Area	Accessible Area	Percent Accessible
Citadel	1,098,673	993,447	90.42%
Coastal Carolina	823,902	814,958	98.91%
College of Charleston	1,777,971	1,559,202	87.70%
Francis Marion	629,926	561,328	89.11%
Lander	603,831	456,066	75.53%
SC State	1,286,520	1,284,940	99.88%
USC Aiken	570,266	415,192	72.81%
USC Beaufort	54,681	30,192	55.21%
USC Upstate	533,973	530,402	99.33%
Winthrop	1,290,693	729,601	56.53%

ASF – Assignable Square Feet

Source: *SC Higher Educational Statistical Abstract*, 29th edition

Table 7.4-5 2006-2007 Staff Development & Training

Professional Development	No. Participants	General Comments
Blood borne Pathogens Training	39	Great information will be helpful especially for health care givers and parents with young children.
Banner Finance	80+	Continue to have sessions on Finance to assist new and continuing employees
Banner (HR)	150+	Great!!! Like being able to view payroll online. System is user friendly.
New Employee Orientation Sessions	67	Employees agreed that they gained knowledge that would be useful to their job responsibilities.
Teambuilding Activity	100+	Coming together to build camaraderie was great! Enjoyed the activities and food.
Microsoft Office Suite	51	Enhanced skills in Word, Excel, and PowerPoint
Finance – Understanding Budgets	120	Finance team provided great information to assist in viewing budgets in Banner Finance.
Maintenance of Landscaping equipment	07	Appreciated the update and overview of the equipment and usage.
Purchasing Card (University)	67	Great session; continue to conduction sessions and provide update information of vendors who accept the University’s P-Card

Source: Staff Development and Training Office

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance?

National Rankings:

Washington Monthly College Rankings

Top 30 National Universities - #10

Top 100 Degree Producers 2006

Diverse Issues in Higher Education- 07/12/07

African-American Doctorates, Education - #19

Table 7.5-1 Academic/Merit Scholarship

3-Year Academic/Merit Scholarship Report			
	2003-04	2004-05	2005-06
Hope	128	164	167
Life	371	464	480
General & Presidential	166	164	153
Source: SCSU Office of Financial Aid			

Table 7.5-2 Housing Occupancy for the Last Seven Years

Year	2000	2001	2002	2003	2004	2005	2006
Total	1,738	1,654	1,887	2,050	2,129	2,105	1,842

Source: SCSU 2006-07 Fact Book

Table 7.5-3 Faculty Accomplishments

	CBAPS	CSMET	CEHSS	SGS
Total Faculty	65	65	106	10
Research	20	45	20	1
Grants Funded	11	25	12	0
Books Published	3	3	8	1
Articles Published	13	25	22	4
Papers Presented at Professional Meetings	19	42	45	8
Performances	2	0	12	NA
Recitals	0	0	10	NA
Exhibits	1	9	5	NA
Awarded Higher Degrees	2	1	1	NA
Received Promotions	4	0	0	0
Received Tenure	4	1	1	0
Participated in Community Events Sponsored by SCSU or College/School	54	73	73	1
Presented at Campus Meetings/Workshops	52	40	40	0
Participated on Campus Committees	35	106	106	2

CBAPS – College of Business and Applied Professional Sciences
 CSMET – College of Science, Mathematics and Engineering Technology
 CEHSS – College of Education, Humanities, and Social Sciences
 SGS – School of Graduate Studies

Source: College and School 2006-07 Annual Reports

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

- a) accomplishment of your organizational strategy and action plans;*
- b) stakeholder trust in your senior leaders and the governance of your organization;*
and
- c) fiscal accountability; and regulatory, safety, accreditation, and legal compliance.*

Table 7.6-1 Accreditation of Degree-Granting Programs

	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
The Citadel	4	3	75%
Coastal Carolina Univ.	5	4	80%
College of Charleston	8	7	88%
Francis Marion Univ.	6	5	83%
Lander University*	7	6	86%
SC State Univ.	14	13	93%
USC - Aiken	4	4	100%
USC - Beaufort*	2	0	Programs approved 2004
USC-Upstate**	5	5	100%
Winthrop University	14	14	100%

Source: Institutional IE Reports to CHE as of June 30, 2006

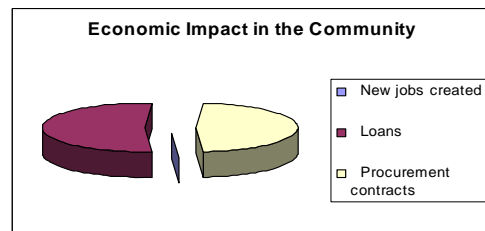
Table 7.6-2 Strategic Plan Progress for 2006-07

Key Area	Progress
Planning, Management and Evaluation	Schedule for regular reporting was developed and submitted to campus units. Four updates were submitted to the Board of Trustees.
Academic Infrastructure	The academic program review to align programs with workplace demands and productivity standards was completed. Academic departments are reviewing the results to determine the next steps for continuous improvement of programs. A new faculty orientation program was developed. UNIV 101 was revised for incoming freshmen.
Administrative & Physical Infrastructure	The campus-wide wireless network study was completed. A crisis management handbook was revised. Additional parking spaces and land have been acquired. Academic technology received increased disk capacity, upgraded backup hardware and software.
Human Resources	Updated position descriptions were collected in response to the university's staffing analysis. Customer service activities now include "secret shoppers". The staff employee orientation program was revised.
Research Development and Community Involvement	Seven research projects involving rural areas were funded throughout the Southern Rural Transportation Center. The James E. Clyburn University Transportation Center (JECUTC) is assisting the SC Lt. Governors' Office Systems Transformation Grant Advisory Committee on a project to coordinate transportation services to older adults and persons with disabilities. 1890 Research entered into an agreement with Orangeburg County Council to establish the SC World Trade Center. The 1890 Extension mobile technology center provides computer literacy and technology awareness throughout the state of South Carolina.
Institutional Advancement	The University website was enhanced and a new brand was developed.
Student Life	New recruitment materials and equipment were purchased. Multicultural and international activities increased.

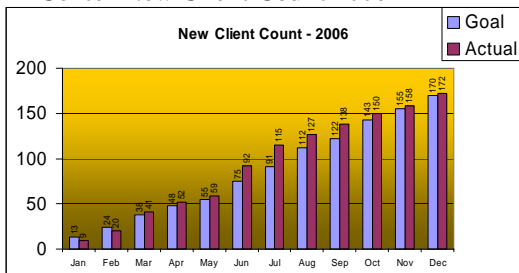
Source: Strategic Plan Updates

The Small Business Development Center provides assistance to small businesses and one-on-one technical assistance to those who want to start a business. Their key areas are: advertising & marketing, business plans, loan packaging, small business accounting, government procurement, analyzing business operations, and developing business strategies.

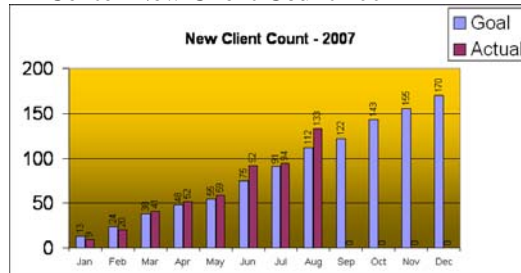
Graph 7.6-1 Small Business Development Center Economic Impact in the Community



Graph 7.6-2 Small Business Development Center New Client Count 2006



Graph 7.6-3 Small Business Development Center New Client Count 2007



The Chronicle November 17, 2006, vol LIII, no. 13

“Universities Prepare for Nuclear Reaction”

“South Carolina State is ... is now the only historically black college or university in the country to offer a nuclear-engineering degree, though students must train for one semester on the reactor at the University of Wisconsin Madison.” --Sam Kean, Author

Table 7.6-3 1890 Extension Annual Report Data Checklist

Name	Number of Counties Served	Number of Persons Served
Youth Development/CYFAR	1	1001
Youth Development Retention of Small Minority Farms	5	259
Small Farm Assistance & Outreach Program	21	340
Community Education	4	348
Adult Leadership & Community Development	16	415
4-H Youth Development	9	439
Family Life	6	1808
4-H, Family Life, Integrated Pest Management Beef Cattle Production	3	1726
NCOCDC	2	291
Agriculture & Natural Resources 4-H Youth Development Program., CYFAR	5	1370

Source: 1890 Extension Annual Report

Table 7.6-4 Student-Centered Federal Outreach Programs

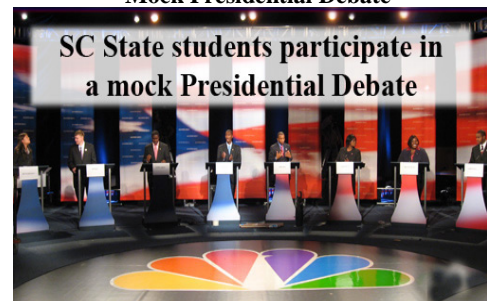
<p>GEAR UP A – 186 served in Allendale-Fairfax H.S. GEAR UP B – 383 served in Allendale-Fairfax, Elloree and Holly Hill-Roberts middle schools Upward Bound Math Science – 70 served in Allendale-Fairfax, Blackville-Hilda, Denmark-Olar, Lake Marion, Manning, and Scotts Branch high schools Educational Talent Search – 610 served in Burke Middle School and Burke High School, Charleston, SC Educational Opportunity Center – 1,505 served in the following counties: Allendale, Bamberg, Barnwell, Calhoun, Clarendon, Colleton, Hampton, Jasper, Orangeburg, and Williamsburg.</p>

Source: 1890 Outreach

SC State Debate Publicity ~ April 16 ~ May 7

- Total Story Count: 1279
- Total Nielsen Audience: 119,526,115
- Total Calculated Ad Equivalency: \$1,331,716
- Total Calculated Publicity Value: \$4,027,419
- More than 600 media outlets were credentialed for the debate, the most ever credentialed for any presidential primary debate.
- On April 26, 2007, SC State University was “googled” more than 1.3 million times.

Figure 7.6-1 SC State Students in Mock Presidential Debate



- On April 26, 2007, between the hours of 5 p.m. and 9 p.m. the SC State web site received more than 5,000 hits.
- The University is conducting a multiple regression study of Faculty salaries
- Academic Audit by the Education Commission of the States completed
- Twenty student-athletes were selected for the prestigious title of Arthur Ashe Scholars, tied for second highest in the nation, as reported in the April 2007 issue of *Diverse: Issues in Higher Education*
- Women’s Tennis team earned the title of MEAC champions for the 4th consecutive year.
- SCSU Football team finished in the Sheridan Broadcasting Network (SBN) Top 10 poll for a fifth straight year
- Season ticket sales increased by 10% over last year
- SC State hosted the South Carolina Independent Schools Association Football Finals

University Publications

- FOCUS Newsletters
- 2006 Annual Report
- 2006-2007 Student Calendar / Planner
- 2006 SC State Review
- Collegians (Student Newspaper)
- BULLDOGS (Yearbooks)
- Admissions View book
- The new brand debuted February 23, 2007 with the launch of the new website, logo and theme—A New STATE of Mind.

Figure 7.6-2 SCSU New Brand



Table 7.6-5 2006-2007 Senior Exit Survey Data

Admitted to Graduate School				
	Fall 2006		Spring 2007	
Yes	19	14.3%	19	18.1%
No	114	85.7%	86	81.9%
Total	133	100%	105	100%
Employment				
	Fall 2006		Spring 2007	
Yes	139	71.3%	110	81.5%
No	56	28.7%	25	18.5%
Total	195	100%	135	100%
Approximate Salary				
	Fall 2006		Spring 2007	
Less than \$25,000	25	25.8%	27	31.8%
\$25,000-\$30,000	19	19.6%	22	25.9%
\$30,000-\$35,000	17	17.5%	17	20.0%
\$35,000-\$40,000	21	21.6%	10	11.8%
Over \$40,000	15	15.5%	9	10.6%
Total	97	100%	85	100%

Source: SCSU Institutional Research website, Survey Data

Table 7.6-6 Institutional Accreditations

South Carolina State University	Southern Association of Colleges and Schools Commission on Colleges
Program	Accrediting Agency
Civil, Electrical, Industrial and Mechanical Engineering Technology	Accreditation Board for Engineering and Technology, Inc. (TAC/ABET)
Computer Science	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (CAC/ABET)
Education	National Council for Accreditation of Teacher Education (NCATE)
Social Work	Council on Social Work Education (CSWE)
Rehabilitation Counseling	Council on Rehabilitation Education (CORE)
Music	National Association of Schools of Music (NASM)
Speech-Language Pathology	Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASLHA)
Family and Consumer Sciences	American Association of Family and Consumer Sciences
Business	Association to Advance Collegiate Schools of Business
Nursing	Commission on Collegiate Nursing Education
Food and Nutrition	American Dietetics Association
Counselor Education	Council for Accreditation of Counseling and Related Education Programs (CACREP)
Counseling and Self-Development Center	International Association of Counseling Services, Inc.
Child Development Learning Center	National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC))

Table 7.6-7 Square Feet of Academic Facilities Per FTE Student

Institution	ASF Academic-Support Facilities	FTE Enroll	SF Academic- Support Facilities/FTE
Citadel	365,382	3,036.16	120.34
Coastal Carolina	448,588	6,943.63	64.60
College of Charleston	802,478	9,802.37	81.87
Francis Marion	341,002	3,341.62	102.05
Lander	328,826	2,399.74	137.03
SC State	629,658	4,104.66	153.40
USC Aiken	361,931	2,748.58	131.68
USC Beaufort	127,009	997.33	127.35
USC Upstate	310,598	4,198.71	73.97
Winthrop	656,690	5,416.12	121.25
Teaching	4,372,162	42,988.92	101.70

ASF- Assignable Square Feet

Source: CHEMIS Fall 2006

Table 7.6-8 Capacity/Enrollment Ratio

Institution	Assignable Square Footage (ASF) of Instructional & Library Facilities	Total Weekly Student Clock Hours	Capacity/Enrollment Ratio
Citadel (Main)	101,666	38,744.66	2.62
Coastal Carolina	109,199	85,906.83	1.27
College Of Charleston (Main)	175,379	130,663.99	1.34
College Of Charleston (North Charleston)	7,821	2,525.50	3.10
Francis Marion	59,251	29,850.41	1.98
Lander	74,092	29,358.95	2.52
SC State	124,368	54,102.16	2.30
USC Aiken	63,271	31,813.74	1.99
USC Beaufort (Main)	10,705	4,357.66	2.46
USC Beaufort (South)	20,591	8,122.50	2.54
USC Upstate	77,974	51,696.46	1.51
Winthrop	148,691	80,207.74	1.85
Teaching	973,008	547,350.60	1.78

In analyzing and comparing C/E ratios, it should be noted that a relatively low ratio generally indicates a high level of space utilization.

Source: CHEMIS, Fall 2006

Graph 7.6-4 Library Holdings Academic Year 2001-02 thru 2006-07

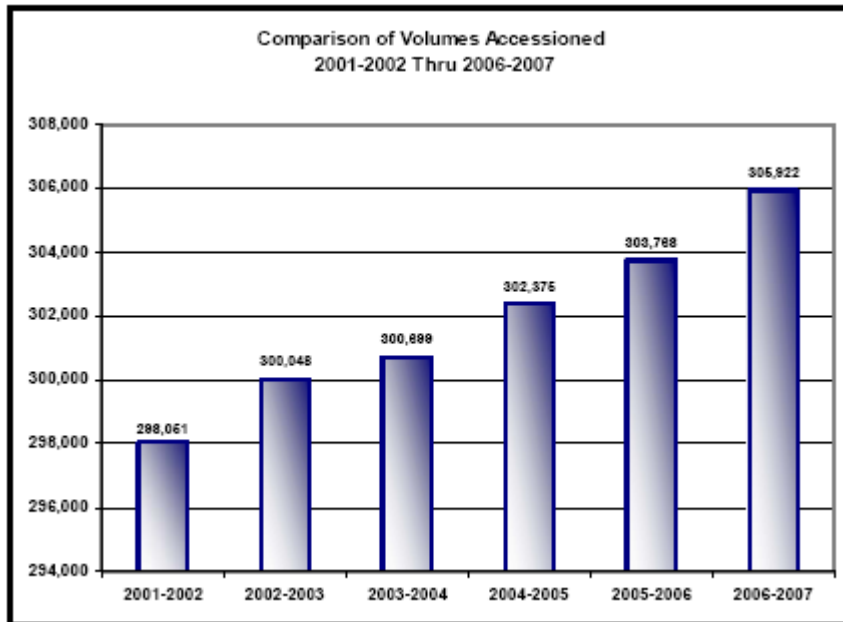


Figure 7.6-3 Phase I and II of the New Student Housing – Hugine Suites



Figure 7.6-4 University Village



Figure 7.6-5 Renovated M. L. King Auditorium



Figure 7.6-6 New Artificial Turf on Football Field



Figure 7.6-7 Jumbo Tron



Figure 7.6-8 Outdoor Basketball Court



Figure 7.6-9 Renovated Bowling Alley

