

# RESTRUCTURING & SEVEN-YEAR PLAN

## *Higher Education Tuition Grants Commission*

Date of Submission: March 31, 2015

Please provide the following for this year's Restructuring and Seven-Year Plan Report.

	Name	Date of Hire	Email
<b>Agency Director</b>	Earl Mayo	October 1, 2008	<a href="mailto:earl@sctuitiongrants.org">earl@sctuitiongrants.org</a>
<b>Previous Agency Director</b>	Edward Shannon	September 1, 1980	Retired September 30, 2008

	Name	Phone	Email
<b>Primary Contact:</b>	Earl Mayo	803-896-1122	<a href="mailto:earl@sctuitiongrants.org">earl@sctuitiongrants.org</a>
<b>Secondary Contact:</b>	Katherine Harrison	803-896-1121	<a href="mailto:katie@sctuitiongrants.org">katie@sctuitiongrants.org</a>

Is the agency vested with revenue bonding authority? (re: Section 2-2-60(E))	No
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I have reviewed and approved the enclosed 2015 Restructuring and Seven-Year Plan Report, which are complete and accurate to the extent of my knowledge.

**Current Agency Director**  
(Sign/Date):

(Type/Print Name):

	Earl L. Mayo, Jr.

**If applicable, Board/Commission Chair**  
(Sign/Date):

(Type/Print Name):


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# EXECUTIVE SUMMARY

## *I. Executive Summary*

### A. Historical Perspective

1. See [Historical Perspective Chart](#).

### B. Purpose, Mission and Vision

1. See [Purpose/Mission/Vision Chart](#).

### C. Key Performance Measure Results

1. After completing the Key Performance Measurement Processes Section of this Report, please come back to this question and provide a summary of the results (bullet style results only, explanations should be included in the Key Performance Measurement Processes Section).

Applications Processed: applications processed are an integral part of agency operations.

Awards Made: actually providing Tuition Grant funds for the payment of tuition for eligible state residents is the core purpose of the agency.

Maximum Grant: the ability of the agency to provide as much funding as statutorily possible is based on the ability of the State Legislature to provide as much funding as possible for the Program.

Total Dollars Saved: one of the key values of the Program is providing a Program that not only benefits those receiving needed tuition funds but benefits all State Taxpayers by saving them money annually.

Notification of Grants Electronically: being able to provide notification of eligibility in a timely manner provides great customer satisfaction and saves the agency operating funds.

# ORGANIZATIONAL PROFILE

## II. Organizational Profile

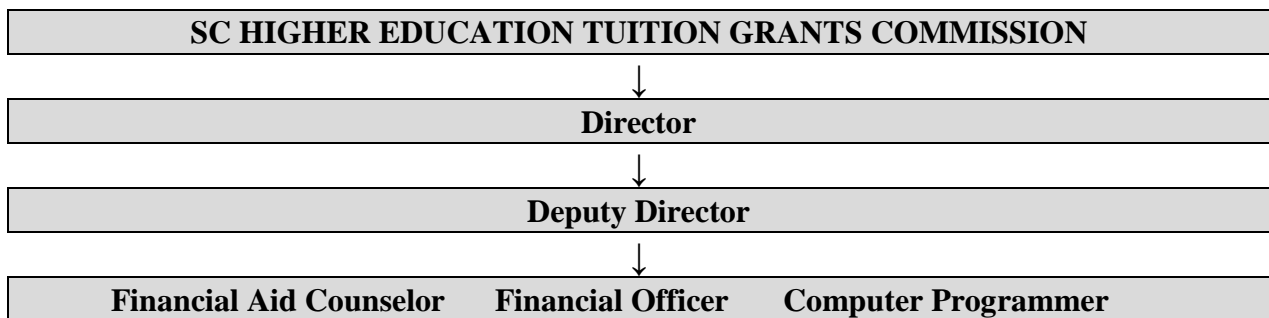
This section asks for a fact based description of the agency. Please provide information in the stated Excel template. If an Excel template is not referenced, provide the information in bullet style.

1. The agency's main deliverables (i.e., products or services) and the primary methods by which these are provided;
  - a. See [Key Deliverables Chart](#).
2. The agency's key customers and their requirements and expectations;
  - a. See [Key Customers Chart](#).
3. The agency's key stakeholders (other than customers);
  - a. See [Key Stakeholders Chart](#).
4. Other state agencies which have the biggest impact on the agency's mission success;
  - a. See [Key Partner Agency Chart](#).
5. The agency's performance improvement system(s);

There are no specific "systems" in place except to compare statistically year-to-year the specific items in the Key Performance areas.

6. The agency's organizational structure in flow chart format;

### ORGANIZATIONAL CHART



7. Details about the body to whom the Agency Head reports;
  - a. See [Overseeing Body General and Overseeing Body Individual Members Charts](#).

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

8. See [Major Program Areas Chart](#).
9. Please identify any emerging issues the agency anticipates may have an impact on its operations in the upcoming five years.

The issues of major concern having an impact on agency operations involve technology including 1.) insuring the security of the data used to award grants and 2.) any changes the federal government may make for the processing of the Free Application for Federal Student Aid (FAFSA) that may negatively impact the Commission's ability to process and award grants.

### *III. Laws (Statutes, Regulations, Provisos)*

This section asks for state and federal statutes, regulations and provisos ("Laws") which apply to the agency.

1. See [Legal Standards Chart](#).

### *IV. Reports and Reviews*

This section asks for information about reports the agency is required to submit to a legislative entity and the agency's internal review process.

1. See [Agency Reporting Requirements Chart](#).
2. See [Internal Audit Chart](#).

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the [Similar Information Requested Chart](#). If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# RESTRUCTURING REPORT

## *V. Key Performance Measurement Processes*

This category examines the agency's performance and improvement in key areas. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Information is typically displayed by the use of performance measures. Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Address only top-level results showing aggregate measures of agency-wide performance that are reflective of the value added to customers. Please include comparative data as applicable. These results are typically captured in performance goals and planning documents. When determining which processes are "key processes" consider the business impacts, and select those processes that are most important to the customer (both internal and external) to satisfy their requirements and/or those processes with problem areas identified by management.

Note: Results information (i.e., each chart, graph, table) reported for this category should be referenced to the specific question number (Ex. Chart 5.1-1, Graph 5.1-2, Table 5.1-3). The third digit identifies the sequential position of the specific chart, graph or table included in the agency's responses to each questions.

**For each performance measurement included in response to the questions on the next page under Subsection A**, please provide the following information:

- a. The performance goal(s)/benchmark(s) for the overall process output, and/or critical activities that produce the output.
  - i. Three agency/government entities in other states or non-government entities the agency considers the best in the country in this process or similar process and why.
  - ii. If the agency did not use results from an entity the agency listed in response to "i" as a performance goal/benchmark, why not and why did the agency choose the goal/benchmark it did?
  - iii. Individual(s) who are not employed by the agency (government or non-government, located anywhere in the country) whom the agency considers an expert in the process or similar process and their contact information, or if deceased, name of books authored.
- b. List the senior leaders who review the performance measure, their title and frequency with which they monitor it.
- c. Trends the agency has seen and the method by which it analyzes trends in these results.
- d. Whether the agency has reasonable control over this result (i.e., more than 50% or enough to be able to influence and accurately measure the result).
  - i. If the agency does not have reasonable control over this result, the other one or more agencies, who when combined with the agency, together have reasonable control over the result and names of those other agencies.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# RESTRUCTURING REPORT

## V. Key Performance Measurement Processes (cont.)

### A. Results of Agency's Key Performance Measurements

#### Mission Effectiveness

1. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission effectiveness (i.e., a process characteristic indicating the degree to which the process output (work product) conforms to statutory requirements (i.e., is the agency doing the right things?))?
  - a. Applications processed. This measures the number of applications the agency processes on an annual basis.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
    - iii. None.
  - b. Awards made: This measures the number of students who actually receive a South Carolina Tuition Grant.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
    - iii. None.
  - c. Maximum Grant: This is the amount, based on number of awards made, and the amount of funding provided by the State Legislature.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
    - iii. None.
  - d. Tax Dollars Saved: This is the amount of funding the State saves for every Tuition Grant awarded instead of that student receiving the State subsidy to attend a public institution.
    - i. No other entities used.

- ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
- iii. None.

Senior Leadership reviewing all performance measures includes the director and deputy director who review them annually

Trends in the areas of applications processed and awards made have been slowing declining annually over several years as fewer students are graduating from high school and unemployment has decreased. A significant drop in the Maximum Grant occurred after the economic downturn but the State Legislature has provided sufficient funds for this to be reversed. Tax Savings are also increasing as additional funds are made available through State subsidies to public college students.

In reality the agency has virtually no control over any of the results. It cannot control how many students are able to attend college. It cannot control the number of eligible students. It cannot control the funding providing to the Program except to request funding through the State Budget Process and to explain the need for the funding. The agency cannot control funding in any area of higher education provided annually through the State Budget. There are no other agencies that would be able to provide any control to these performance measures.

### Mission Efficiency

- 2. What are the agency's actual performance levels for two to four of the agency's key performance measurements for mission efficiency (i.e., a process characteristic indicating the degree to which the process produces the required output at minimum resource cost (i.e., is the agency doing things right?)) including measures of cost containment, as appropriate?
  - a. Applications processed for 2013-2014 was 35,019.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
    - iii. None.
  - b. Awards made for 2013-2014 was 13,498.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."



- anyone else. Annual goals in each area are based on historic data for the Program.
- iii. None.
- c. Maximum Grant for 2013-2014 was \$3,000.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- d. Total Dollars Saved for 2013-2014 was \$12,094,208.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.

Senior Leadership reviewing all performance measures includes the director and deputy director who review them annually

Trends in the areas of applications processed and awards made have been slowing declining annually over several years as fewer students are graduating from high school and unemployment has decreased. A significant drop in the Maximum Grant occurred after the economic downturn but the State Legislature has provided sufficient funds for this to be reversed. Tax Savings are also increasing as additional funds are made available through State subsidies to public college students.

In reality the agency has virtually no control over any of the results. It cannot control how many students are able to attend college. It cannot control the number of eligible students. It cannot control the funding providing to the Program except to request funding through the State Budget Process and to explain the need for the funding. The agency cannot control funding in any area of higher education provided annually through the State Budget. There are no other agencies that would be able to provide any control to these performance measures.

### Quality (Customer Satisfaction)

3. What are the agency's actual performance levels for two to four of the agency's key performance measurements for quality (i.e., degree to which a deliverable (product or service) meets customer requirements and expectations (a customer is defined as an actual or potential user of the agency's products or services)) for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

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- a. Applications processed: The Commission successfully processed every application received including all necessary follow ups with customers submitting an application.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- b. Awards made: The Commission successfully delivered State Tuition Grants funds to 100% of eligible students enabling them to pay the Tuition funds needed to enroll at their chosen college.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- c. Maximum Grant: The State Legislature supported the Program with sufficient funds to provide the needed Maximum Grant (\$3,000) to all eligible students.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- d. Total Dollars Saved exceeded \$12 million indicating that this Program saves the State Taxpayers funds.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.

Senior Leadership reviewing all performance measures includes the director and deputy director who review them annually

Trends in the areas of applications processed and awards made have been slowing declining annually over several years as fewer students are graduating from high school and unemployment has decreased. A significant drop in the Maximum Grant occurred after the economic downturn but the State Legislature has provided sufficient funds for

this to be reversed. Tax Savings are also increasing as additional funds are made available through State subsidies to public college students.

In reality the agency has virtually no control over any of the results. It cannot control how many students are able to attend college. It cannot control the number of eligible students. It cannot control the funding providing to the Program except to request funding through the State Budget Process and to explain the need for the funding. The agency cannot control funding in any area of higher education provided annually through the State Budget. There are no other agencies that would be able to provide any control to these performance measures.

### Workforce Engagement

4. What are the agency's actual performance levels for two to four of the agency's key performance measurements for workforce engagement, satisfaction, retention and development of the agency's workforce, including leaders, for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?
  - a. The agency has no performance measures for Workforce Engagement due to the size of the agency. The agency only has one Major Program and all agency employees are actively engaged with specific position-specific responsibilities in the successful process of the Program. All employees are involved in professional development as far as operating funding allows. The agency has not had a new employee in over three years.
    - i. No other entities used.
    - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else.
    - iii. None.

There are no performance measures.

The trend for the agency for the past 20 years is for virtually no turnover. The last three employees leaving (in 2001, 2008, and 2011) all retired when they left the agency.

### Operational/Work System Performance

5. What are the agency's actual performance levels for two to four of the agency's key performance measurements for operational efficiency and work system performance (includes measures related to the following: innovation and improvement results; improvements to cycle or wait times; supplier and partner performance; and results related to emergency drills or exercises) for the agency as a whole and for each program listed in the agency's Major Program Areas Chart?

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- a. Applications processed: The Commission successfully processes applications daily through electronic methods involving the US Department of Education.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- b. Awards made: The Commission process enables disbursement of Grants through the Comptroller’s Office and Treasurer’s Office with a turnaround time that has improved in recent years due to the use of SCEIS.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.
- c. Notification of Grants Electronically: Weekly the Commission notifies all tentative awardees primarily through electronic means enabling them the fastest possible method of awarding. The current success rate is almost 98%. A side benefit of this process is savings for postage and paper for the agency operating budget.
  - i. No other entities used.
  - ii. Each State has its own process with unique statutory requirements which does not enable the Commission to compare what it does to anyone else. Annual goals in each area are based on historic data for the Program.
  - iii. None.

Senior Leadership reviewing all performance measures includes the director and deputy director who review them annually

Trends in the areas of applications processed and awards made have been better in recent years due to better software from the Federal Government for application processing and due to the efficiencies from the use of SCEIS. Notification of Grants electronically has improved in recent years due to more of the population using email.

The agency has virtually no control over any of the results. It cannot control the application software being provided by the Federal Government nor the State through SCEIS. It also cannot control the number of students with active email accounts needed for electronic notifications. But improvements in recent years in these areas have enabled the Commission to improve its processes. There are no other agencies that would be able to provide any control to these performance measures.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the <b>Similar Information Requested Chart</b> . If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, “Similar Info Requested.”
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# RESTRUCTURING REPORT

## V. Key Performance Measurement Processes (cont.)

### B. Most Critical Performance Measures

1. Of the key performance measurement processes listed in Subsection A., which are the three most critical to achieving the overall mission of the agency?

Then three most critical measurements are Applications Processed, Awards Made, and Maximum Grant.

### C. Databases/Document Management

1. List all electronic databases/document management/business intelligence systems or programs utilized by the agency, including, but not limited to all relational database management systems.

The agency uses Microsoft Access to manage a large data base of applicants and recipients that, for information security reasons, is now housed by the Department of Technology Operations (DTO) with whom the agency has contracted and pays for services. The agency employs a contractor to perform all necessary programming functions. Other than that, the agency uses basic Microsoft Office software and Adobe Acrobat for administrative operations and WordPress to maintain the agency web site.

### D. Recommended Restructuring

Consider the process taken to review the agency's divisions, programs and personnel to obtain the information contained in response to all the previous questions in the Restructuring Report ("Process").

1. Yes or No, based on the information obtained and analysis performed during the Process, does the agency have any recommendations for restructuring (either that it could do internally or that would need the assistance of revised or new legislation) that would merge or eliminate duplicative or unnecessary divisions, programs, or personnel within each department of the agency to provide a more efficient administration of government services?

No. The size and structure of the agency does not lend to any changes with each position fulfilling the necessary duties to accomplish the mission of the agency.

- a. If yes, please provide the agency's suggestions.

## VI. Seven-Year Plan

### A. General

1. Yes or No, does the agency have a plan that provides initiatives and/or planned actions the agency will take during the next seven fiscal years that implement cost savings and increased efficiencies of services and responsibilities in order to continually improve its ability to respond to the needs of the state's citizens?

No. The agency has made every possible change in the last 15 years in technology, staff sizing, and physical facilities sizing to operate with maximum efficiency and effectiveness. Fiscal year 1992-93 was the last time the agency operated with a lower appropriated operating budget than it does at this time. Expenses associated with mandated information security requirements now require the agency to reverse that trend.

If yes, go to Current/Recommended Actions Section.

If no, skip Current/Recommended Actions Section and go to Additional Questions.

### B. Current/Recommended Actions

1. Describe all of the actions the agency is currently taking and plans it has for initiatives and actions during the next seven fiscal years to work to achieve greater efficiency in its operations in order to continually improve its ability to respond to the needs of the state's citizens? In this description, provide the names of all personnel who are responsible for overseeing the actions and plans.
2. What are the anticipated cost savings and/or efficiencies that would be achieved by each action?
3. Is legislative action required to allow the department/agency to implement the current or recommended actions?
4. If legislative action is required, please explain the constitutional, statutory or regulatory changes needed.
5. Describe the agency actions that will be implemented to generate the desired outcomes for each recommendation.

6. What is the timeline for implementation of the change and realization of the anticipated benefits for each recommended action/change?

Now go to Additional Questions.

### C. Additional Questions

1. What top three strategic objectives of the agency will have the biggest impact on the agency's effectiveness in accomplishing its mission?

The objective to obtain more funds for student grants requires the ability of the State Legislature to continue to provide adequate funds to insure that citizens of the State of South Carolina can afford to attend college.

2. What are the fundamentals required to accomplish the objectives?

The understanding by lawmakers that the ability to afford to attend college by the State's citizens has a direct impact on the state's ability to succeed economically both in the short-term and in the long-term.

3. What links on the agency website, if any, would the agency like listed in the report so the public can find more information about the agency?

[www.sctuitiongrants.org](http://www.sctuitiongrants.org)

4. Is there any additional information the agency would like to provide the Committee or public?

No additional information but a sincere "Thank You" to the State Legislature for making the ability to attend college a priority in the annual State Budget.

5. Consider the process taken to review the agency's divisions, programs and personnel to obtain the information contained in response to all the previous questions in the Restructuring Report and Seven-Year Plan ("Process"). State the total amount of time taken to do the following:
  - a. Complete the Process – 8 hours
  - b. Complete this Report – 16 hours

6. See **Personnel Involved Chart**.

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."

# CHARTS APPENDIX

## *VII. Excel Charts*

Please send an electronic copy of the entire Excel Workbook and print hard copies of each of the Charts to attach here. Please print the charts in a format so that all the columns fit on one page. Please insert the page number each chart begins on below.

Similar Information Requested Chart _____	15
Historical Perspective Chart _____	16
Purpose, Mission Chart _____	17
Key Products Chart _____	18
Key Customers Chart _____	19
Key Stakeholders Chart _____	20
Key Partner Agency Chart _____	21
Overseeing Body Chart (General and Individual Member) _____	22 & 23
Major Program Areas Chart _____	24
Legal Standards Chart _____	25
Agency Reporting Requirements Chart _____	26
Internal Audits Chart _____	27
Personnel Involved Chart _____	28

Does the agency already provide the information requested on this page, or similar information, in a report required by another entity? If yes, add the appropriate information to the **Similar Information Requested Chart**. If the agency looks in the Excel document attached, there is a template for the agency to complete for any questions which ask for the same information under the tab labeled, "Similar Info Requested."



Agency Name:  
 Agency Code:  
 Agency Section:

Higher Education Tuition Grants Commission  
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### Similar Information Requested Chart

**INSTRUCTIONS:** Please provide details about other reports which investigate the information requested in the Restructuring Report. This information is sought in an effort to avoid duplication in the future. In the columns below, please list the question number in this report, name of the other report in which the same or similar information is requested, section of the other report in which the information is requested, name of the entity that requests the other report and frequency the other report is required. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Restructuring Report Question #	Name of Other Report	Section of Other Report	Entity Requesting Report	Freq. Other Report is Required
Higher Education Tuition Grants Commission	1.B.1	Accountability Report	Agency Mission, Strategic Planning Template	Executive Budget Office	annually
Higher Education Tuition Grants Commission	I.C.1	Accountability Report	Performance Measurement Template	Executive Budget Office	annually
Higher Education Tuition Grants Commission	II.6	Annual Report	Organizational Chart	General Assembly	annually
Higher Education Tuition Grants Commission	II.8	Accountability Report	Program Template	Executive Budget Office	annually
Higher Education Tuition Grants Commission	VI.A.1	Restructuring Report	Cost Savings and Increased Efficiencies	Office of Senate Oversight	annually

Agency Name:  
Agency Section:  
Agency Code:

Higher Education Tuition Grants Commission  
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H06

## Historical Perspective Chart

**INSTRUCTIONS:** Please provide information about any restructuring or major changes in the agency's purpose or mission **during the last ten years**. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Year	Description of Restructuring that Occurred	Description of Major Change in Agency's Purpose or Mission
Higher Education Tuition Grants Commission	N/A	None	N/A

Agency Name:  
 Agency Code:  
 Agency Section:

HIGHER EDUCATION TUITION GRANTS COMMISSION  
 H06  
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**Purpose/Mission/Vision Chart**

INSTRUCTIONS: Provide information about the date the agency, in its current form, was initially created and the present purpose, mission and vision of the agency, with the date each were established in paranthesis. The Legal Standards Cross Reference column should link the purpose, mission and vision to the statutes, regulations and provisos listed in the Legal Standards Chart, which they satisfy.

Agency Submitting Report	Date Agency created	Purpose	Mission	Vision	Legal Standards Cross References
Higher Education Tuition Grants Commission	1970	State need-based grant program for state residents attending in-state independent higher education institutions. Program is designed to assist students in attending the institution of their choice by helping offset tuition differences between public and independent institutions and to provide full use of all higher education facilities in the state.	Gain maximum usage of the available independent college facilities located in South Carolina by assisting eligible students afford the cost of the independent colleges and thereby help in the education of our state citizenry. Help offset the higher education costs of attending South Carolina independent colleges for South Carolina students just as the state offsets the higher education costs of state residents attending South Carolina public colleges. Preserve the dual system of public and independent college higher education in South Carolina which provides healthy competition between the two sectors. Attract SC residents into the SC independent college sector to save State tax dollars that would have to be appropriated at a higher dollar value via the automatic subsidy to those students if they migrated into the SC public college system. Give eligible South Carolina residents the opportunity to choose the in-state college that best meets their academic needs.	Provide increased state economic benefits and a more educated citizenry by enabling more South Carolinians to obtain a college education by providing financial assistance in the form of need-based state tuition grants to qualified South Carolina residents electing to attend on a full-time basis certain eligible accredited South Carolina independent junior and senior colleges.	Purpose: 59-113 Mission: 59-113 Vision: 59-113

INSTRUCTIONS: Provide information about the agency's key deliverables (i.e. products or services); primary methods by which these are delivered; and, as applicable, actions that may reduce the general public and/or other agencies initial or repetitive need for the deliverable. List each deliverable on a separate line. If there are multiple ways in which the deliverable is provided, list the deliverable multiple times with each delivery method on a separate line. In the "Three Greatest" column, indicate and rank the three most significant deliverables the agency brings to the people of South Carolina with #1 being the most significant. For the deliverables which are not one of three most significant, do not put anything in this column. The Major Program Areas Cross References Column should link the deliverable to the major program area, in the Major Program Areas Chart, within which that product or service is provided. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Deliverable (i.e. product or service)	Three Most Significant (#1, #2, #3)	Primary Method of Delivery	What can be done to reduce the general public and/or other agencies initial need for this deliverable? (i.e. preventive measures before the citizen or agency needs to come to the agency)	What can be done to reduce the general public and/or other agencies need to return for this deliverable? (i.e. preventive measures to ensure they do not need to come back to the agency for this service or product after already receiving it once)	If deliverable is identified as one of the three most significant, what would allow the agency to focus on it more?	Major Program Areas Cross Reference
Higher Education Tuition Grants Commission	1	Tuition Grants	1	Electronic Funds Transfer	Nothing	Nothing	More funding	1
	2							
	3							
	4							
	5							
	6							

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## Key Customers Chart

**INSTRUCTIONS:** Provide information about the key customer segments identified by the agency and each segment's key requirements/expectations. A customer is defined as an actual or potential user of the agency's deliverables. Please be as specific as possible in describing the separate customer segments (i.e. do not simply put "public.") The Deliverables Cross References column should link customer groups to the deliverable listed in the Key Deliverables Chart, which they utilize. **NOTE:** Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Customer Segments	Requirements/Expecations	Deliverables Cross References
Higher Education Tuition Grants Commission	1	eligible college students	meet statutory requirements	1
	2			
	3			
	4			
	5			
	6			

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## Key Stakeholder Chart

**INSTRUCTIONS:** Provide information about the agency's key stakeholder groups and their key requirements and expectations. A stakeholder is defined as a person, group or organization that has interest or concern in an agency. Stakeholders can affect or be affected by the agency's actions, objectives and policies. Please be as specific as possible in describing the separate stakeholder groups (i.e. please do not simply put "the public.") The Deliverables Cross References column should link stakeholder groups to the deliverable, listed in the Key Deliverables Chart, for which they group has the most interest or concern. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Stakeholder Group	Requirements/Expectations	Deliverables Cross References
Higher Education Tuition Grants Commission	1	student recipients	state provides needed grant funds for tuition payment enabling student recipients to attend college	1
Higher Education Tuition Grants Commission	2	eligible independent colleges	state provides needed grant funds to students enabling them to make tuition payment at their chosen college	1
Higher Education Tuition Grants Commission	3	general assembly	citizens will obtain funds per statute to promote higher education among the state's citizenry promoting greater education and increased economics for the whole state	1
	4			
	5			
	6			

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## Key Partner Agencies Chart

**INSTRUCTIONS:** List the names of the other state agencies which have the biggest impact on the agency's mission success (list a minimum of three); partnership arrangements established and performance measures routinely reviewed with the other entity. The Major Program Areas Cross References Column should link the Partner Agency to the major program area, in the Major Program Areas Chart, on which it has the biggest impact. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable and a minimum of three.

Agency Submitting Report	Agency w/ Impact on Mission Success	Partnership Arrangement Established	Performance Measures Routinely Reviewed Together	Major Program Areas Cross Reference
Higher Education Tuition Grants Commission	Comptroller General's Office	Receives via SCEIS requests to pay grants	None	1
Higher Education Tuition Grants Commission	Treasurer's Office	Pay grants to students	None	1
Higher Education Tuition Grants Commission	DTO	Provide Assistant with Data Management, Information Security, and Computer assistance enabling processing of student applications and payment processing	None	1
Higher Education Tuition Grants Commission	Commission on Higher Education	Provides portion of grants funds as required in statute	None	1
Higher Education Tuition Grants Commission	State Budget Office	Provides quarterly allocation of Lottery Funds and receives annual agency budget request	None	1

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**Overseeing Body - General Chart**

INSTRUCTIONS: Provide information about the body that oversees the agency and to whom the agency head reports including what the overseeing body is (i.e. board, commission, etc.); total number of individuals on the body; whether the individuals are elected or appointed; who elects or appoints the individuals; the length of term for each individual; whether there are any limitations on the total number of terms an individual can serve; whether there are any limitations on the number of consecutive terms an individual can serve; and any other requirements or nuisances about the body which the agency believes is relevant to understanding how the agency performs and its results.

Agency Submitting Report	Type of Body (i.e. Board, Commission, etc.)	# of Times per Year Body Meets	Total # of Individuals on the Body	Are Individuals Elected or Appointed?	Who Elects or Appoints?	Length of Term	Limitations on Total Number of Terms	Limitations on Consecutive Number of Terms	Challenges imposed or that Agency staff and the Body have faced based on the structure of the overseeing body	Other Pertinent Information
Higher Education Tuition Grants Commission	Commission	2	9	Appointed	Statute directs members	3 years	None	No consecutive terms	None	



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**Overseeing Body - Individual Members Chart**

INSTRUCTIONS: Provide information about the individual members on the body that oversees the agency including their name, contact information, length of time on the body, profession and whether they are a Senator or House Member. The Major Program Areas Cross References Column should link the individual to the major program area, in the Major Program Areas Chart, in which the individual has a particular influence, if any, by way of serving on a subcommittee within the body, task force, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name of Individual on Body	Contact Information	Profession	Date First Started Serving on the Body	Last Date Served on the Body	Length of Time on the Body (in years)	Senator or House Member? (put Senate or House)	Major Program Areas Cross Reference
Higher Education Tuition Grants Commission	Walt Griffin	wgriffin@limestone.edu	College President	1-Jul-12	Currently serves	2.75	No	All
Higher Education Tuition Grants Commission	Luns Richardson	lrichardson@morris.edu	College President	1-Jul-12	Currently serves	2.75	No	All
Higher Education Tuition Grants Commission	Cleveland Sellers	csellers@voorhees.edu	College President	1-Jul-12	Currently serves	2.75	No	All
Higher Education Tuition Grants Commission	Colleen Keith	KeithC@smcsc.edu	College President	1-Jul-13	Currently serves	1.75	No	All
Higher Education Tuition Grants Commission	Jairy Hunter	jhunter@csuniv.edu	College President	1-Jul-13	Currently serves	1.75	No	All
Higher Education Tuition Grants Commission	Nayef Samhat	SamhatNH@wofford.edu	College President	1-Jul-13	Currently serves	1.75	No	All
Higher Education Tuition Grants Commission	Maurice Scherrens	mscherrens@newberry.edu	College President	1-Jul-14	Currently serves	0.75	No	All
Higher Education Tuition Grants Commission	Randall Pannell	randall.pannell@ngu.edu	College President	1-Mar-15	Currently serves	0.12	No	All
Higher Education Tuition Grants Commission	Richard Sutton	<a href="mailto:rsutton@che.sc.gov">rsutton@che.sc.gov</a>	Executive Director-CHE	1-Jun-13	Currently Serves	1.88	No	All

**INSTRUCTIONS:** Provide information about the agency's Major Program Areas as those are defined in the Appropriations Act. When completing columns B - K, the agency can copy and paste the information the agency submitted in the Program Template of the FY 2013-14 Accountability Report, just make sure of the following:

a) List only the programs that comprise at least 80% of the total budget and include the % of total budget. The remainder of the programs should be "listed ONLY" in the box labeled "Remainder of Programs", with those program expenditures detailed in the box labeled "Remainder of Expenditures." If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11.

b) The "Associated Objective(s)" column in the Program Template of the FY 2-13-14 Accountability report has been changed to "Key Performance Measures Cross References." The Key Performance Measures Cross References column should link major programs to charts/graphs in the Key Performance Measurement Processes Section (ex. Chart 5.2-1 or Graph 5.2-2). If the agency has trouble understanding what is requested, refer to the 2012-13 Accountability Report, Section II, number 11; and

c) An additional column, titled "Legal Standards Cross References," has been added at the end. The Legal Standards Cross Reference column should link major programs to the statutes, regulations and provisos listed in the Laws Section of this report, which they satisfy.

Included below is an example, with a partial list of past Major Program Areas from the Department of Transportation. The example does not include information in the columns under expenditures, key performance measures cross reference, legal standards cross references or remainder of expenditures, however the agency must complete these columns when submitting this chart in final form. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

**Note:**  
 -Key Performance Measures Cross References Column links major programs to the charts/graphs in the Key Performance Measurement Processes Section of the Restructuring Report.  
 -Legal Standards Cross References Column links major programs to the statutes, regulations and provisos they satisfy which are listed in the Laws Section of the Restructuring Report.

Agency Submitting Report	Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 Expenditures				Key Performance Measures Cross Reference	Legal Standards Cross References
			General	Other	Federal	TOTAL	General	Other	Federal	TOTAL		
Higher Education Tuition Grants Commission	II. Tuition Grants	State need-based grant program for state residents attending in-state independent higher education institutions.	\$21,747,641 (59.66%)	\$14,381,458 (39.45%)	\$0 (0%)	\$36,129,099 (99.11%)	\$23,339,412 (67.87%)	\$12,293,613 (31.18%)	\$ -	\$35,633,025 (99.05%)	7.3	

<b>Remainder of Programs: List any programs not included above and show the remainder of expenditures by source of funds.</b>											
100000	Administration/Employee Benefits										

<b>Remainder of Expenditures:</b>	\$256,457 (0.70%)	\$70,000 (0.19%)	\$0 (0%)	\$326,457 (0.89%)	\$273,342 (0.75%)	\$70,000 (0.20%)	\$0 (0%)	\$343,342 (0.95%)
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**Legal Standards Chart**

INSTRUCTIONS: List all state and federal statutes, regulations and provisos that apply to the agency ("Laws") and a summary of the statutory requirement and/or authority granted in the particular Law listed. Included below is an example, with a partial list of Laws which apply to the Department of Juvenile Justice and Department of Transportation. The agency will see that a statute should be listed again on a separate line for each year there was an amendment to it. Please delete the example information before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Statute/Regulation/Provisos	State or Federal	Summary of Statutory Requirement and/or Authority Granted
Higher Education Tuition Grants Commission	1	59-113-10	State	Establishment of the Higher Education Tuition Grants Commission including the make up of the Commission and authority to administer Chapter 113.
Higher Education Tuition Grants Commission	2	59-113-20	State	Establishes qualifications of applicants for grants.
Higher Education Tuition Grants Commission	3	59-113-30	State	Establishes students covered by the chapter and the amount of grants.
Higher Education Tuition Grants Commission	4	59-113-40	State	Indicates purpose of grants.
Higher Education Tuition Grants Commission	5	59-113-45	State	Disbursement requirements for grants and authority to earn interest for grants from State Appropriations.
Higher Education Tuition Grants Commission	6	59-113-47	State	Mid-year budget reduction exemption.
Higher Education Tuition Grants Commission	7	59-113-50	State	Defines eligible institutions of higher learning for use of the grant.
Higher Education Tuition Grants Commission	8	59-112-10 to 59-112-100	State	State Residency Statute followed to determine residency eligibility as required by 59-113-20(a)
Higher Education Tuition Grants Commission	9	59-142-20 and 59-142-70	State	Directs that a portion of funds be directed to the Tuition Grants Program
Higher Education Tuition Grants Commission	10	2014-2015; No. 286; Section 3 - H66	State	Proviso governing Lottery funds use.

INSTRUCTIONS: List all reports, if any, the agency is required to submit to a legislative entity. Beside each include the following under the appropriate column: a) Name of the report; b) Legislative entity that requires the report; c) Law(s) that require the agency to provide the report; d) Stated legislative intent (from legislative entity, statute, regulation or other source) in providing the report; e) Frequency with which the report is required (i.e. annually, monthly, etc.); f) Approximate year the agency first started providing the report; g) Approximate cost to complete the report and any positive results from completing and submitting the report; and h) Method by which the agency receives, completes and submits the report (i.e. receive via emailed word document; log into or open program, enter data and click submit; etc.). Included below are examples of reports the agency may have to submit. The example does not include information in the columns under # of staff needed to complete the report; approx. total amount of time to complete the report and approx. total cost to complete the report, however the agency must complete these columns when submitting this chart in final form. Please delete the example figures before submitting this chart in final form, unless it applies to the agency, in which case ensure the information about those reports is complete. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Item #	Report Name	Legislative Entity Requesting Report	Law Requiring Report	Stated Intent of Report	Year First Required to Complete Report	Reporting Freq.	# of Days in which to Complete Report	Month Report Template is Received by Agency	Month Agency is Required to Submit the Report	Cost to Complete Report		Positive Results of Reporting	Method in which Report Template is Sent to Agency (i.e. via email; receive)	Format in which Report Template is Sent to Agency	Method in which Agency Submits Completed Report (i.e. email; mail; click submit on web based form; etc.)	Format in which Agency Submits Completed Report (word, excel, web)	
											# of Staff Members Needed to Complete Report	Approx. Total Amount of time to Complete Report						
Higher Education Tuition Grants Commission	1	Restructuring Report	House Legislative Oversight Committee	1-30-10(G)(1)	Increased Efficiency	2015	Annually	30	February	March	1	24 hours	\$867	TBD	Email	Word and Excel	Email and Hardcopy	Word and Excel
Higher Education Tuition Grants Commission	2	Restructuring Report	Office of Senate Oversight	1-30-10(G)(1)	Increased Efficiency	2015	Annually	60	November	January	1	3 hours	\$108	TBD	Email	Word	Email	Word
Higher Education Tuition Grants Commission	3	Accountability Report	Executive Budget Office	1-1-820 and Proviso 117.31	Provide the Governor and General Assembly with information that supports their analysis of the budget and also ensure that the Agency Head Salary Commission has a basis for its decisions.		Annually	60	July	September	2	25 hours	\$815		Email	Word and Excel	Email and Hardcopy	Word, Excel, PDF
Higher Education Tuition Grants Commission	4	Annual Report	General Assembly	59-113-10	Report Annual Activities of the Commission	1972	Annually	N/A	N/A	January	4	25 hours	\$1,250		N/A	N/A	Hardcopy	Hardcopy

**INSTRUCTIONS:** Identify the agency's internal audit system and policies during the past five fiscal years including the date the agency first started performing audits; individuals responsible for hiring the internal auditors; individuals to whom internal auditors report; the head internal auditor; general subject matters audited; the individual or body that makes decision of when internal audits are conducted; information considered when determining whether to conduct an internal audit; total number of audits performed in the last five fiscal years; # of months it took for shortest audit; # of months for longest audit; average number of months to complete an internal audit; and date of the most recent Peer Review of Self-Assessment by SC State Internal Auditors Association or other entity (if other entity, name of that entity).

**Note:** All audits are not the result of suspicious activity or alleged improper actions. Often times regular audits are required by statute regulation or an agency's standard operating procedure simply as a method of ensuring operations are staying on track.

Agency Submitting Report	Does agency have internal auditors? Y/N	Date Internal Audits Began	Individuals responsible for hiring internal auditors	Individuals to whom internal auditors report	Name and contact information for head Internal Auditor	General subject matters audited	Who makes decision of when an internal audit is conducted	Information considered when determining whether to conduct an internal audit	Do internal auditors conduct an agency wide risk assessment routinely? Y/N	Do internal auditors routinely evaluate the agency's performance measurement and improvement systems? Y/N	Total Number of Audits performed in last five fiscal years	# of months for shortest audit	# of months for longest audit	Avg. # of months needed to conduct audit	Date of most recent Peer Review of Self-Assessment by SCSIAA or other entity (if other entity, name of that entity)
Higher Education Tuition Grants Commission	No														

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**Personnel Involved Chart**

INSTRUCTIONS: List the name of all personnel at the agency who were consulted or performed work to obtain the information utilized when answering the questions in these reports, their title and their specific role in answering the question (i.e. searched the agency documents, asked for information because they are in charge of the department, etc.) Please delete the example information and instructions row before submitting this chart in final form. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Agency Submitting Report	Name	Phone	Email	Department/Division	Title	Question	Role in Answering Question
Higher Education Tuition Grants Commission	Earl Mayo	803-896-1122	<a href="mailto:earl@sctuitiongrants.org">earl@sctuitiongrants.org</a>	N/A	Director	all	