

Accountability Report Transmittal Form

Agency Name South Carolina State University

Date of Submission September 14, 2010

Agency Director Dr. George E. Cooper, President

Agency Contact Person Dr. Rita Jackson Teal

Agency Contact's Telephone Number (803) 516-4586

SCState
UNIVERSITY

South Carolina State University



2009-2010
ACCOUNTABILITY REPORT

TABLE OF CONTENTS

SECTION I: EXECUTIVE SUMMARY.....	1
Purpose, Mission, Vision and Values	1
Major Achievements for 2008-2009	1
Key Strategic Goals	2
Key Strategic Challenges	3
How the Accountability Report Is Used to Improve Performance	3
SECTION II – ORGANIZATIONAL PROFILE.....	4
Organizational Structure	8
Appropriations/Expenditures Chart	9
Major Program Areas Chart.....	10
SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA	12
Category 1 – Senior Leadership, Governance and Social Responsibility	12
Category 2 – Strategic Planning	15
SC State University Strategic Planning Chart	18
Category 3 – Student, Stakeholder and Market Focus.....	20
Category 4 - Measurement, Analysis and Knowledge Management.....	23
Category 5 – Workforce Focus	26
Category 6 – Process Management.....	30
Category 7 – Organizational Performance Results	33

EXECUTIVE SUMMARY

1. Purpose, Mission, Vision, 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 (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A 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.

SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.

(This mission statement was approved by the S.C. State University Board of Trustees on March 30, 2010 and by the South Carolina Commission on Higher Education May 6, 2010.)

Vision

SCSU will be one of the top 25 public universities, among peer institutions, as measured by recognized independent ratings.

Values: *Access ~~~ Opportunity ~~~ Integrity ~~~ Excellence ~~~ Respect*

2. Major achievements from 2009-2010

- The AACSB reaffirmation of our business program, the distinct honor that is held by only 5 percent of Business schools across the world;
- All engineering programs were reaccredited by ABET this year;

- Felton Laboratory School was reaffirmed for accreditation by SACS-COC this year.
- Recertification of the Speech-Language-Hearing Clinic by the South Carolina Department of Health and Environmental Control (DHEC)
- Approval of majors in Communications and Modern Languages by the Southern Association of Colleges and Schools.
- SC State was named a *Conn-Selmer School*. As a result of this title, SC State will have access to clinicians, music pedagogues to host staff development workshops for our music faculty as well as well as university and high school faculty within the State.
- Total fundraising increased by 30%
- The research funding level increased by approximately 23% over the last year
- Approximately 16% of the SCSU faculty members are funded principal investigators.
- Implemented two new electronic forms of communication for alumni updates: E-newsletter and E-notes
- Two new alumni chapters were chartered: Northern Virginia and Lake City, SC.
- The "American Dream" of homeownership was provided to 11 low-to-moderate income families through the Community Development Program. Recipients attended and successfully completed the mandatory Homebuyer Education Program held in the John W. Matthews, Jr. 1890 Extension Center on the campus of SC State University. As a result of the Program, six of the families each received an \$18,000 forgivable loan, while the other five families each received a \$5,000 to \$10,000 forgivable loan. Also, home rehabilitation for 22 residents was completed at an average cost of \$20,000 per project totaling \$440,000.00.
- The USDA AgDiscovery Program was held on the campus of SC State University for the first time. The enrichment program allowed youth from across the southeastern region to experience work in the agricultural arena.
- An outreach program called "Rock 'n Read" was instituted by the 1890 Program. Over 1500 children at head start programs and elementary schools located in the Midlands and Low Country were exposed to the educational program.
- Expanded Partnership with the Penn Center (Beaufort)

3. Key strategic goals

The 2006-2011 strategic plan identifies twenty-nine goals (listed in the Strategic Plan Chart) that focus on the following strategic issues:

- Accountability for implementation of the strategic plan and resources to implement
- Alignment of academic programs with market
- Institutional processes and resource allocation
- Facilities/Infrastructure to accommodate current and future university needs
- Selection, Employment and Retention of Appropriate Personnel
- Enhance the role of research in supporting SCSU's internal and external goals.

- Significantly enhance and improve the university's image through increased community involvement.
- Increase revenues through enhanced fundraising initiatives
- Identify and promote the University's competitive advantages (niche(s) in academic and non-academic areas of excellence).
- Enrollment Management
- Living and learning environment for students that enhances student productivity

4. *Key strategic challenges*

SC State continues to confront some of the same strategic challenges as last year due to declining financial resources (see Table I.4 below) as it continues its quest for academic excellence, increased research productivity and state-wide outreach services. Financial resources negatively impact the university due to a 32% decline in state appropriations since FY2008, in addition to the downturn in the economy. Challenges resulting from this financial decline include the selection, employment and retention of qualified faculty and staff due to higher salaries offered by competitors; decreasing scholarship funds to provide adequate financial support for better academically prepared students, as well as providing financial assistance to students who qualify for need-based aid; and addressing deferred maintenance issues that impede the progress in acquiring and updating a technology infrastructure that will improve administrative services and enhance educational and support programs.

I.4 Five-Year State Education Recurring Appropriations for SC State University

2005-06	2006-07	2007-08	2008-09	2009-10
\$21,040,022	\$21,769,768	\$24,386,739	\$18,065,137	\$16,471,285

5. *How the Accountability Report is used to improve performance*

This accountability report is shared with the Board of Trustees, administrators and the university-at-large. It is utilized in the following ways to improve organizational performance:

- ◇ identifies those areas that need to be addressed for continuous improvement;
- ◇ provides an assessment of the performance of the University;
- ◇ serves as a vehicle for sharing its vision, goals and needs with the legislature and community in a concise manner; and
- ◇ demonstrates the level of efficiency in which the University operates, manages its resources and meets the needs of its students and the community.

SECTION II - ORGANIZATIONAL PROFILE

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

South Carolina State University provides baccalaureate, master's, educational specialist, and doctoral degree programs through lecture, discussion, role playing, internships, cooperative learning, and distance learning via video conferencing, blackboard, and compressed video. The main educational programs are as follows.

II.1 Degree Programs

Undergraduate	
Accounting	History
Agribusiness	Industrial Engineering Technology
Art, Studio	Industrial Technology
Art Education	Mathematics
Biology	Mathematics and Computer Science ²
Biology Education	Mathematics Education
Business Administration	Mechanical Engineering Technology
Business Economics	Middle Level Education
Business Education	Modern Languages/ Spanish
Chemistry	Music Education
Chemistry Education	Music Industry
Civil Engineering Technology	Nuclear Engineering
Communications	Nursing
Computer Science	Physical Education
Criminal Justice	Physics
Drama	Political Science
Drama Education	Professional Land Surveying
Early Childhood Education	Psychology
Electrical Engineering Technology	Social Studies Education
Electrical Engineering Technology & Physics ¹	Social Work
Elementary Education	Sociology
English	Special Education
English Education	Speech Pathology and Audiology
Family and Consumer Sciences	Technology Education
Family and Consumer Sciences Education	
DEGREE	Graduate
MA	Rehabilitation Counseling, Speech Pathology and Audiology
MBA	Agribusiness, Entrepreneurship
MAT	Biology/General Science Education, Early Childhood Education, Elementary Education, English Education, Mathematics Education,
MED	Counselor Education, Elementary Education, Secondary Education, Special Education
MS	Individual and Family Development, Nutritional Sciences, Transportation
Specialist	Educational Administration
EdD	Educational Administration

Graduate Certificate Programs	
Environmental Monitoring and Restoration (Post Baccalaureate)	
Human Development Consultant (Post Masters)	
Orientation and Mobility Specialist (Post Masters)	

1 Five-Year Program

2 Double-Major

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

Segment/Group	Requirements/Expectations
<ul style="list-style-type: none"> • South Carolina high school graduates • Out-of-state high school graduates • Technical college transfers and graduates • Nontraditional students throughout South Carolina. 	Access to undergraduate and graduate programs and support services that enable them to become productive and proficient in their academic fields
<ul style="list-style-type: none"> • Residents and businesses in the counties throughout South Carolina • South Carolina school districts • Alumni • SC State Board of Trustees • South Carolina legislators • Advisory boards • Federal funding agencies • Accreditation agencies 	Qualified graduates to meet market needs; excellent customer service; effective and efficient administrative services; support and economic development; adherence to compliance requirements (state, accreditation agencies, etc.)
SC State University employees.	Safe and secure working environment, professional development, policies and procedures that are clear and precise, sufficient technology to operate efficiently and effectively.

3. Operating locations

Main campus: 300 College Street, Orangeburg, South Carolina

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

University Center in Greenville (UCG) in Greenville, SC,

Savannah River Site, Aiken, SC

1890 Extension cluster offices: counties of Orangeburg, Marlboro, and Hampton.

Orangeburg Cluster consists of Bamberg, Calhoun, Dorchester and Orangeburg counties.

Marlboro Cluster serves Dillon, Florence, Marion and Marlboro counties.

Hampton Cluster includes Allendale, Colleton, Hampton and Jasper counties.

The 1890 Cooperative Extension Program employees share office space with Clemson in two counties (Greenwood and Williamsburg).

4. Number of employees, segmented by faculty and staff

II.4-1 Full-Time Faculty and Staff by Salary Class and Gender

Salary Class	Men	Women	Total
Faculty	131	98	229
Executive Administrative/Managerial Staff	29	19	48
Primarily Public Service	6	5	11
Other Professionals (Support/Service)	46	114	160
Technical and Paraprofessionals	17	13	30
Clerical and Secretarial	11	114	125
Skill/Craft	7	0	7
Service/Maintenance	8	12	20
Grand Total	255	375	630

Source: 2009-10 Human Resources Report to IPEDS as of November 1, 2009

II.4-2 Part-Time/Temp Staff by Salary Class and Gender

Salary Class	Men	Women	Total
Part-time Faculty	31	33	64
Executive Administrative/Managerial Staff	0	0	0
Other Professionals (Support/Service)	20	33	53
Technical and Paraprofessionals	9	15	24
Clerical and Secretarial	6	20	26
Skill/Craft	9	8	17
Service/Maintenance	8	8	16
Grand Total	83	117	200

Source: 2009-10 Human Resources Report to IPEDS as of November 1, 2009

5. Regulatory environment under which SC State University operates

- South Carolina State Legislature
- The Southern Association of Colleges and Schools Commission on Colleges
- South Carolina Commission on Higher Education
- Program accrediting agencies
- Federal agencies as a recipient of federal funds

6. Governance system

The authority and responsibility for the governance of South Carolina State University is vested in the SCSU Board of Trustees. The President, selected by the Board, administers through vice presidents and executive directors who form the President's Cabinet. Assistant vice presidents, associate vice presidents, and deans complete the administration core for the University. Shared governance is expressed through the utilization of university-wide and special committees, the Faculty Senate, the Staff Senate, and the Student Government Association.

7. Key suppliers and partners

- South Carolina high schools and technical colleges are key suppliers of students.
- Local businesses, SODEXHO; Follett textbook company, computer and software companies, and local printing companies support administrative services.
- 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 competitors and partners as we all serve the students and citizens of the state without duplication.
- In its land-grant and academic research components, the University is involved in numerous federal and state partnership grants such as NSF, USDA, HHH, USDOE, USAID, GEAR-UP, and HBCU-UP, and TRIO programs.

8. Key competitors

South Carolina colleges and universities, HBCUs, and 1890 land-grant institutions
Other agencies and institutions seeking grants and funds from the same sources

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

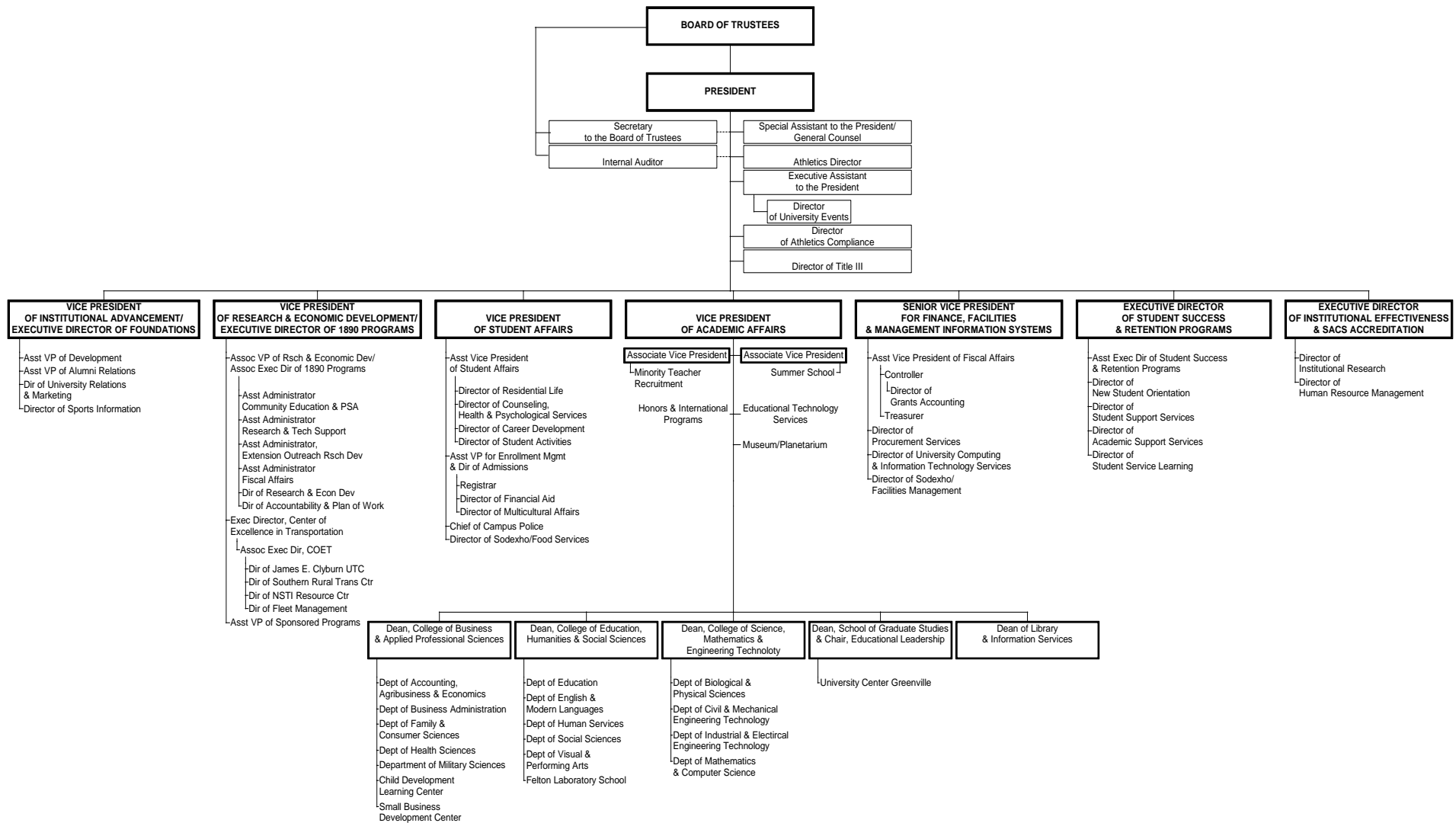
- Enrollment growth and retention
- Maintaining accreditation of all accreditable academic programs
- Performance on professional and licensure exams by graduates
- Faculty productivity through research
- Academic programs that meet today's market needs and prepare graduates for post-graduate study
- Graduation rates

SC State is upgrading its residence halls to become more competitive with the increase in apartments in the community; enhancing its admission and retention efforts through development of newer marketing materials and offering more support services; providing more workshops on grant writing and expanding research opportunities for faculty; and utilizing Advisory Boards and Business Clusters to ensure that the University continues to meet the needs of students to become successful whether in the workplace or graduate studies.

10. Performance improvement systems

- Employee Performance Management System (EPMS)
- Regional and program accreditations
- Tenure and Promotion Process
- Assessment of programs and services

11. SC State University Organizational Structure



12. Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 48,608,467	\$ 18,440,910	\$ 46,646,847	\$ 16,903,664	\$ 53,326,761	\$ 11,092,581
Other Operating	\$ 70,016,723	\$ -	\$ 77,433,660	\$ -	\$ 91,326,189	\$ -
Special Items	\$ 4,325,480	\$ 4,325,480	\$ 3,130,330	\$ 3,130,330	\$ 554,631	\$ 503,125
Permanent Improvements	\$ 7,451,998	\$ 7,451,998	\$ 13,908,297	\$ 13,908,297	\$ 13,764,154	\$ 6,329,161
Case Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Distributions to Subdivisions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 12,872,781	\$ 3,981,806	\$ 12,895,320	\$ 3,630,874	\$ 15,244,417	\$ 3,680,874
Non-recurring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 143,275,449	\$ 34,200,194	\$ 154,014,454	\$ 37,573,165	\$ 174,216,152	\$ 21,605,741

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

13. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 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: 5,910,805 Federal: 6,420,916 Other: 20,478,328 Total: 32,810,049 % of Total Budget: 23.03%	State: 4,149,568 Federal: 4,271,594 Other: 20,337,934 Total: 28,759,096 % of Total Budget: 20.02%	II.1 7.1-5, 7.1-7 7.2-5
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: 1,646,679 Federal: 5,558,294 Other: 1,935,511 Total: 9,140,484 % of Total Budget: 6.41%	State: 963,088 Federal: 3,736,077 Other: 1,975,633 Total: 6,674,798 % of Total Budget: 4.65%	7.3-3, 7.3-4, 7.3-5, Graphs 7.3-1, 7.3-2 7.5-1
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: 850,033 Federal: 1,924,997 Other: 1,943,381 Total: 4,718,411 % of Total Budget: 3.31%	State: 502,662 Federal: 2,421,415 Other: 559,685 Total: 3,483,762 % of Total Budget: 2.42%	7.6-6 Figure 7.6-2
448	Academic Support - Activities associated with the administration of the academic and instructional programs for the university.	State: 954,911 Federal: 1,570,510 Other: 2,775,154 Total: 5,300,575 % of Total Budget: 3.72%	State: 798,727 Federal: 1,591,733 Other: 3,145,216 Total: 5,535,676 % of Total Budget: 3.85%	7.1-4 7.4-3, 7.4-4, 7.4-5 7.4-6, 7.4-7, 7.4-8 7.4-9
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: 207,561 Federal: 0 Other: 944,580 Total: 1,152,141 % of Total Budget: 0.81%	State: 151,805 Federal: 0 Other: 900,297 Total: 1,052,102 % of Total Budget: 0.73%	Graph 7.2-1 7.5-1
449	Student Services - An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	State: 3,062,678 Federal: 595,482 Other: 13,342,334 Total: 17,000,494 % of Total Budget: 11.93%	State: 3,185,823 Federal: 671,711 Other: 13,826,523 Total: 17,684,057 % of Total Budget: 12.31%	7.2-6, 7.2-7 7.5-2, 7.5-3
452	Institutional Support/Administration - These costs include those activities which are non-instructional in nature, but are integral to the operations of the institution.	State: 2,978,236 Federal: 1,702,284 Other: 11,851,249	State: 1,657,517 Federal: 1,610,044 Other: 8,220,067	7.2-3, 7.2-4 Figure 7.6-1

		Total: 16,531,769 % of Total Budget: 11.60%	Total: 11,487,628 % of Total Budget: 8.00%	
451	Operations and Maintenance - Provides services and maintenance related to grounds and facilities. Program includes building,/grounds maintenance, custodial services, landscaping along with major repairs and renovations.	State: 2,501,350 Federal: 0 Other: 11,383,290 Total: 13,884,640 % of Total Budget: 9.74%	State: 3,996,800 Federal: 0 Other: 23,703,520 Total: 27,700,320 % of Total Budget: 19.28%	7.5-5
453	Access and Equity - The access and equity program vision is to achieve educational equity for all students and faculty in higher education.	State: 89,606 Federal: 0 Other: 7,747 Total: 97,353 % of Total Budget: 0.07%	State: 99,414 Federal: 0 Other: 0 Total: 99,414 % of Total Budget: 0.07%	7.1-1, 7.1-2, 7.1-3 7.4-1 7.6-1, 7.6-2, 7.6-3 7.6-4, 7.6-7, 7.6-8
442,443, 444	Auxiliary Activities - Includes housing, food service, bookstore, and other self-supporting activities that furnish goods and services to students, faculty and staff.	State: 0 Federal: 0 Other: 18,569,932 Total: 18,569,932 % of Total Budget: 13.03%	State: 0 Federal: 0 Other: 18,479,342 Total: 18,479,342 % of Total Budget: 12.86%	7.3-2
—	Scholarships - This program accounts for all awards, waivers, abatements and entitlements given to students to defer the costs of attending the university.	State: 4,122,366 Federal: 12,840,067 Other: 6,320,275 Total: 23,282,708 % of Total Budget: 16.34%	State: 2,559,763 Federal: 15,695,063 Other: 4,471,203 Total: 22,726,029 % of Total Budget: 15.82%	7.5-4

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

	Grand Totals	State: 22,324,223 Federal: 30,612,550 Other: 89,551,783 Total: 142,488,556 % of Total Budget: 100.00%	State: 18,065,167 Federal: 29,997,637 Other: 95,619,420 Total: 143,682,224 % of Total Budget: 100.00%	
--	---------------------	--	--	--

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

SECTION III - ELEMENTS OF MALCOLM BALDRIGE 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 the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?*

Senior leaders at SC State University develop and deploy the university's vision and values throughout the leadership system in a variety of methods. The president visits alumnae chapter meetings, meets with faculty, staff and students in general assemblies, and meets with legislators and other constituents through presentations. Vice presidents and other senior leaders utilize regular division, college, department and committee meetings to share the vision and values of the University. Their personal involvement in these meetings and involvement in the community reflect their commitment to the university's values.

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

Each senior leader adheres to the university's strategic plan and develops annual objectives to accomplish the strategic goals. Review of performance is an ongoing process to assess the level of progress either monthly or semesterly. Regular meetings with mid-managers and department chairs provide updates and input to ensure that the university is meeting its objectives and engaged in continuous improvement. They also review monthly, quarterly and annual reports to assess progress within their areas and across divisions.

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

Senior leaders operate from a transparent position by sharing information regularly with personnel regarding policies and procedures of their various units. Scheduled workshops are coordinated through the Office of Professional Development and Training to ensure that legal, ethical, fiscal and regulatory requirements are shared with campus personnel. Regular staff meetings, managers' meetings, departmental retreats and other University forums are avenues by which fiscal, legal, and regulatory accountability is monitored. In addition, the university's internal auditor and legal counsel provide oversight of adherence to these policies.

4. *How do senior leaders create an environment for organizational and workforce learning?*

Professional growth and development is an integral part of continuous improvement for SC State. Therefore, senior leaders provide resources for campus personnel to participate in on-campus and off-campus professional development opportunities.

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

Senior leaders encourage personnel to become involved in professional organizations and participate in continuous professional development activities. Cross-training allows personnel to also develop new skills and knowledge of their areas. Annual evaluations include a review of each individual's performance, initiative and contributions to the unit, along with a determination of the individual's growth and possibility for promotion or increased responsibilities.

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

Senior leaders acknowledge the accomplishments of their personnel in meetings and written correspondence. They appoint personnel to university-wide committees to promote their involvement in the decision-making process. In addition, the University sponsors a "Professor of the Year" and the "Staff of the Year", in which each division identifies personnel who have made significant accomplishments. Rewards for these honors include additional financial compensation, plaques, and special recognition at assemblies.

7. *How does your organization evaluate the performance of your senior leaders, including the head of the organization, 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 South Carolina State Legislators provide oversight of the SC State University Board of Trustees. The President of SC State is evaluated annually by the Board of Trustees. Senior leaders are evaluated by the President of the University. Senior leaders use information from the evaluations to reevaluate the goals and objectives for their units as well as their continued ability to provide appropriate leadership.

8. *What performance measures do senior leaders regularly review to inform them on needed actions?*

Senior leaders regularly review the goals and objectives set for their units and required in the university's strategic plan and the President's Business Plan. In addition, they review minutes of administrative and staff meetings, as well as various reports that identify performance measures utilized to determine needed actions.

9. *How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).*

Weekly meetings with the central administrative staff allow senior leaders the opportunity to become aware of any issues that adversely impact any of the components of the University. Within each unit, each dean/chair/director is required to revisit goals and objectives, services and program offerings on a monthly basis and report any unusual changes or challenges to ensure that we provide the highest level of service and stay on course to meet the goals and objectives. Regular reports, such as enrollment, expenditures, surveys, and productivity provide additional information with which to assess progress and to identify possible adverse impacts.

10. *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, the workforce, and the organization's students contribute to improving these communities.*

As indicated in Section II Organizational Profile, item #3, SC State operates in locations throughout the state of South Carolina. Outreach through TRIO programs, GEAR UP, 1890 Extension and academic departments provide significant programs and services to the members of these communities. Both personnel and students participate in these programs, some of which are student sponsored. Senior leaders recognize that part of the university's mission is community service and promote this through their personal involvement in several of these initiatives. Regular evaluations of these programs and services and the data collected are used to determine what services should be adjusted and what kinds of programs and/or services are needed. Various partnerships are developed with local agencies to enhance services provided, such as the university's Speech Pathology & Audiology program that operates a clinic to provide free hearing tests for youth, or senior leaders who participate on community boards, such as United Way, Habitat for Humanity, and the Chamber of Commerce.

CATEGORY 2 STRATEGIC PLANNING

1. *What is your Strategic Planning process, including key participants, and how does it address:*
 - a. *your organizations' strengths, weaknesses, opportunities and threats;*
 - b. *financial, regulatory, and other potential risks;*
 - c. *shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition.*
 - d. *workforce capabilities and needs;*
 - e. *long-term organizational sustainability and organizational continuity in emergencies;*
 - f. *your ability to execute the strategic plan.*

The SC State University strategic planning process is a continuous and integrated process to provide long-term sustainability and continuity. Various focus groups that engaged in SWOT analyses to identify the strengths, weaknesses, opportunities, and threats, from which the specific goals and objectives were developed included administrators, faculty, staff, students, community members and local businesses, alumni, and Board members.

To address shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition, updates with the President’s Cabinet and regular reports to the Board are built into the operational part of the plan. Enrollment and retention are regular topics for the Cabinet and the Board of Trustees. Results from student evaluations of instruction and student surveys help to keep the administration abreast of student trends and concerns. Information from external surveys and community and stakeholder participation, especially alumni, generates data on their preferences. External reports through the SC Statistical Abstracts, SREB reports, and magazine rankings provide information on market needs and how our performance is compared with competitors. Regular communication about the Plan enables the administration to prepare for possible emergencies and to provide for continuity in case of emergencies.

A detailed action plan identifies responsible personnel and timelines for each goal, objective and action item. Annual reports have been produced and provide ample evidence of financial, regulatory, or other potential risks.



2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).

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.

III.2 Addressing Challenges through Strategic Planning

Challenge	Strategic Actions
Declining financial resources with significant reductions in state appropriations and the downturn in the economy	Prioritize current institutional processes related to allocation of resources to emphasize those areas that impact the academic programs, student and personnel health and safety; and maximize use of current university facilities.
Selection, employment and retention of qualified faculty and staff due to higher salaries offered by competitors	Develop and implement advertising practices to attract/recruit desired faculty and staff. Create an infrastructure that promotes faculty development. Become more competitive in research. Promote and utilize a flexible work schedule to meet university needs more efficiently. Establish a viable employee development program that can address the University's dynamic staffing needs.
Decreasing scholarship funds to provide adequate financial support for better academically prepared students	Strengthen Annual Giving Campaigns. Improve SCSU image to attract more contributions and build donors' confidence.
Providing financial assistance to students who qualify for need-based aid, but funding is unavailable	Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations. Continue to utilize appropriate marketing strategies to promote SCSU.
Acquiring and updating a technology infrastructure that will improve administrative services and enhance educational and support programs.	Review the current status of technology in supporting the academic infrastructure. Include alternative delivery modes, cost effectiveness, forecasts of enrollment potential for each discipline, compatibility with the University's technology infrastructure, costs, an assessment component, and on-line learning opportunities and training for faculty.
Addressing deferred maintenance	Maximize use of current university facilities. Develop a space utilization plan that incorporates input from all divisions. Enhance campus land infrastructure.

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

Regular updates provide information on performance in completing objectives. Results of these reviews help to establish or modify priorities in the allocation of resources to ensure that the strategic goals are achieved. In fall 2009, the President developed an annual Business Plan that incorporates the Strategic Plan, but focuses on specific actions by each administrative unit to ensure that appropriate data and information are collected and analyzed to help move the university forward.

4. *How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.*

Through weekly discussions in the President's Cabinet, progress in achieving strategic objectives is tracked with the action plan developed within the annual Business Plan. Specific deadlines were incorporated in the original plan for the accomplishment of goals and objectives. Individual departments have also established regular reporting cycles to track progress on action plans. As part of the budget development process, each department identifies key strategic actions and the associated cost in their budget submissions. The Budget Committee compiles the information and decisions are made by prioritizing university needs to meet strategic objectives.

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

A copy of the strategic goals and objectives are distributed in hard copy and by email to all divisions from the Department 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 and annual reports are included on its website.

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

Regular meetings are held to discuss progress on the division and departmental level. 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. *If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.*

[www.scsu.edu/facultystaff/institutional effectiveness/reports.aspx](http://www.scsu.edu/facultystaff/institutional%20effectiveness/reports.aspx).

SC State University Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
445 Instruction	Evaluate academic programs and course offerings with respect to program viability and career potential of graduates and market needs. Prepare students to function effectively in a global society. Increase the utilization of technology for academics. Improve academic quality through enhanced faculty development and scholarly achievements.	Develop a process for continuous improvement and evaluation of academic programs and course offerings with respect to program viability and career potential of graduates and market need. Increase emphasis on international activities and globalization. Develop an infrastructure to support different modes of instructional delivery. Create an infrastructure that promotes faculty development.	7.1-4, 7.1-5, 7.1-6, 7.1-7 7.4-2, 7.4-4, 7.4-5, 7.4-6 7.4-7 7.5-1, 7.5-2 Fig. 7.6-1
446 Research	Build an infrastructure for the University to compete as an HBCU and 1890 land-grant institution with mainstream programs in basic and applied research and extension. Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.	Become more competitive in research. Broaden the research funding base of the University to include a broad spectrum of federal agencies, corporate and private foundations, and state and municipal funding sources. Enhance the University's partnerships with local industries and businesses.	7.3-3, 7.3-4, 7.3-5 Graph 7.3-1, Graph 7.3-2
447 Public Service	Improve the social, economic and physical well-being of citizens of South Carolina. Improve the quality of life of citizens and the economic development of the region.	Use JECUTC's funds to conduct research and provide technical assistance to rural and small communities in South Carolina. Enhance faculty and staff involvement in the community – quality of life. Assess the needs of the local community and adjust our program activities accordingly.	7.3-4 7.6-6 Fig. 7.6-2

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
449 Student Services	Annually increase and retain enrollment at a level that will produce 6,000 students by 2014. Provide a holistic living and learning environment for students.	Develop and implement a comprehensive enrollment management plan to reach the 6,000 headcount goal by 2014. Provide global activities for the student body.	7.2-1, 7.2-2, 7.2-3 7.2-4, 7.2-6, 7.2-7 7.5-1, 7.5-3
451 Operations & Maintenance	Maximize use of current university facilities. Provide adequate campus housing.	Provide adequate facilities for student life, recreation, sports and leadership activities commensurate with projected enrollment growth.	7.5-5
452 Administration	Establish competitive salary and benefits policies and practices that promote South Carolina State University. Increase staff development opportunities. Improve customer satisfaction as a result of periodic assessments. Improve the productivity and quality of employees.	Review budget development and allocations. Increase staff development opportunities in customer service. Establish a viable employee development program that can address the University's dynamic staffing needs. Promote and utilize a flexible work schedule to meet university needs more efficiently.	Graph 7.2-1 7.3-3, 7.3-4, 7.3-5 7.4-1, 7.4-2, 7.4-3 7.4-4, 7.4-5, 7.4-6 7.4-7, 7.4-8, 7.4-9
453 Access & Equity	Improve the diversity of the student body.	Contribute to closing the gap in educational attainment across ethnic group, gender, income levels, and geographical regions of the state.	7.1-1, 7.1-2, 7.1-3 7.5-4 7.6-7, 7.6-8

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.

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?***

Historically the student market segments have yielded our largest student population group which is in-state African American students from low to moderate income backgrounds. Additionally, because SC State 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. Recruiters screen applicants to meet university admission requirements and desire to pursue the programs offered by the University.

- 2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?***

SC State employs a variety of listening and learning methodologies to remain current and address different changing student and stakeholder needs. Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is the primary method by which listening and learning methods remain current. Senior Exit Surveys provide significant feedback from students to academic departments regarding the graduates' views about the effectiveness of the academic programs in meeting their needs. Utilization of advisory boards and employer surveys also provide significant information about changing needs, thereby, allowing the university to modify its strategies to meet those needs. The 1890 Research Program utilizes local, state, regional and national focus areas to identify and prioritize critical issues to create new research initiatives. By engaging in ongoing improvement strategies in its programs and services, retention is enhanced for academic programs and the level of participation is increased for outreach services.

- 3. How do you use information and feedback 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 through individual conferences and surveys is a critical source for ideas to ensure that services and programs are relevant and provide continuous improvement. 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, changes in topics within courses, and greater focus on soft skills, such as dress and communication. Information and feedback from future students includes comments through recruitment fairs and campus visits, and identifies possible new majors and the level of satisfaction with customer services. Survey results and activity evaluations provide information regarding services and programs offered beyond the classroom. Additionally, attendance records indicate whether specific programs and services remain relevant and/or meet stakeholder needs.

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

Student Evaluation of Instruction is one form of assessing student satisfaction with their professors and courses. Nonacademic 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 senior exit surveys, graduate follow-up, and alumni and employer surveys. Continuation of partnerships and memoranda of understanding are other indicators of stakeholder satisfaction and dissatisfaction. Information from these sources is utilized by departments and the administration to revise programs and procedures, as well as 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.

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? Indicate any key distinctions between different student and stakeholder groups.*

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 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.

Numerous support services impact the retention rate by addressing the needs of students through counseling, advisement, tutorial, and referral services. Students who excel are rewarded with gold, silver, or bronze medallions at the annual Honors and Awards Program.

The University provides scholarships and hosts an Honors Program to offer greater challenges to high achievers and provides tutorial support to those who are less academically prepared. The intercollegiate athletic program provides academic and other support services to meet the needs of these students who must compete in their various sports as well as in the classroom. All of these activities promote positive relationships and enhance student performance.

Stakeholders are involved through participation in campus activities, on advisory boards and committees, as participants, consultants, and as judges to assist in the activities held on campus. This level of engagement promotes positive relationships and a sense of community, and enhances overall performance.

6. *How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?*

The Office of Judicial Affairs administers the SC State University Student Code of Conduct and Policies through investigation in conjunction with the University Police Department and adjudication of general conduct complaints; coordination of mediation referrals; interpretation of the Student Code of Conduct and Policies for faculty, staff, students and other stakeholders; and administrative support to the Division of Student Affairs general conduct cases. Both Student Affairs and Academic Affairs have specific procedures to address students' complaints.

Internal and external stakeholder complaints are addressed through the appropriate offices. The University Counsel and/or the Director of the Office of Human Resource Management address personnel complaints that are not resolved within the departments.

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 daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?***

The success of a student enrolling in SC State University is measured in a variety of methods, from initial enrollment through graduation. The mission is to prepare students for a global society, thus multiple processes and systems are established to measure student learning. Initially, the preparation level of students upon entering the University is determined through reviewing their standardized test scores and high school courses and grade point averages. Throughout their matriculation, the University utilizes measures defined by academic program guidelines and accrediting bodies that approve many of the academic programs on campus with specific student learning outcomes. In addition, SACS/COC and the SC CHE have specific standards established for academic programs that examine student learning outcomes. Students' performance beyond the classroom is also a measure for gauging students' holistic growth.

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. Additionally, the strategic plan is monitored regularly and 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 select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?***

The Office of Institutional Research is the primary resource for internal data collection. Data is collected through surveys and the university's Banner system. Data is requested by the senior management team for decision-making, to include budgeting, hiring, determining faculty loads, and identifying facilities needs. Information requested by deans and academic department chairs is analyzed to determine the productivity and effectiveness of academic programs and faculty performance. All departments utilize data to conduct periodic evaluations of programs and services. In addition to internal data, campus Police Department also utilizes crime statistics collected and analyzed by City, State and Federal Law Enforcement Agencies to enhance its services for students, faculty, staff and campus visitors. The Department of Athletics maintains a significant amount of data to assess student-athletes' performance in their sports and for measuring their academic performance.

3. *How do you keep your measures current with educational service needs and directions?*

Professional development is a priority and attendance at meetings and conferences provides insight about current trends in educational programs and services. At the beginning of each fall and spring semester, faculty institutes are held to provide a variety of workshops on current educational practices. Throughout the year meetings, seminars and workshops are held on campus which focus on different educational topics that enhance student learning and teaching effectiveness. At the end of each year, the academic division holds a retreat at which they review their performance for the year, discuss new trends and ideas to improve services and programs, and plan for the next year based on the results of this retreat. Additionally, survey results that were completed during the year are included in these discussions and they often provide data regarding the level of preparedness of our graduates. This information also reveals whether changes in content are needed to improve the performance levels in our educational programs and services.

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 are selected on the state, regional and national levels based on the key measures identified and university progress in each academic 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 make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?*

The annual FACT book is produced and available on the university website and in hard copy for distribution to each major unit on campus. Copies of various reports, such as strategic plan updates, annual reports, enrollment reports, and accountability reports are shared throughout the university and are included on the website. The University President shares information with the Board of Trustees at each board meeting and visits various alumni chapters and their annual meeting to provide updates about the university. Alumni and other stakeholders receive copies of the quarterly FOCUS and the Office of Public Relations and Marketing shares news articles with various news media, all of which provide information about the university.

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

Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisors. Security systems are in place that limit data access to personnel on a need-to-know basis. 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. This schedule includes review by appropriate personnel to assess the accuracy of data that is being shared.

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

Organizational performance is reviewed on a continuous basis. The regular staff meetings and the annual retreat provide opportunities to share information regarding unit performance and to provide updates. Emphasis is placed on those areas that are challenges. Suggestions for the resolutions of the issues are explored and then translated into action plans for implementation. The findings help to determine what issues will be, and need to be, discussed each year.

8. *How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?*

Organizational knowledge is collected and transferred through internal training sessions, policy manuals, reports, and meetings. Employee knowledge is collected, transferred and maintained through meetings, forums, publications, newsletters, and annual retreats. Best practices are identified at professional development meetings, professional newsletters and journals. This information is shared through reports, special presentations, and meetings.

CATEGORY 5 WORKFORCE FOCUS

- 1. How do you organize and manage work to motivate and enable your workforce 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?***

SC State thrives on a culture of cooperation, initiative, empowerment and innovation and operates through departments, programs, colleges, committees, and teams. Work is organized and managed at the unit, department, division, and university level. This structure allows employees to participate in all aspects of the University's operations and to assume leadership roles within and outside their normal areas of responsibility. As members of the University community, individual initiative is critical to implementing new ideas, new programs, and new services. University-wide committees are chaired by employees 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.

- 2. 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, newsletters, other printed materials, and individual and small group meetings to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. A campus-wide meeting is held in August and January of each year at which times the President shares organizational information. Colleges, departments and 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 special forums. The Professional Development and Training office, Deans Council, Chairs Forum, Faculty Senate and Staff Senate also provide opportunities for knowledge/skill/best practice sharing across departments, jobs, and locations.

- 3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?***

Annual evaluations of performance measures outlined in position descriptions and planning documents occur for all personnel. Feedback is discussed in conferences between the employee and supervisor regarding evaluation results. If employees are not performing satisfactorily, improvement plans are established. If employees are performing exceptionally

well, consideration is given for promotions, bonuses or other incentives to retain the high level of performance.

4. *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?*

Personnel are encouraged to engage in continuous professional development and learn exactly what skills and knowledge are needed for upward mobility. This knowledge is utilized by the department leadership in making promotion decisions and in assessing whether the department's organizational structure maximizes the skills of personnel such that the overall effectiveness of the department is enhanced for accomplishing its goals and objectives. Results of these actions are utilized in the succession planning and career progression process.

5. *How does your development and learning system for leaders address the following:*

- a. development of personal leadership attributes;***
- b. development of organizational knowledge;***
- c. ethical practices;***
- d. your core competencies, strategic challenges, and accomplishment of action plans?***

SC State provides funding for continuous professional development of its leaders to attend professional workshops, seminars and meetings. As funds are available, leaders attend seminars and workshops specifically designed to enhance their leadership skills, such as the Harvard Leadership Seminar and Kellogg NAFEO Fellows programs. Development of organizational knowledge and ethical practices is through internal meetings and forums coordinated by the Office of Professional Development and Training. Core competencies, strategic challenges, and accomplishment of action plans are emphasized at departmental meetings and annual retreats.

6. *How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?*

SC State adheres to national staffing levels as mandated by accrediting associations for academic programs, as well as national association guidelines for specific jobs based on enrollment or the number of personnel, such as in student affairs by the National Association of Student Personnel Administrators (NASPA) or human resources by CUPA. Personnel capability is assessed in the annual personnel evaluations. Assessment of individual units and programs' productivity identifies whether the skills, competencies and staffing levels are sufficient to meet the needs of the department.

7. *How do you recruit, hire, and retain new employees?*

The University utilizes an on-line recruitment and hiring process through People Admin software. The South Carolina State University Personnel Policies and Procedures Manual and the Faculty Handbook outline the recruitment and employment procedures. Once employed, personnel are given a thorough orientation by the Office of Human Resources and supervisory personnel. These orientations identify the roles and responsibilities, as well as professional development opportunities available to SC State employees. Retention is enhanced through periodic discussions of performance, application of appropriate reward mechanisms, and engaging employees in the university community.

8. *How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?*

Workforce education, training, and development are ongoing processes and are determined by individual department's needs within the scope of the university's overall needs. All personnel are expected to be current in their particular areas of expertise. Professional development opportunities are encouraged. Personnel are also encouraged to share any new knowledge or skills with colleagues through demonstrations, presentations, and leadership roles. These advanced skills and knowledge allow departments to become more innovative, competitive and efficient.

9. *How do you evaluate the effectiveness of your workforce and leader training and development systems?*

The effectiveness of the SC State training and development systems are evaluated through surveys following training and application of new knowledge and skills in the workplace. Changes in scholarly output, productivity reports, observation and outcomes of the unit are major components in this assessment process.

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

Surveys are the most widely used tools for measuring satisfaction. However, individual and small group discussions and staff meetings are other methods to obtain information on faculty and staff well-being and satisfaction. Review of attendance patterns, grievances, job performance, volunteer patterns, and retention at SC State provides significant data with which to gauge faculty and staff well-being, satisfaction and motivation.

11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Workforce satisfaction assessment findings identify areas in which job performance is below acceptable levels and improvement is needed and where university strengths and weaknesses may be. Priorities are placed in those areas where the delivery of services is impacted and where units are not meeting their goals and objectives. Those concerns that are common among the staff become priorities for improvement.

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

SC State University has an Emergency Preparedness Committee comprising of all members of the President's Cabinet, health services, and other critical offices. University policies, rules and regulations regarding emergency preparedness are reviewed annually. The director of health services meets regularly with directors and staff and distributes health tips campus-wide throughout the year. Various health awareness forums are held on campus. The campus chief of police meets periodically with students and departments to determine their safety and security needs. The following initiatives assist in campus security: Adopt-A-Cop, Bulldog Patrol, K-9 Officer, E-2 Campus (mass notification system) and Bike Patrol.

CATEGORY 6 PROCESS MANAGEMENT

1. *How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?*

The core competencies at SC State are determined by its mission, which is “to providing affordable and accessible quality baccalaureate programs...master’s level....and the educational specialist and doctorate programs....Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.... Thus, the core competencies are teaching, research and community outreach. As an 1890 land-grant institution, SC State makes a significant impact in the state relating 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. The core competencies are incorporated into the university’s strategic and operational plans.

2. *What are your organization's key work processes?*

- Enrollment
- Financial Aid
- Human Resources
- Safety and Security
- Financial Management
- Fundraising
- Extra-curricular activities
- Technology
- Outreach
- Research

3. *How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?*

Results from surveys, focus groups, meetings with students and stakeholders, student exit interviews, and feedback from staff, stakeholders, suppliers, and partners are reviewed to determine key work process requirements. In addition, information through advisory groups and visits to alumni chapters provides input regarding key work processes.

4. *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 key component for our organization. In department meetings, information is shared about the university's processes, programs and needs. The staff is able to utilize online services to reduce cycle time and to improve efficiency, effectiveness and cost controls. Regular monitoring of budgets controls costs. Maximizing the use of technology on a daily basis is a major factor in many of the units for meeting their goals and objectives. Regular training is conducted by the University Computing and Information Technology Services (UCITS).

5. *How do you systematically evaluate and improve your work processes?*

Review of trend data and surveys, regular meetings and review of feedback from stakeholders are methods to evaluate work processes. Results from these evaluations help to identify priorities and to modify or add objectives for improvement.

6. *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:

- Marketing and public relations
- Fund-raising
- Research and grant-writing
- Finance
- Facilities management
- Technology
- Student support services
- Data management
- Human resource management
- Planning
- Governmental relations

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. The University is continuously engaged in improving its services and provides opportunities for personnel to attend professional meetings, workshops and conferences to ensure that we are utilizing the most up-to-date and efficient practices available within available resources.

7. *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?*

In the spring of each year, the senior administrative staff reviews expenditures and develops a projected budget based on continued university needs and new initiatives. Monthly reviews of the budget are completed by finance personnel and individual unit managers have immediate access to expenditures and funds on a daily basis. The budget preparation process involves a thorough review of expenditures, establishes priorities and provides sufficient financial resources to meet those needs. Each department submits projected budgets and identifies priorities within those budget projections. Once a determination is made of the necessary enrollment levels, fundraising goals, and state appropriations, adjustments are made as needed to ensure that critical services continue to be provided to meet the university's goals and objectives.

**CATEGORY 7
ORGANIZATIONAL PERFORMANCE RESULTS**

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?

SC State measures student learning and improvements in student learning by examining the level of preparedness upon initial enrollment and then reviewing students’ performance on professional and specialty area tests, graduation rates, graduation trends, and honors and awards received for academic performance. A larger proportion of SC State first-time freshmen are first generation college students and are academically underprepared compared to some of our in-state counterparts. However, the measure in student learning is demonstrated by their comparable level of success on professional/licensure tests, graduation rates, and honors received while enrolled.

7.1-1 Average SAT Scores of 1st Time Freshmen

Term	SAT Score
Fall 2005	822
Fall 2006	832
Fall 2007	814
Fall 2008	846
Fall 2009	864

7.1-2 SAT/ACT Scores of First-Time Entering Freshmen

Institutions	2007 SAT/ACT Combined Mean	2008 SAT/ACT Combined Mean	2009 SAT/ACT Combined Mean
The Citadel	1078	1076	1073
Coastal Carolina	1028	1027	1010
College of Charleston	1159	1170	1159
Francis Marion	961	946	963
Lander	989	956	979
S. C. State	814	846	864
USC-Aiken	995	983	985
USC-Beaufort	940	972	938
USC-Upstate	1003	1001	974
Winthrop	1051	1071	1058

Source: Fall 2009 South Carolina Commission on Higher Education SAT Scores of 1st Time Entering Freshmen (CHES605EEP)

7.1-3 Percent of Applicable First-Time Freshmen Meeting High School Course Prerequisites

Institutions	2009 Applicable Freshmen	2009 Percent Meeting Prerequisites
The Citadel	591	93.2%
Coastal Carolina	1,761	95.3%
College of Charleston	2,134	99.3%
Francis Marion	794	90.8%
Lander	541	81.1%
S. C. State	723	91.7%
USC-Aiken	623	96.3%
USC-Beaufort	363	87.1%
USC-Upstate	856	92.3%
Winthrop	1,042	92.9%
Sub Total	9,428	94.5%
Total	16,629	95.7%

Source: Fall 2009 SC Commission on Higher Education Report on Admission Standards for First-Time Freshmen 2009/10

7.1-4 Honor Medallions Awarded

	Bronze 3.00-3.49 Cumulative GPA	Silver 3.50-3.74 Cumulative GPA	Gold 3.75-4.00 Cumulative GPA
Freshmen	130	51	32
Sophomores	122	36	29
Juniors	127	24	25
Seniors	201	45	28
Total	580	156	96

7.1-5 Degrees Awarded By Category

	2005-06	2006-07	2007-08	2008-09	2009-10
Bachelors	515	474	554	521	526
Masters	115	120	98	115	94
Post Masters	0	5	3	0	1
Specialist	12	38	37	78	22
Doctoral	19	39	13	29	17
Total	661	676	705	743	660*

7.1-6 Graduation Rate, 150% of Program Time

	F00 Cohort	F01 Cohort	F02 Cohort
Citadel	71.3%	65.2%	68.2%
Coastal Carolina	42.3%	43.9%	46.5%
College of Charleston	60.7%	59.5%	64.0%
Francis Marion	38.0%	42.3%	39.2%
Lander	40.5%	46.4%	43.5%
SC State	53.8%	45.2%	45.1%
USC Aiken	40.0%	40.2%	38.5%
USC Upstate	35.5%	38.2%	36.0%
Winthrop	58.0%	58.4%	58.6%

**7.1-7 Results of Professional Examinations for SC State University
Reported for April 1, 2009- March 31, 2010**

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of Examinees who Passed	% Examinees Passing
PRAXIS Series II: Core Battery Professional Knowledge					
PRAXIS Series II: Principles of Learning & Teaching (K-6)	07-25-2009	2		2	100%
	11-14-2009	8		8	100%
	09-12-2009	1		1	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	07-25-2009	1		1	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	11-14-2009	3		3	100%
	07-25-2009	1		1	100%
PRAXIS Series II: Specialty Area Tests					
Education Young Child (0021)	11-14-2009	2		2	100%
	09-12-2009	1		1	100%
Elem. Ed. Curri. Instr. Assem. (0011)	09-12-2009	1		1	100%
	11-14-2009	1		1	100%
Elem. Ed.: Content Area Exercises (0012)	07-25-2009	1		1	100%
	07-25-2009	3		3	100%
Music: Content Knowledge (0113)	09-12-2009	1		1	100%
Music: Concepts and Process (0111)	07-25-2009	1		1	100%
	09-12-2009	1		1	100%
Speech Lang.- Path. (0330)	11-14-2009	2		2	100%
Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
National Council Licensure Exam. - Registered Nurse (BSN)	July2009- March 2010	22	22	18	82%

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?

Key measures on student and stakeholder satisfaction and dissatisfaction include enrollment trends, retention rates, and ratings on customer satisfaction by students and external stakeholders.

7.2-1 SC State Headcount Enrollment Trends

Fall Semesters 2005-2009					
	2005	2006	2007	2008	2009
Undergraduate	3,888	3,839	4,323	4,153	3,874
Graduate	558	545	610	735	664
TOTAL	4,446	4,384	4,933	4,888	4,538
Full-Time	3,786	3,759	4,298	3,994	3,851
Part-Time	660	625	635	894	687
TOTAL	4,446	4,384	4,933	4,888	4,538

Source: SCSU 2009-10 Fact Book

7.2-2 Total Headcount Enrollment

Teaching Sector	Fall 2009
The Citadel	3,339
Coastal Carolina University	8,360
College of Charleston	11,772
Francis Marion University	3,957
Lander University	2,838
South Carolina State University	4,538
U. S. C. - Aiken	3,269
U. S. C. - Beaufort	1,684
U. S. C. - Upstate	5,403
Winthrop University	6,241
Subtotal	51,401

7.2-3 SCSU Student Retention Rates

Fall 2005 to Spring 2006	Fall 2006 to Spring 2007	Fall 2007 to Spring 2008	Fall 2008 to Spring 2009	Fall 2009 to Spring 2010
87%	89%	88%	88%	89%

7.2-4 Comprehensive Teaching Institutions Retention Rate

Comprehensive Teaching Institutions	Enrolled Fall 2008	Fall 2009 Retained & Not Graduated	Retention Percentage
The Citadel	607	502	82.7%
Coastal Carolina University	1,643	1,083	65.9%
College of Charleston	1,955	1,607	82.3%
Francis Marion University	677	460	67.9%
Lander University	554	388	70.0%
SC State University	923	618	67.0%
USC Aiken	559	386	69.1%
USC Beaufort	281	168	59.8%
USC Upstate	708	457	64.5%
Winthrop University	1,075	724	67.3%
Subtotal	8,982	6,393	71.2%

7.2-5 Alumni Survey on Writing Skills

1. How satisfied are you with your preparation from South Carolina State University to apply the following skills on your job?						
	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	N/A	# of Responses
	%	%	%	%	%	
Writing on your job.	72.6	15.7	2.7	1.3	1.8	210
Identifying problem-solving techniques.	71.3	17.5	2.2	0.9	1.3	208
Thinking critically and analytically.	68.2	18.4	3.6	1.8	1.3	208
Communicating effectively with employers, workplace colleagues, and other professionals.	73.5	15.2	2.7	0.9	1.3	209

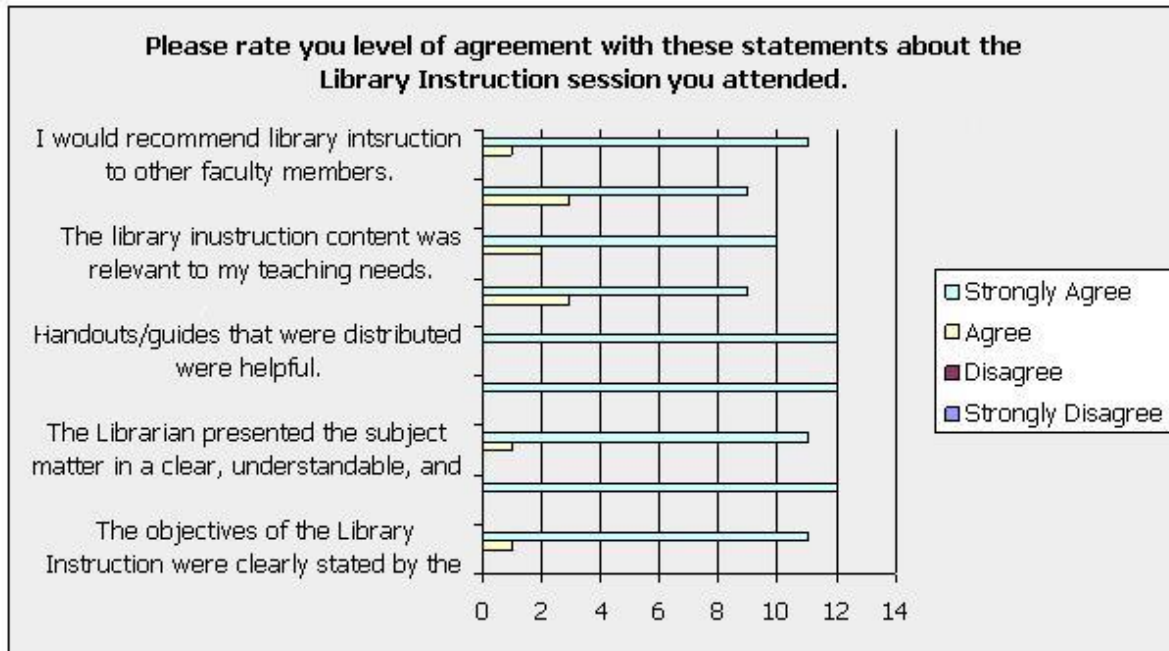
7.2-6 Fall 2009 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	31.0	50.6	17.9	0	0.6
Quality of Instruction	26.2	53.6	19.0	0.6	0.6
Degree Requirements	32.7	52.4	13.7	1.2	0
Registration Process	11.9	29.8	35.1	17.9	5.4
Library Facilities	21.4	43.5	28.0	6.5	0.6
Class Size	33.9	38.7	26.8	0.6	0
Flexibility of Courses	18.5	41.1	26.8	8.9	4.8
Sensitivity of Staff/Administrators	19.0	46.4	22.0	9.5	3.0
Dormitory Life	10.1	35.1	30.4	15.5	8.3
Cleanliness of Campus	19.6	41.7	31.5	5.4	1.8

7.2-7 Spring 2010 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	28.1	50.9	19.6	0	0.4
Quality of Instruction	22.8	52.3	22.1	0.7	0.7
Degree Requirements	34.0	48.1	14.7	0.7	1.1
Registration Process	13.0	27.0	34.7	14.7	8.8
Library Facilities	24.6	35.8	29.5	6.3	2.8
Class Size	36.8	44.2	16.5	0.4	0.4
Flexibility of Courses	23.5	41.4	26.3	4.9	2.5
Sensitivity of Staff/Administrators	21.8	39.3	26.0	6.7	4.6
Dormitory Life	10.9	31.6	36.5	11.9	6.3
Cleanliness of Campus	12.3	44.6	33.3	6.7	1.8

Graph 7.2-1 Library Instruction Faculty Evaluation Survey Results



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

Key measures on budgetary and financial performance include a balanced budget regardless of reductions in state appropriations (see Table I.4, page 3), full-time equivalent enrollment trends on which the budget is based, fundraising and research funding.

7.3-1 FTE Enrollment Trends—Fall 2005 to 2009 (All Levels of Students)

Institution	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
The Citadel	3,031	3,036	3,063	3,107	3,339
Coastal Carolina	6,576	6,944	7,177	7,609	8,360
College of Charleston	9,883	9,802	9,903	9,806	11,772
Francis Marion	3,321	3,342	3,319	3,358	3,957
Lander	2,427	2,400	2,177	2,377	2,838
SC State	4,164	4,105	4,644	4,358	4,538
USC Aiken	2,648	2,749	2,711	2,730	3,269
USC Beaufort	916	997	1,101	1,193	1,684
USC Upstate	3,991	4,199	4,451	4,546	5,403
Winthrop	5,438	5,416	5,360	5,363	6,241
Teaching	42,394	42,989	43,908	44,447	51,401

7.3-2 Private Giving

Categories	Total Given 07/01/2009 - 06/25 2010	Total Given 07/01/2008 - 06/25 2009
Alumni	851,514.41	672,013.70
Nat'l Alumni Association	23,563.70	73,195.00
Fraternities, Sororities	68,096.06	17,819.95
Faculty (non alumni)	7,505.00	12,480.50
Staff (non alumni)	11,345.85	14,667.29
Corporations, Foundations, Small Businesses	864,477.52	609,896.00
Friends of SC State (non alumni)	166,241.84	128,390.40
Faith-Based Organizations	1,897.00	2,435.00
Other	190,864.64	149,565.48
Subtotal	2,185,506.02	1,680,463.32
Services	102,053.75	108,702.32
Total Revenue	2,287,559.77	1,789,165.64

Private giving increased by 28% over 2008-09, with a 27% increase in alumni giving and 42% increase in giving from corporations, foundations, and small businesses.

7.3-3 SC State Research Funds by College/Division

	Number of Proposals	Education/ Training Projects	Research Projects	TOTAL
COLLEGE OF BUSINESS AND APPLIED PROFESSIONAL SCIENCES				
Business Administration	1	\$ 92,215	\$0	\$ 92,215
Small Business Development Center	4	\$168,256	\$0	\$168,256
SUBTOTAL	5	\$260,471	\$0	\$260,471
COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES				
Department of Education	1	\$3,012,000	0	\$3,012,000
Felton Laboratory School	3	\$ 200,612	0	\$ 200,612
Social Work	1	\$ 97,642	0	\$ 97,642
Human Services	4	\$ 750,000	0	\$ 750,000
SUBTOTAL	9	\$4,060,254	\$0	\$4,060,254
COLLEGE OF SCIENCE, MATHEMATICS AND ENGINEERING TECHNOLOGY				
Biological and Physical Sciences	7	\$ 531,617	\$ 1,864,633	\$2,396,250
Civil and Mechanical Engineering	0	\$ 0	\$ 150,000	\$ 150,000
Nuclear Engineering	11	\$ 2,406,381	\$ 824,061	\$3,230,442
BCO Math and Science HUB	4	\$ 1,731,711	\$ 0	\$1,731,711
Industrial and Electrical Engineering	4	\$ 399,000	\$ 678,430	\$1,077,430
Math and Computer Science	0	\$ 0	\$0	\$0
SUBTOTAL	26	\$ 5,068,709	\$3,517,124	\$8,585,833

7.3-4 SC State Research by the Division of Research, Economic Development & Public Service

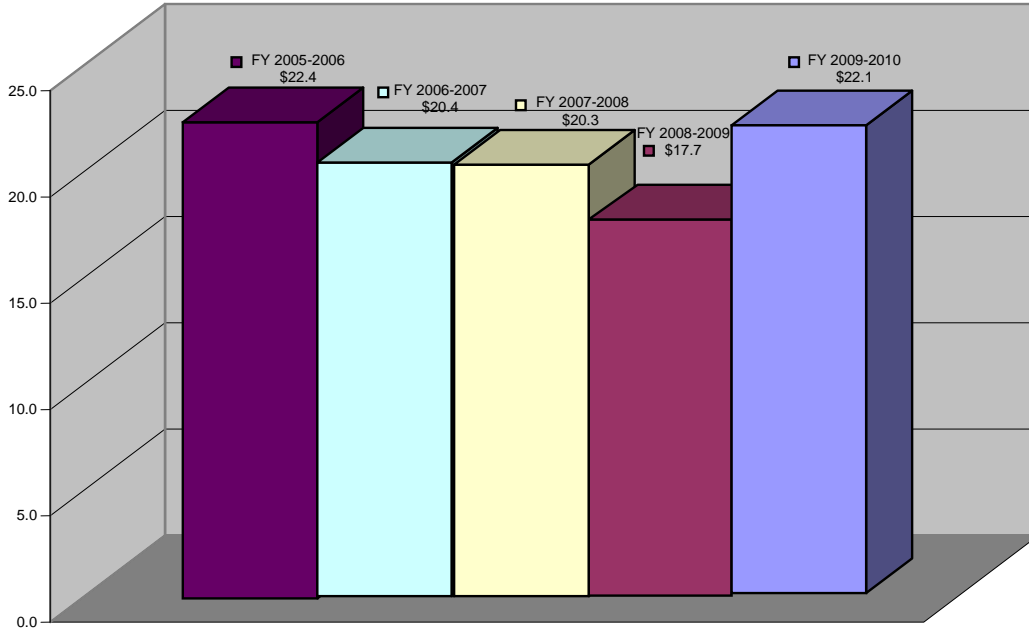
Department	Number of Proposals	Education/ Training Projects	Research Projects	Total
University Transportation Center	4	\$ 92,060	\$1,895,666	\$1,987,726
Office of Sponsored Programs	1	\$ 0	\$ 74,220	\$ 74,220
Research and 1890 Programs	9	\$2,049,140	\$ 300,000	\$2,349,140
SUBTOTAL	14	\$2,141,200	\$2,269,886	\$4,411,086

7.3-5 SC State Research Funds by Administrative Units

Department	Number of	Amount Funded:	Total
I. P. Stanback Museum and Planetarium	1	\$147,119	\$147,119
W. S. S. B. Radio Station	1	\$83,415	\$83,415
Athletics	1	\$45,000	\$45,000
Campus Police	1	\$33,600	\$33,600
Student Success and Retention Program	2	\$271,435	\$271,435
UCITS	1	\$59,083	\$59,083
Title III	1	\$4,123,579	\$4,123,579
SUBTOTAL	8	\$4,763,231	\$4,763,231

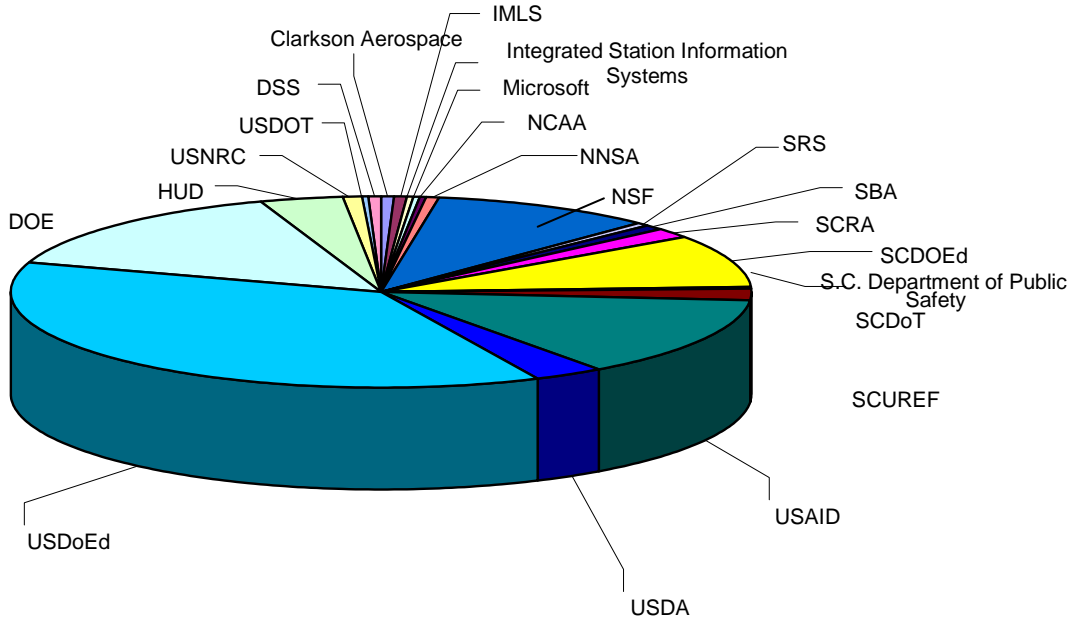
Graph 7.3-1

A Five Year Comparison of Funding Levels



Graph 7.3-2

Funding Level by Agency F.Y. 2009-2010 \$22.1M



7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?

Key measures of workforce engagement, satisfaction and development include comparable faculty salaries, percentage of faculty with terminal degrees (as defined by SACS), faculty/staff scholarly activities, professional development activities and results of satisfaction surveys.

7.4-1 Fall 2009 Full-Time Faculty Salaries by Discipline - 9 Month

Institution	Total Number	Average Salary
The Citadel	172	\$ 68,583
Coastal Carolina University	259	\$ 65,270
College of Charleston	504	\$ 64,707
Francis Marion University	199	\$ 60,198
Lander University	118	\$ 52,225
South Carolina State Univ.	229	\$ 60,545
U.S.C. - Aiken	148	\$ 55,116
U.S.C. - Beaufort	57	\$ 55,681
U.S.C. - Upstate	206	\$ 54,758
Winthrop University	279	\$ 62,291

7.4-2 Full Time Faculty with Terminal Degrees Defined by SACS in primary teaching area

Institution	Nursing-Primary Teaching Area	Not Applicable	No Terminal Degree	Terminal Degree	Total
The Citadel	0	0	9	163	172
Coastal Carolina University	0	0	24	235	259
College of Charleston	0	20	7	477	504
Francis Marion University	10	0	31	158	199
Lander University	9	2	28	79	118
South Carolina State Univ.	4	3	43	179	229
U.S.C. - Aiken	7	69	0	72	148
U.S.C. - Beaufort	3	31	0	23	57
U.S.C. - Upstate	8	121	0	77	206
Winthrop University	0	0	53	226	279

Source: http://www.che.sc.gov/Finance/CHEMIS/Fall2009/Faculty/TWOATWO_INCL_INSTR.pdf

The following five tables represent the number of faculty and staff members who participated in the activities indicated. In addition, faculty and staff participated in numerous campus activities as presenters, organizers and participants.

7.4-3 Scholarly Achievements of College of Business & Applied Professional Sciences Faculty

Research	20
Grants Funded	11
Books Published	6
Articles Published	15
Papers Presented at Professional Meetings	22

7.4-4 Scholarly Achievements of College of Education, Humanities & Social Sciences Faculty

Research	28
Grants Funded	13
Books Published	4
Articles Published	17
Papers Presented at Professional Meetings	41
Performances	5
Recitals	2
Exhibits	7
Received Promotions	3
Received Tenure	2
Received Outstanding Service Award	9

7.4-5 Scholarly Achievements of College of Science, Mathematics, Engineering & Technology Faculty

Research	29
Grants Funded	27
Books Published	4
Articles Published	14
Papers Presented at Professional Meetings	19
Received Promotions	1
Received Tenure	1
Received Outstanding Service Award	8

7.4-6 Scholarly Achievements of School of Graduate Studies Faculty

Grants Funded	1
Articles Published	3
Papers Presented at Professional Meetings	4
Received Outstanding Service Award	1

7.4-7 Scholarly Achievements of Staff

Grants Funded	32
Articles Published	16
Presentations at Professional Meetings	58
Exhibits	3
Awarded Higher Degrees	6

7.4-8 Lunch and Learn Training Sessions for Faculty and Staff

Department	Activity
Human Services/ Masters of Arts Rehabilitation Counseling (MARC)	Assistive Technology Visual Impairments Substance Abuse Psychological Disorders Disability Law and Higher Education Disabilities Veterans and Post Secondary Education Development, Learning and Disabilities Office of Student Disability Services Domestic Violence with Students with Disabilities Athletes with Disabilities Hearing Impairments Learning Disabilities Disability Law Higher Education DEP Summer Institute: Assisting Students with Disabilities, ACA, Accommodations, etc.

7.4-9 Professional Training and Development Workshops/Evaluation Results

The content of the material/activity presented was useful.						
Material/Activity	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	# of Responses
Budget Development	59.3%	32.2%	0.0 %	0.0 %	0.0 %	24
FEDEX Webinar	61.9%	38.1%	0.0 %	0.0 %	0.0 %	21
Bloodborne Pathogens	66.7%	32.3%	0.0 %	1.1%	0.0 %	93
University Business Policies/ Procedures	34.7%	61.2%	0.0 %	4.1%	0.0 %	49
Speaking Basic Spanish	100%	0.0 %	0.0 %	0.0 %	0.0 %	24
Customer Service	95.0%	5.0%	0.0 %	0.0 %	0.0 %	20
Diversity in the Workplace	80.5%	19.5%	0.0 %	0.0 %	0.0 %	41
Assessment as a Guide to Learning	72.5%	25.5%	0.0 %	0.0 %	0.0 %	50
Active Learning	41.1%	44.6%	10.7%	3.6%	0.0 %	50
Stepping Into Technology	46.7%	43.3%	6.7%	0.0 %	0.0 %	29
TOTAL						401

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

Key measures of organizational effectiveness/operational efficiency and work system performance include university rankings among peer institutions, student performance beyond the classroom, availability of scholarships for students, and adequate allocation of facilities for student engagement in learning.

Figure 7.5-1 SC State Rankings Among Peer Institutions

SC State rankings in 2009:	
<i>Washington Monthly</i>	
#1	(of 258) in Social Mobility (recruiting and graduating low-income students)
#10	(of 258) in Service (encouraging students to give something back to their country),
<i>Diverse Issues in Higher Education, Top 100 Degree Producers: Baccalaureate</i>	
(Degrees to students of color)	
#2	Mathematics and Statistics
#13	Biological and Biomedical Sciences
#21	Education
#32	Physical Sciences
#38	Agriculture, Agriculture Operations and Related Sciences
#50	All Disciplines Combined

7.5-1 Fall 2009 Number of Students Participating in Sponsored Research

Upper Division, Undergraduate Students	149
Graduate Students	42

7.5-2 Student External Achievements

COLLEGE	CBAPS	CEHSS	CSMET
Received External Awards	8	4	16
Presented Papers at External Conferences/ Meetings/Workshops	11	12	18
Attended Professional Conferences/ Meetings/ Workshops	43	38	61

CBAPS- College of Business & Applied Professional Sciences; CEHSS – College of Education, Humanities & Social Sciences; CSMET- College of Science, Mathematics, Engineering & Technology

7.5-3 Student Extracurricular Performance

- The Campus Activities Board sponsored 46 campus activities with attendance totaling 20,410.
- Student Government Association in conjunction with the Henderson Davis Players sponsored the first reenactment of the Orangeburg Massacre with nearly three (3,000) thousand viewers over the course of the three (3) day event.
- The Student Government Association raised over seventeen thousand (\$17,000) dollars for the Student Government Association’s Orangeburg Massacre Social Mobility Book Scholarship.
- Students raised over four thousand (\$4,000) dollars for the Haiti Relief Effort.
- Student Organizations, Faculty and Staff purchased gifts for over one hundred and thirty five (135) children for the Adopt-A-Child Christmas Tree Lighting program.
- Forty-three student-athletes were named to the MEAC Commissioner’s All-Academic Team
- The women’s tennis team captured their sixth straight league crown in the MEAC and the men their sixth in seven seasons.
- The nationally-ranked Bulldog football team compiled a 10-2 overall mark and was undefeated (8-0) in the MEAC for a second straight season to capture the school’s second consecutive championship and back-to-back appearances in the FCS playoffs appearance.
- The SC State volleyball team finished second in the MEAC Southern Division to earn a spot in the postseason tournament for the second straight season.
- The soccer team had the first winning season in the history of the program
- The bowling team earned a spot in this year’s competition and made it all the way to the semifinals.
- The 2009-10 women’s basketball team finished its best record in three seasons. The SC State men also appeared in the tournament championship game.
- Nineteen (19) SC State athletes qualified for the Feb. 11-13 MEAC Indoor Championship, many of them in multiple events. The women’s team finished fourth, while the men were ninth.
- The SC State and women’s and men’s outdoor track and field teams finished third and fourth, respectively, at the 2010 Mid-Eastern Athletic Conference (MEAC) Outdoor Track & Field Championship.
- The softball team earned an appearance in the MEAC postseason tournament for the first time since the 2005 campaign.

7.5-4 Fall 2009 Scholarship Disbursements

	LIFE		Palmetto Fellows		Need Based Grants		HOPE		Total	
	No.*	Amount	No.*	Amount	No.*	Amount	No.*	Amount	No.	Amount
The Citadel	345	1,809,007	29	229,650	110	210,419	52	141,400	536	2,390,476
Coastal Carolina University	1,206	6,112,675	71	543,142	831	1,055,121	274	705,950	2,382	8,416,888
College of Charleston	2,347	12,029,130	511	3,936,363	563	1,135,500	102	268,800	3,523	17,369,793
Francis Marion University	930	4,961,325	50	397,296	651	1,001,794	203	529,200	1,834	6,889,616
Lander University	743	3,805,253	42	320,115	409	648,204	218	556,500	1,412	5,330,072
S. C. State University	334	1,672,344	4	26,800	936	1,674,487	59	158,200	1,333	3,531,831
U.S.C. Aiken	875	4,655,882	53	382,704	445	585,531	192	491,623	1,565	6,115,740
U.S.C. Beaufort	234	1,130,112	13	91,989	77	176,337	94	249,931	418	1,648,369
U.S.C. Upstate	1,311	6,927,414	63	475,882	688	1,180,972	300	769,942	2,362	9,354,209
Winthrop University	1,589	7,930,205	183	1,337,388	731	1,325,450	240	619,822	2,743	11,212,865
Sub Totals	9,914	51,033,347	1,019	7,741,329	5,441	8,993,816	1,734	4,491,368	18,108	72,259,859

* Unduplicated headcount for the academic year for each scholarship type.

7.5-5 Assignable Square Feet Per FTE Student

Institution	ASF Academic-Support Facilities	FTE Enrollment	Assignable Square Feet per FTE
The Citadel	380,953	3,202.42	118.96
Coastal Carolina	444,407	7,865.23	56.50
College of Charleston	793,609	10,190.79	77.88
Francis Marion	358,047	3,464.78	103.34
Lander	328,756	2,647.36	124.18
SC State	619,582	4,122.25	150.30
USC Aiken	362,385	2,796.94	129.56
USC Beaufort	130,954	1,444.06	90.68
USC Upstate	398,961	4,838.96	82.45
Winthrop	762,831	5,355.03	142.45
Teaching	4,580,485	45,927.82	99.73

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;*
- c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance;*
- d. organizational citizenship in support of your key communities?*

Accomplishment of strategic plan goals and objectives is included in annual reports located on the university website. Stakeholder trust is evidenced by continued contributions (Table 7.3-2) and continued participation in outreach and campus activities. Measures related to citizenship include maintaining affordable costs through comparable tuition and fees; community outreach; and accessibility to students of all races, gender and disabilities. The University is in compliance with its accrediting bodies. Fiscal accountability is measured by the allocation of fees to support university mission.

**7.6-1 Tuition & Required Fees for Academic Year 2009-10
Full-time, In-state Undergraduate Students**

Teaching Institutions	2009-10
Citadel	\$8,735
Coastal Carolina	\$8,950
College of Charleston	\$8,988
Francis Marion	\$7,960
Lander	\$8,760
SC State	\$8,462
USC Aiken	\$7,900
USC Beaufort	\$7,250
USC Upstate	\$8,642
Winthrop	\$11,606
Sector Average	\$8,725

Annualized to include spring semester increases if applicable

7.6-2 Tuition & Required Fees for Full-time, Out-of-state Undergraduate Students

Teaching Institutions	2009-10
Citadel	\$22,545
Coastal Carolina	\$18,770
College of Charleston	\$21,846
Francis Marion	\$15,585
Lander	\$16,560
SC State	\$16,626
USC Aiken	\$15,632
USC Beaufort	\$15,100
USC Upstate	\$17,284
Winthrop	\$21,596
Sector Average	\$18,154

Annualized to include spring semester increases if applicable

7.6-3 Tuition & Required Fees for Full-time, In-state Graduate Students

Teaching Institutions	2009-10
Citadel ¹	\$9,685
Coastal Carolina ²	\$7,200
College of Charleston	\$9,886
Francis Marion	\$8,160
Lander	\$9,576
SC State	\$8,462
USC Aiken	\$10,188
USC Upstate	\$10,188
Winthrop	\$11,180
Sector Average	\$9,392

7.6-4 Tuition & Required Fees for Full-time, Out-of-state Graduate Students

Teaching Institutions	2009-10
Citadel ¹	\$15,853
Coastal Carolina ²	\$8,910
College of Charleston	\$24,030
Francis Marion	\$15,985
Lander	\$18,288
SC State	\$16,626
USC Aiken	\$21,480
USC Upstate	\$21,480
Winthrop	\$20,694
Sector Average	\$18,150

**7.6-5 Analysis of Tuition & Required Fees for Full-time In-State Undergraduate Students
Academic Year 2009-10**

	Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander	SC State	USC Aiken	USC Beaufort	USC Upstate	Winthrop
Registration Fee	\$25	\$0	\$0	\$30	\$0	\$0	\$0	\$0	\$0	\$20
Subtotal for Debt Service	\$525	\$1,050	\$586	\$240	\$832	\$624	\$482	\$250	\$570	\$1,222
Subtotal for Capital Expenditures	\$0	\$300	\$602	\$200	\$190	\$0	\$0	\$80	\$140	\$0
Dedicated Expenditures	\$2,044	\$350	\$1,092	\$0	\$350	\$140	\$0	\$0	\$0	\$204
Student Activity Fees (E&G)	\$0	\$40	\$0	\$245	\$0	\$140	\$540	\$424	\$1,238	\$1,222
Education and General, Other	\$6,141	\$7,210	\$6,708	\$7,245	\$7,388	\$7,558	\$6,878	\$6,496	\$6,694	\$8,938
Total E&G	\$6,141	\$7,250	\$6,708	\$7,490	\$7,388	\$7,698	\$7,418	\$6,920	\$7,932	\$10,160
Total Tuition & Required Fees	\$8,735	\$8,950	\$8,988	\$7,960	\$8,760	\$8,462	\$7,900	\$7,250	\$8,642	\$11,606

Figure 7.6-1 Institutional and Program Accreditations

South Carolina State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award the bachelor’s, master’s, specialist, and doctorate degrees.

Academic Programs are accredited by the following national accrediting bodies:

- Accreditation Board for Engineering and Technology, Inc. (TAC/ABET) Address: Accreditation Director for Engineering Technology, Technology Accreditation Commission Accreditation Board for Engineering and Technology, Inc., 111 Market Place, Suite 1050, Baltimore, Maryland 21202
- American Dietetic Association Address: American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400
- American Association of Family and Consumer Sciences
- Association to Advance Collegiate Schools of Business International (AACSB)
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET).
- Council for Accreditation of Council and Related Education Programs
- Council on Rehabilitation Education
- Council on Social Work Education
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association for the bachelor and master education programs in speech-language pathology

In addition:

- Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc.
- Child Development Learning Center is accredited by the National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC)).

7.6-6 Community Outreach

Department	Activity	Target Audience/Results
Accounting, Agribusiness & Economics	Volunteer Income Tax Assistance(VITA) Program	Prepared tax returns for community earning \$55,000 or less annually
Business Administration	Relay for Life Campaign – to raise cancer awareness	Students raised \$2, 136.37
Family and Consumer Sciences	Good Samaritan House Relay for Life, Storks Nest Week of the Young Child	Youth and families Young Children Preschool and Head Start Child and Staff
Speech Pathology & Audiology	Free Speech-Language-Hearing Screening	Children and adults receive these services.

Nursing	Heart Walk	Male/Female
English and Modern Languages	African-American Read-In Chain	The Orangeburg Community and members of Alpha Kappa Alpha Sorority, Inc.
Visual Arts	Fine Arts Festival	Orangeburg Community
Dramatic Arts	Adopt-a-Highway Food Drives	Orangeburg Community
Social Work Program	Conference: The Price of Love, focus on Domestic Violence	Professional practitioners/agency personnel and students;
	Donation drive for students	Victims of the disaster in Haiti;
Mathematics and Computer Science	Mentoring/Tutoring provided by Faculty and Students	Students from local schools and the community
Miller F. Whittaker Library	Storytelling Sessions and Literacy Activities	Children Ages: 2-5
Institutional Advancement	Reception/Luau May Weekend	Alumni/Potential Donors
1890 Research & Extension	Introduction to Keyboarding for Seniors	Community Adults
	Summer Academies (SMART, TechBridge, Residential, etc.)	Youth/TechBridge allowed students to carry home a new computer.
	Homebuyers Education Workshop Series	Adult education about buying a home and assisted in the preparation for a home loan.
Brooks Health Center	Blood Drive, HIV/AIDS awareness Health Summit, Fitness Festival	Community
Career Center	Hands on Fair @ Rivelon Elementary School	Elementary students ages 4-11, focus on you can be whatever you like
Counseling & Self-Development Center	National Depression Screening Day Orangeburg Area Mental Health Center to co-sponsor	Program in which warning signs, symptoms and treatment alternatives were shared with the Orangeburg community.
Financial Aid	FAFSA Parent Nights	Lake Marion and Edisto High School seniors and their parents
Athletics	Youth Day Carnival	Youth from around the state
	Read Across America Day	Marshall Elementary School
	Orangeburg Kidney Walk	Orangeburg Community

Figure 7.6-2 Museum and Planetarium Events

<p>EXHIBITIONS</p> <ul style="list-style-type: none"> • <i>James Brown: Preserving the Legacy</i> • <i>Twentieth Century Masters from the Cochran Collections</i> <p>SPECIAL PROGRAMS</p> <ul style="list-style-type: none"> • Wes Cochran - Talk by art collector Wesley Cochran on collecting art. • Evening of Civil Rights and the Answer to Racism! • The Unique Rosenwald Schools Contribution to American Education <p>PLANETARIUM SHOWS - Over 100 shows were scheduled for pre K-12 students, college students and community members.</p> <p>FILM FESTIVAL -<i>Southern Circuit Film Festival.</i></p>
--

7.6-7 Enrollment by Race and Gender

Race	2005	2006	2007	2008	2009
Black/African American	4240	4205	4716	4600	4237
Non-Residential Alien	2	2	0	15	11
American Indian	5	2	2	7	3
Asian or Pacific Islander	19	18	20	13	11
White	164	140	167	198	144
Hispanic	8	8	14	17	24
Unknown	8	9	14	38	108
Gender					
Male	1764	1823	2078	2022	1904
Female	2682	2561	2857	2866	2634

7.6-8 Disabled Accessible Area as a Percentage of Assignable Area

Institution	Assignable Area (Total) ASF	Accessible Area (Total) ASF	Percent Accessible
The Citadel	1,159,561	891,651	7 6.90%
Coastal Carolina	817 ,559	808,335	98.87 %
College Of Charleston (Main)	2,021,407	1,819,7 42	90.02%
College Of Charleston (North Charleston)	17 ,114	17 ,114	100.00%
College Of Charleston (Grice Marine Lab)	14,17 6	200	1.41%
Francis Marion	660,383	589,436	89.26%
Lander	603,7 61	456,066	7 5.54%
SC State	1,201,188	1,199,608	99.87 %
USC Aiken	57 0,7 43	415,669	7 2.83%
USC Beaufort (Historic Beaufort Campus)	46,551	24,216	52.02%
USC Beaufort (Hilton Head Gateway Campus)	105,281	37 ,152	35.29%
USC Upstate	707,432	702,450	99.30%
Winthrop	1,419,216	87 2,7 12	61.49%
Teaching	9,344,372	7,834,351	83.84%