

Accountability Report Transmittal Form

Organization Name South Carolina State University

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South Carolina State University
ORANGEBURG, SOUTH CAROLINA

2008-2009
ACCOUNTABILITY REPORT

SEPTEMBER 2009

TABLE OF CONTENTS

SECTION I: EXECUTIVE SUMMARY.....	1
Purpose, Mission, Vision and Values	1
Major Achievements for 2008-2009	2
Key Strategic Goals for Present and Future Years	2
Key Strategic Challenges	3
Use of the Accountability Report to Improve Organizational Performance.....	3
SECTION II – ORGANIZATIONAL PROFILE.....	4
Organizational Structure	8
Expenditures/Appropriations 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
SCSU Strategic Planning Chart	18
Category 3 – Student, Stakeholder and Market Focus.....	20
Category 4 - Measurement, Analysis and Knowledge Management.....	22
Category 5 – Workforce Focus	25
Category 6 – Process Management.....	29
Category 7 – Organizational Performance Results	32

I. EXECUTIVE SUMMARY

Purpose

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

Mission

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

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

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

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 for 2008-2009

- A branding campaign was launched in five counties in the Low Country through agreement with Comcast. SC State now has a weekly broadcast highlighting University Programs, “A New State of Mind”. The show was launched in three markets to include: Charleston, S.C., Greenville, S.C., and Orangeburg S.C.
- Orangeburg-Calhoun Technical College and South Carolina State University signed an agreement creating, “The Gateway Program” between the two-year college and the four-year university. The Program is intended for any OCTech students who aspire to continue their studies at SC State.
- Successfully established the \$100 Bulldog Pup Club to enhance young alumni giving with over 750 contributions
- The Dr. Clemmie Embly Webber Educational Resource Center was named and dedicated at the I.P. Stanback Museum and Planetarium.
- Construction began on the Hodge Hall Annex.
- The overall giving to the SC State University Education Foundation in support of SC State for the period July1, 2008 – April 30, 2009 was a 36% increase over the previous year July 1, 2007 – April 30, 2008.
- Giving from Corporations and Foundations increased 11% during the year.
- Total Giving to the University increased 22% during the year.
- Generated over \$100,000 in Club 1000 contributions with over \$200,000 in pledges.
- The Nursing Program was granted a ten year extension on its accreditation by the Commission on Collegiate Nursing Education. The success of the November 2008 campus visit was acknowledged by CCNE in May 2009.
- The Department of Family and Consumer Sciences was successful in efforts at reaffirmation of accreditation from the American Association of Family and Consumer Sciences. The campus visit was held in November 2008 and formal notice of the ten year accreditation was given in April 2009.
- The Department of Family and Consumer Sciences was successful in efforts at reaffirmation of accreditation for Nutrition and Food Management by the Commission of American Dietetics Education Association (10 yrs)
- The Business Program received Sixth Year Review from the Peer Review Team of AACSB at their February 2009 campus visit and review of the program.
- Reaffirmation of Accreditation by the International Association of Counseling Services
- The Department of Visual Arts was successful in obtaining initial accreditation for both Studio Arts and Art Education by the National Association of Schools of Art and Design.

3. Key strategic goals for present and future years

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 (educational, operational, human resource, financial, and community-related)*

SC State is confronting several strategic challenges as it continues its quest for academic excellence, increased research productivity and state-wide outreach services. These challenges are impacted most by declining financial resources with significant reductions in state appropriations and the downturn in the economy. They 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, but funding is unavailable; 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.

5. *Use of the Accountability Report to Improve Organizational 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.

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. These 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
Computer Science	Nursing
Criminal Justice	Physical Education
Drama	Physics
Drama Education	Political Science
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

¹ Five-Year Program

² Double-Major

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

Educational offerings and services include academic advising, Honors Program, Miller F. Whittaker Library, Assessment Center, Extended Studies, Student Success & Retention Program, academic laboratories, computer laboratories, Office of Disability Services, Career Development Center, and tutorial services

2. Key student segments, stakeholder groups, and market segments

- South Carolina high school graduates
- Out-of-state high school graduates
- Technical college transfers and graduates
- Nontraditional students throughout South Carolina.
- 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
- SC State University employees.

Key requirements/expectations

Students: access to undergraduate and graduate programs and support services that enable them to become productive and proficient in their academic fields.

Internal Stakeholders: excellent customer service; safe and secure working environment, professional development

External Stakeholders: qualified graduates to meet market needs; excellent customer service; effective and efficient administrative services; community support and economic development

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.

Through internet and traditional methodologies, courses are also offered in: the University Center in Greenville (UCG) in Greenville, SC, Dillon (Pee Dee Area), North Augusta (CSRA Area), Georgetown (Coastal Area), Manning (Midlands Area), Rock Hill (Olde English Area, Ridgeland (Lowcountry Area), Aiken Tech in Aiken, South Carolina, Columbia, Lake City, Holly Hill, Moncks Corner, Wagner, Kingstree, and Winnsboro.

Three cluster 1890 Extension offices are located within the counties of Orangeburg, Marlboro, and Hampton. Each cluster office serves multiple counties.

4. Number of employees by faculty and staff

Table II.4.1 Full-Time Faculty and Staff by Salary Class and Gender

Salary Class	Men	Women	Total
Faculty	130	96	226
Executive Administrative/Managerial Staff	29	21	50
Other Professionals (Support/Service)	51	95	146
Technical and Paraprofessionals	17	16	33
Clerical and Secretarial	14	110	124
Skill/Craft	7	0	7
Service/Maintenance	8	12	20
Grand Total	256	350	606

Source: 2008-09 Human Resources Report to IPEDS as of November 1, 2008

Table II.4.2 Part-Time/Temp Staff by Salary Class and Gender

Salary Class	Men	Women	Total
Part-time Faculty	45	40	85
Executive Administrative/Managerial Staff	2	5	7
Other Professionals (Support/Service)	28	37	65
Technical and Paraprofessionals	11	23	34
Clerical and Secretarial	6	34	40
Skill/Craft	9	12	21
Service/Maintenance	8	16	24
Grand Total	109	167	276

Source: 2008-09 Human Resources Report to IPEDS as of November 1, 2008

5. Regulatory environment under which South Carolina State University operates

State University is a public university that operates under the guidelines of higher education institutions within the state of South Carolina

The Southern Association of Colleges and Schools Commission on Colleges provides oversight for adhering to regional and federal standards and requirements

South Carolina Commission on Higher Education provides oversight in meeting required state standards for all of its operations.

Program accrediting agencies require periodic assessments to ensure that national standards are maintained.

As a recipient of federal funds, the University is also regulated by various federal agencies

6. Governance system

The authority and responsibility for the governance of South Carolina State University is vested in the SCSU Board of Trustees, who establishes general policies of the University. The President is selected by the Board and 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. This administrative core provides oversight and management of academic, student support, fiscal, research and outreach activities, including cooperative extension services. 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 State University is one of thirty-three public institutions of higher education in South Carolina. It is one of eleven baccalaureate degree level institutions in the Teaching sector. With approximately 83% in-state students, the public and private in-state postsecondary institutions are key competitors. Given the 96% population of African American students enrolled at SC State, other HBCUs are considered key competitors, especially those in South Carolina. As an 1890 land-grant institution, other 1890 institutions compete for similar types of students as SC State. SC State is the fourth largest producer of research dollars among the state's public universities, therefore, the Research Sector universities are considered as partners and competitors for research grants.

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

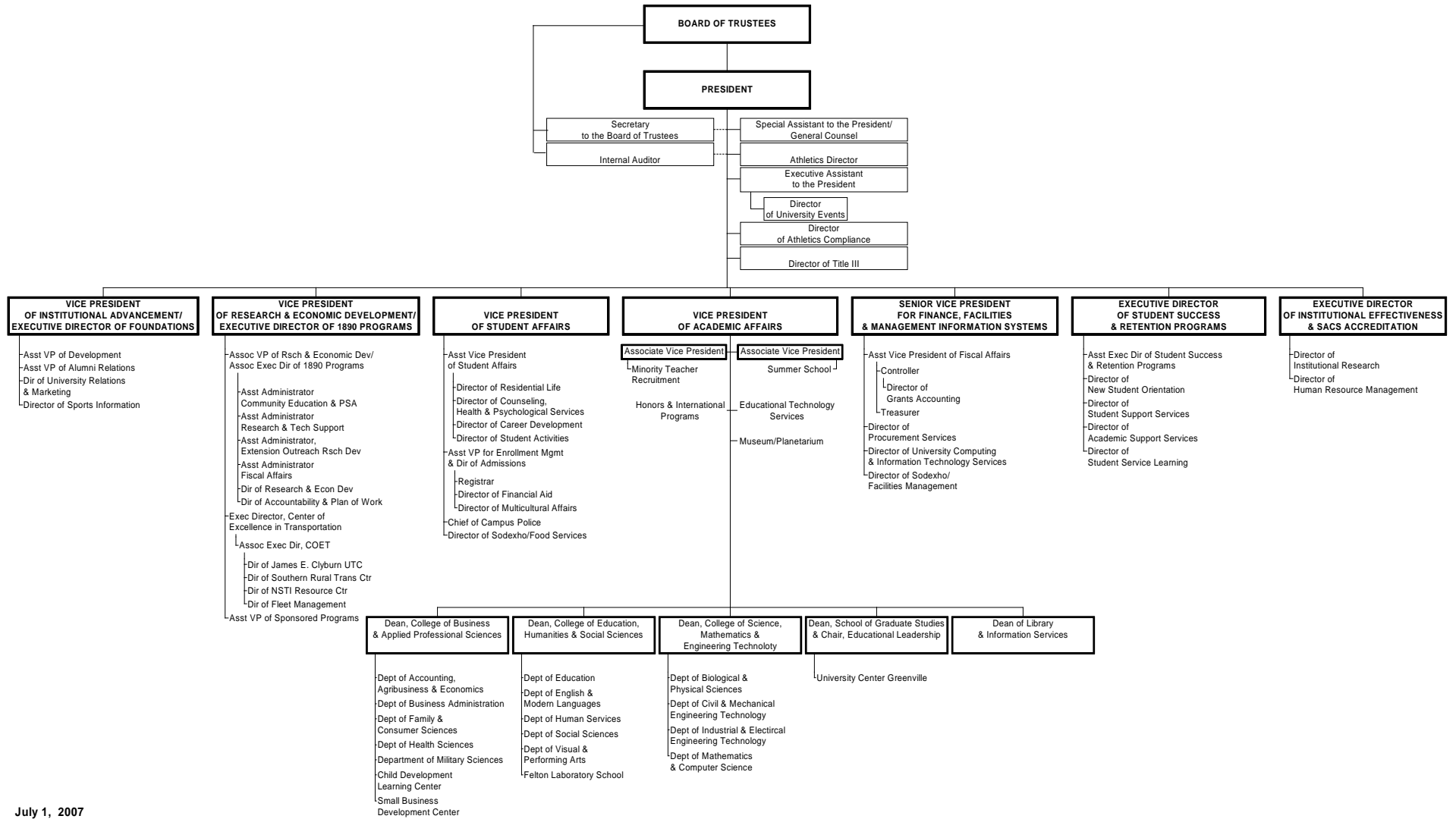
The principal factors that determine our competitive success are the quality of our graduates, academic programs, outreach programs, and rankings among peers. Key changes taking place that significantly impact our competitive situation include significant decreases in state funding that impact all aspects of the university's operations.

10. *Performance improvement systems*

Strategic plan updates, annual reports, Institutional Effectiveness reports, and Cabinet reports
Employee Performance Management System (EPMS)
Regional and program accreditations
Tenure and Promotion Process

11. Organizational Structure

South Carolina State University Organizational Structure



July 1, 2007

12. Expenditures/Appropriations Chart

**Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations**

	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 48,706,288	\$ 28,775,854	\$ 48,608,466	\$ 22,324,223	\$ 46,787,201	\$ 14,434,263
Other Operating	\$ 82,493,109		\$ 80,362,865		\$ 82,073,424	
Special Items	\$ -		\$ -			
Permanent Improvements	\$ 1,961,715		\$ 644,443		\$ 614,525	
Case Services	\$ -		\$ -			
Distributions to Subdivisions	\$ -		\$ -			
Fringe Benefits	\$ 12,847,377		\$ 12,872,782		\$ 12,954,690	\$ 3,630,874
Non-recurring						
Total	\$ 146,008,489	\$ 28,775,854	\$ 142,488,556	\$ 22,324,223	\$ 142,429,840	\$ 18,065,137

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills	\$ 400,000	
Capital Reserve Funds		
Bonds		

13. Major Program Areas Chart

H24-SC State Major Program Areas

Program Number	Major Area and Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 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: 22,847,060 Federal: 18,023,932 Other: 16,152,859 Total: 57,023,851 % of Total Budget: 39.06%	State: 22,324,223 Federal: 19,402,744 Other: 15,153,626 Total: 56,880,593 % of Total Budget: 39.92%	II.1, II.4-1, II.4-2 7.1-4, 7.1-5, 7.1-7, 7.1-8 7.1-9, 7.3-3, 7.4-2, 7.4-3 7.4-4, 7.6-1, 7.6-2
442 443 444	Auxiliary- Includes housing, bookstore, and other self-supporting activities that furnish goods/services to students, or faculty/staff including food service.	State: 0 Federal: 0 Other: 16,894,921 Total: 16,894,921 % of Total Budget: 11.57%	State: 0 Federal: 0 Other: 18,569,932 Total: 18,569,932 % of Total Budget: 13.03%	7.3-7, 7.4-1
446	Research- Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 6,517,182 Other: 2,570,700 Total: 9,087,882 % of Total Budget: 6.22%	State: 0 Federal: 6,958,570 Other: 2,181,914 Total: 9,140,484 % of Total Budget: 6.41%	7.1-6, 7.3-8, 7.3-10 Chart 7.3-1
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: 0 Federal: 1,422,595 Other: 3,408,291 Total: 4,830,887 % of Total Budget: 3.31%	State: 0 Federal: 1,924,997 Other: 2,793,414 Total: 4,718,411 % of Total Budget: 3.31%	7.2-3, 7.2-5 Community Outreach, p52
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: 0 Federal: 0 Other: 1,524,513 Total: 1,524,513 % of Total Budget: 1.04%	State: 0 Federal: 0 Other: 1,152,141 Total: 1,152,141 % of Total Budget: 0.81%	7.5-4
449	Student Services- An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	State: 0 Federal: 492,676 Other: 20,174,462 Total: 20,667,138 % of Total Budget: 14.15%	State: 0 Federal: 595,482 Other: 16,405,012 Total: 17,000,494 % of total Budget: 11.93%	7.1-3, 7.1-10, 7.2-1 7.2-1, 7.2-4, 7.2-5, 7.3-1 7.3-2 7.5-1

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

H24-SC State Major Program Areas

Program Number	Major Area and Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross References for Financial Results*
451	Operations and Maintenance- Provides services and maintenance related to grounds and facilities (buildings and grounds maintenance, custodial services, landscaping maintenance, major repairs, and renovations)	State: 0 Federal: 2,281,148 Other: 15,594,095 Total: 15,494,095 % of Total Budget: 10.68%	State: 0 Federal: 3,272,794 Other: 13,097,748 Total: 13,097,748 % of Total Budget: 9.19%	7.5-3
452	Administration-These costs include those activities which are non-instructional in nature, but are integral to the operations of the institution.	State: 0 Federal: 2,281,148 Other: 17,987,582 Total: 20,268,730 % of Total Budget: 13.88%	State: 0 Federal: 3,272,794 Other: 18,558,606 Total: 21,831,400 % of Total Budget: 15.32%	II.4.1, II.4.2 7.3-4, 7.3-5, 7.3-6 7.4-5, 7.4-6, 7.4-7 7.5-2
453	Access and Equity- The access and Equity program vision is to achieve educational equity for all students and faculty in higher education.	State: 0 Federal: 0 Other: 116,472 Total: 116,472 % of Total Budget: 0.08%	State: 97,353 Federal: 0 Other: 0 Total: 97,353 % of Total Budget: 0.07%	7.1-1, 7.1-2, 7.1-3 7.2-2, 7.3-9
	Grand Total	State: 22,847,060	State: 22,421,576	
	Grant Total	Federal: 28,737,533	Federal: 32,154,587	
	Grand Total	Other: 94,423,896	Other: 87,912,393	
	Grand Total	Total: 146,008,489	Total: 142,488,556	

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

III. ELEMENTS OF MALCOLM BALDRIDGE CRITERIA

CATEGORY 1 SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

- 1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to 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 are constantly seeking venues in which to develop and deploy the university's vision and values. These include workforce retreats, symposia, university-wide meetings, and regular meetings with middle managers. Information is shared with students through student organizational meetings, general assemblies, class meetings and residence hall meetings. The freshman orientation class has a specific component that highlights these areas of the university to promote community. The vision and values are shared with external stakeholders through various media outlets including the University's webpage (www.scsu.edu), the Focus and Alumni newsletters, and editorials in local newspapers. The personal actions of senior leaders reflect a commitment through their sensitivity to diversity in ideas and personnel, encouragement and support of professional development, involvement in student activities, and diligence in utilizing input from personnel and data for continuous improvement.

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

The President's Cabinet meets weekly to discuss the progress of the University. They focus on achievement of strategic goals for the University and for their divisions. They review quarterly, monthly, and annual reports to assess progress within their areas and across divisions. Regular meetings and/or updates with unit managers enable leaders to identify areas that need to be addressed to meet objectives for continuous improvement.

- 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?*

Workshops and meetings are coordinated by the Professional Development and Training office to ensure that legal, ethical, fiscal, and regulatory requirements are shared with the workforce. Through written policies and meetings, employees are made aware of legal and ethical requirements and expectations. The University's Special Assistant to the President for Governmental Affairs and the University's internal auditor monitor the level of adherence to the University's policies and procedures. Fiscal and regulatory accountability are also monitored by external auditors on an annual basis.

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

Senior leaders encourage members of the workforce to participate in on-campus and off-campus professional development opportunities. Senior leaders ensure that each budget provides funds to support and promote continued professional growth. Participation in the decision-making process and cross-training are other vehicles that senior leaders utilize to promote learning and professional growth.

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

Senior leaders encourage and participate in mentoring and promote cross-training of employees so that they will be prepared to assume greater roles and responsibility. Support is provided for professional development and higher degrees, if necessary for promotion. Employee strengths and weaknesses are identified through evaluations, and planning stages are developed to build on their strengths and to address areas that need improvement.

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?*

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

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 President is evaluated annually by the Board of Trustees and members of the President’s Cabinet are evaluated annually by the President based on individual planning documents, which detail the objectives and benchmarks to be accomplished by the various units.

Information provided in quarterly and annual reports are also utilized as part of the evaluation process. The SACS Commission on Colleges provides oversight of the University in general, including the governing board, whose meetings are open to the public. Feedback from board members, the President, and employees provides senior leaders with information that enables them to improve their own leadership effectiveness.

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

Senior leaders utilize monthly, quarterly and annual reports to examine the following performance measures: enrollment; financial management; fund-raising; safety; financial aid; program productivity; student characteristics; graduation rates, retention, scholarships, salary equity, faculty load, marketing, and satisfaction surveys.

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?*

Weekly meetings of the President's Cabinet enable senior leaders to anticipate any changes that affect operations within the University. Regular meetings of university committees, the Faculty Senate, Staff Senate, educational councils, Deans' Council, Chairs' Forum and departments provide updates on performance of programs, offerings, services, and operations. Information is shared with appropriate senior leaders to address any areas that may require special attention and support. Regular reports, such as program productivity, enrollment, grade distributions, expenditure of funds, and customer surveys provide additional information with which to gauge progress and to identify possible adverse impacts.

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

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 an 1890 land-grant institution, South Carolina State University assumes a key role in the support and strengthening of the local community, and serves as host to several federal outreach programs, which serve hundreds of individuals. In addition, many of the senior leaders live within the community and are personally involved in organizations, mentoring programs, health fairs, Habitat for Humanity, and United Way. This personal level of involvement and several research initiatives identify which areas within the state will benefit from services provided by the University.

CATEGORY 2 STRATEGIC PLANNING

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

The strategic planning process is a continuous and integrated process to provide long-term sustainability and continuity. The process for the 2006-11 Strategic Plan began in spring 2005 with the vice presidents, Director of Institutional Research, the Faculty and Staff Senate presidents, and assistant and associate vice presidents as members of the Strategic Planning Council. In its development, various focus groups engaged in SWOT analyses to identify the strengths, weaknesses, opportunities, and threats, from which the specific goals and objectives were developed. The focus groups included administrators, faculty, staff, students, community members and businesses, alumni, and Board members.

Since its implementation, team leaders who represent the seven major sections of the Plan, include all vice presidents, the Director of Human Resource Management and the Executive Director of Institutional Effectiveness. A detailed action plan identifies responsible personnel and timelines for each goal, objective and action item. Quarterly, semi-annual, and/or annual reports have been produced and provide ample evidence of financial, regulatory, or other potential risks.

To address shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition, weekly updates with the President's Cabinet and quarterly 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 Statistical Abstracts, SREB reports, and magazine rankings provide information on market needs and how our performance is compared with competitors.

The plan has specific components that address the hiring, development, and retention of the workforce to ensure that they are the best qualified and meet the University's human resource capabilities and needs.

The research and advancement sections of the plan describe methods to improve funding opportunities. The University's ability to execute the strategic plan is directly aligned with the financial and administrative infrastructure needs to achieve the goals, objectives, and action

plans. Each manager must provide a connection with budget requests and their strategic objectives or action plans. The Planning, Management and Evaluation section provides goals and objectives to maintain communication about the plan and its progress internally and externally. Regular communication about the Plan enables the administration to prepare for possible emergencies and to provide for continuity in case of emergencies.

2. How do your strategic objectives address the strategic challenges identified in the Executive Summary (Section I, #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.

Table 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.
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.
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.

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. The plan is also evaluated to ensure that it continues to reflect the needs of the university.

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.*

A specific deadline is incorporated in the plan for goals, objectives and action items. A calendar links each action plan to a specific responsible unit or administrative position and timeline for implementation or completion. Departments establish regular report cycles and university-wide reports are disseminated 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 objectives, action plans and related performance measures 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. *Website Address for Strategic Plan.*

The University's 2006-2011 strategic goals and objectives are currently listed on the University website under Institutional Effectiveness. The website is:

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

SCSU 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	<p>Evaluate academic programs and course offerings with respect to program viability and career potential of graduates and market needs.</p> <p>Prepare students to function effectively in a global society.</p> <p>Increase the utilization of technology for academics.</p> <p>Improve academic quality through enhanced faculty development and scholarly achievements.</p>	<p>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.</p> <p>Increase emphasis on international activities and globalization.</p> <p>Develop an infrastructure to support different modes of instructional delivery.</p> <p>Create an infrastructure that promotes faculty development.</p>	<p>7.1-4, 7.1-5 7.1-7, 7.1-8 7.3-3, 7.4-6, 7.4-5 7.6-1, 7.6-2 Honors & Accomplishments-p44-45</p>
446 Research	<p>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.</p> <p>Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.</p>	<p>Become more competitive in research.</p> <p>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.</p> <p>Enhance the University's partnerships with local industries and businesses.</p>	<p>7.1-6, 7.3-8 7.3-10 Chart7.3-1</p>
447 Public Service	<p>Improve the social, economic and physical well-being of citizens of South Carolina.</p> <p>Improve the quality of life of citizens and the economic development of the region.</p>	<p>Use JECUTC's funds to conduct research and provide technical assistance to rural and small communities in South Carolina.</p> <p>Enhance faculty and staff involvement in the community – quality of life.</p> <p>Assess the needs of the local community and adjust our program activities accordingly.</p>	

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.	7.1-9, 7.1-10 7.2-1, 7.2-2 7.2-3, 7.2-4, 7.2-5 7.3-1, 7.3-2, 7.3-7,
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.	7.5-2, 7.5-3
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.	7.3-4, 7.3-6, 7.4-3 7.4-4, 7.5-4 7.4-7
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.	7.3-9

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?***

Since the University was founded in 1896, we have not abandoned our historic mission and continue to pursue market segments that yield our largest student population group which is in-state African American students from low to moderate income backgrounds. The 1890 Research & Extension Program's external market segment is mandated by the land-grant mission to service the limited-resource clientele of South Carolina. The only requirement is that they are considered to be underserved. Additionally, because 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. Recruitment is concentrated in these areas as well as those areas, especially within the state, that are close in proximity to the University.

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

Personal contact with students and stakeholders, individual and small group discussions, and surveys are all integral to adequately assessing needs and expectations. Senior Exit Surveys provide feedback to academic departments regarding their personal views about the effectiveness of the program in meeting their needs. Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is another method for keeping listening and learning methods current with changing student and stakeholder needs and expectations. Review of the literature such as academic journals and magazines, *Diverse Issues in Higher Education*, and the *Chronicle of Higher Education* provide current trend data reflecting the changing needs in educational programs, offerings, and service for those we serve.

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

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

3. *How do you use information 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 comments and surveys is a critical source of new ideas for program and service improvement. Their input provides information to determine the continued relevance of programs and services, which are revised to provide enhanced offerings and services. Information from Advisory boards, which sometimes include alumni and other external stakeholders, for academic and non-academic programs, provides valuable input to ensure that the curriculum is meeting market needs. Comments from these sources have resulted in the deletion or addition of courses, 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.

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. 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 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

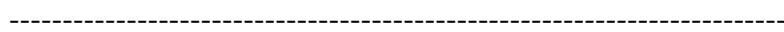
gold, silver, or bronze medallions at the annual Honors and Awards Program. The University provides scholarships and hosts an Honors Program to offer greater challenges to high achievers and provides tutorial support to those who are less academically prepared. The intercollegiate athletic program provides 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 for students' complaints to be addressed.

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?*

South Carolina State University considers the preparation level of students upon entering the University and their competitive rates upon graduation. This is achieved by comparing the standardized test scores and high school courses and grade point averages with other universities as well as the graduation rates, retention levels and professional examination scores at the end of their academic programs. 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, especially those that involve licensure/professional examinations. Student's academic performance beyond the classroom is also a measure for student learning.

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 monitoring system identifies those operations, processes and systems to be measured based on the strategic objectives and action plans established. The 1890 Research and Extension Program follows the goals and objectives within its federal five-year plan of work and the University strategic plan.

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

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

As previously stated, workforce professional development is a priority and attendance at meetings and conferences provides insight about current trends in educational programs and services. Key performance measures, which have benchmarks established either by internal or external constituents are reviewed throughout the year. Trend and peer data are examined to assess our level of performance resulting in modifications as needed. Additionally, alumni and employer survey results provide significant 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 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 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.

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

Security systems are in place that limit data access to personnel on a need-to-know basis. The Office of Institutional Research is the official source for general statistical data. Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisors. 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. Weekly Cabinet meetings include data for review, discussion and decision making.

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

Organizational performance is reviewed on a continuous basis. The Board of Trustees and Senior leaders examine trend data and annual and quarterly reports. Weekly meetings of the President's Cabinet provide regular updates on organizational performance. Priority is given to addressing those areas that are not meeting their goals and objectives. This information is then translated into action plans for appropriate units within the University.

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

Organizational knowledge is collected from reports, manuals, and meetings. Biannual university-wide meetings and annual retreats provide general information about the organization. Employee knowledge is collected, transferred and maintained through meetings, publications, newsletters, campus radio station, forums, and workshops.

Academic departments collaborate on program content by sharing outlines, documents, field manuals etc. Faculty and 1890 researchers conduct special forums throughout the academic year to share research findings and teaching/learning methodologies with colleagues. A faculty and staff resource file is compiled annually by the Professional Development and Training office to utilize faculty and staff with particular skills to share their expertise in training workshops. Best practices are identified by the different campus areas through their professional organizations, which are shared through meetings, reports, brochures and articles. Knowledge and best practices are also shared externally through publications and/or manuscripts that are submitted to peer-reviewed journals, through meetings or workshops. A listing of several of these activities is included in Category 7.

CATEGORY 5 WORKFORCE FOCUS

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

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

- 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 share information and updates with faculty and staff. 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 meetings. The Professional Development and Training office, Deans Council, Chairs Forum, Faculty Senate and Staff Senate 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?***

All members of the workforce at S.C. State are evaluated on performance measures as outlined in the employee's individual position description and planning document on an annual basis.

These evaluations relate to the objectives and action plans of the University. They are assessed through self-evaluation and supervisor evaluation. Ratings for faculty include results from self-evaluation, student evaluation, and chair evaluation.

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

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

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

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; and***
- d. your core competencies, strategic challenges, and accomplishment of action plans?***

South Carolina State University provides funding for continuous development for its leaders to attend professional workshops, seminars and meetings. In addition, 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, core competencies, strategic challenges, and accomplishment of action plans are all emphasized at annual retreats coordinated by the President's office for leaders. Special sessions are conducted by the Director of Human Resource Management or consultant on ethical practices.

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

In addition to a university-wide staff assessment conducted in 2007/08, the University Internal Auditor assesses workforce capability, needs, skills, competencies, and staffing levels. Assessment of productivity of individual offices and programs identifies whether the workforce capability, skills, competencies, and staffing levels are appropriate to meet the needs of the office.

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

The South Carolina State University Personnel Policies and Procedures Manual and the Faculty Handbook outline the recruitment and employment procedures. The University utilizes an on-line recruitment and hiring process through People Admin software.

Once employed, employees 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 unit needs and the need for continuous improvement and growth. Taking advantage of professional development opportunities is strongly encouraged by the administration. These enhanced skills allow the University to become more innovative, competitive and efficient in its operations. New knowledge and skills of employees are encouraged through varying levels of responsibilities and challenges and allowing employees to share their skills and knowledge with others through demonstrations, presentations, and leadership roles.

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

The effectiveness of the SC State workforce evaluated through the EPMS system, productivity reports, observation and outcomes of the unit. Leader training and development systems are evaluated through surveys following training and application of new knowledge and skills in the workplace. Faculty effectiveness is also evaluated through scholarly output and the quality of graduates.

10. *How do you motivate your workforce to develop and utilize their full potential?*

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

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

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

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

13. *How do you maintain a safe, secure and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)*

The University has in place an Emergency Preparedness Plan and an Emergency Preparedness Committee comprising of all members of the President's cabinet, health services coordinator, housing director, food services manager and others, based on job duties. Collaboration with local agencies, such as the Orangeburg County Emergency Preparedness Director is incorporated into the emergency plan. Residence hall managers receive special training on emergency preparedness procedures. Regular fire drills are held for administrative buildings, classroom buildings, and residence halls. The University has implemented Evening Safety Standards along with Emergency Call Boxes, Surveillance Cameras and enhanced patrol techniques.

University policies, rules, and regulations are enforced by campus police, who monitor campus facilities throughout the day, evening and weekends. A manned security kiosk is located at the front and back entrances of the campus and the back entrance is the only vehicle entry point in the evenings and weekends. Any maintenance issues that are health or safety related receive

immediate response from appropriate personnel. Facilities are smoke-free and a fire alarm system is located in every building with directions for evacuation in offices. Brooks Health Center personnel develop a variety of activities and information pamphlets throughout the year to encourage personal health habits. The president has instituted a President's Health Initiative that includes aerobics, walking trails, and healthy eating alternatives in the dining halls.

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 the mission and needs of the students and communities served, student performance, and feedback from students and stakeholders. These competencies are academic excellence, research, quality student and personnel services, and community outreach. As an 1890 land-grant institution, SCSU must provide service activities, which relate to agriculture, adult and continuing education, research, cultural arts, small business development and other special interest areas, designed to enhance the quality of life and promote economic growth. All of these core competencies are in line with the university's mission of teaching, research and service and comprise the key areas of the strategic plan.

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

The key work processes are utilization of innovative teaching methodologies and degree programs that enhance student learning and prepare them to be competent, productive, and informed citizens; support services; interdisciplinary and collaborative research that adds to the knowledge base; and community outreach that promotes the well-being of citizens of the state. These processes provide the basis from which the University is able to meet its goals, to remain competitive, and to establish its own niche in South Carolina and in the higher education environment.

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

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

Federal, state, and local agencies provide input into research priorities. Feedback from surveys to alumni and community leaders provide input that generates changes in outreach activities and university procedures and services.

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 major factor in incorporating organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors. From the President's Cabinet to college and departmental meetings, information is shared about the organization's processes, programs, and needs. More operations and services are provided on-line to reduce cycle time and to improve efficiency, effectiveness and cost controls. The Banner system was implemented to reduce cycle time, to integrate information across divisions, to provide consistency in data and format, and to improve efficiency in output for reports. A University calendar is established to identify key dates for programs and services. Numerous meetings are held that cross division lines to ensure that student, faculty and staff needs are met to provide the most effective and efficient services and programs. The Office of University Computing and Information Technology Services (UCITS) manages the technology infrastructure of the campus. Cost controls are governed by the division of Finance and Management, which oversees all expenditures through the budgeting, procurement and receivables process. Managers have immediate access to budgets through an on-line accounting system and can also monitor their expenditures and balances. Reports from internal and external auditors provide additional data with which to improve efficiency and effectiveness factors.

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

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

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

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, public relations, fund-raising, grant-writing
Bookstore, facilities management, technology
Counseling, residence life, health and wellness services, records management, food services,
student activities, security
Tutoring, advising, orientation
Data management, human resource management, planning

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 the workforce 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?

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

CATEGORY 7 ORGANIZATIONAL PERFORMANCE RESULTS

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

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

7.1.1 Average SAT Scores of 1st Time Freshmen

Term	SAT Score
Fall 2004	830
Fall 2005	822
Fall 2006	832
Fall 2007	823
Fall 2008	846

Due to increases in funds for scholarships, the average SAT scores of first time freshmen are on the rise. Although the overall average SAT score for entering freshmen at SC State is lower than SC peers, their performance beyond the freshman year compares more favorably with their peers.

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

Institutions	2006 SAT/ACT Combined Mean	2007 SAT/ACT Combined Mean	2008 SAT/ACT Combined Mean
The Citadel	1085	1078	1076
Coastal Carolina	1036	1028	1027
College of Charleston	1180	1159	1170
Francis Marion	952	961	946
Lander	952	989	956
S. C. State	832	814	846
USC-Aiken	990	995	983
USC-Beaufort	953	940	972
USC-Upstate	1001	1003	1001
Winthrop	1050	1051	1071

Source: Fall 2008 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	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites	2008 Applicable Freshmen	2008 Percent Meeting Prerequisites	Change From 2007 to 2008
The Citadel	621	89.0%	607	90.9%	1.9%
Coastal Carolina	1,645	92.3%	1,640	97.0%	4.7%
College of Charleston	2,062	99.2%	1,949	97.8%	-1.4%
Francis Marion	779	95.5%	681	93.1%	-2.4%
Lander	433	91.7%	535	88.2%	-3.5%
S. C. State	1,214	95.3%	966	97.9%	2.6%
USC-Aiken	617	84.1%	582	93.8%	9.7%
USC-Beaufort	276	72.5%	288	78.8%	6.3%
USC-Upstate	800	93.9%	683	91.7%	-2.2%
Winthrop	1,052	90.4%	1,051	92.8%	2.4%
Sub Total	9,499	93.0%	8,982	93.8%	0.8%
Total	15,903	94.9%	15,679	95.3%	0.4%

Source: Fall 2008 SC Commission on Higher Education Report on Admission Standards for First-Time Freshmen 2008/09

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

Institution	2007-08			2006-07			2005-06		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
The Citadel	125	115	92.0%	157	134	85.4%	134	115	85.8%
Coastal Carolina	312	282	90.4%	318	280	88.1%	253	220	87.0%
Coll. of Charleston	317	289	88.3%	381	354	92.9%	427	402	94.1%
Francis Marion	151	141	93.4%	118	101	85.6%	132	118	89.4%
Lander	14	11	78.6%	29	24	82.8%	24	18	75.0%
SC State	31	31	100.0%	28	28	100.0%	34	34	100.0%
USC-Aiken	149	116	77.9%	162	145	89.5%	166	132	79.5%
USC-Upstate	312	279	89.4%	182	168	92.3%	273	238	87.2%
Winthrop	344	320	93.0%	357	332	93.0%	486	456	93.8%

Source: A Closer Look at Public Higher Education in South Carolina, January 2009

7.1-5 Scores of Graduates on Post Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests

	% Passing
The Citadel	92.0%
Coastal Carolina University	90.4%
College of Charleston	88.3%
Francis Marion University	93.4%
Lander University	87.0%
SC State University	83.3%
USC Aiken	80.7%
USC Beaufort	N/A
USC Upstate	83.5%
Winthrop	93.0%

Source: A Closer Look at Public Higher Education in South Carolina, January 2009

7.1-6 Fall 2008 Number of Students Participating in Sponsored Research

Upper Division, Undergraduate Students	136
Graduate Students	30

Source: *SCSU 2008-09 Institutional Effectiveness Report*

7.1-7 Degrees Awarded By Category

	2004-2005	2005-06	2006-07	2007-08	2008-09
Bachelors	499	515	474	554	473
Masters	144	115	120	98	90
Post Masters	0	0	5	3	0
Specialist	44	12	38	37	69
Doctoral	27	19	39	13	22
Total	714	661	676	705	654*

Source: *SCSU 2008-09 Fact Book*

7.1-8 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%

Source: *SCSU 2008-09 Fact Book*

7.1-9 Student-to-Faculty Ratio Report

College	Fall 2008 Student-to Faculty Ratio	Fall 2007 Student-to Faculty Ratio
The Citadel	15 to 1	15 to 1
Coastal Carolina University	18 to 1	18 to 1
College of Charleston	16 to 1	13 to 1
Francis Marion University	16 to 1	15 to 1
Lander University	16 to 1	Not Available
South Carolina State University	17 to 1	18 to 1
USC Aiken	15 to 1	Not Available
USC Beaufort	16 to 1	15 to 1
USC Upstate	16 to 1	17 to 1
Winthrop University	14 to 1	14 to 1

Fall 2008 IPEDS Fall Enrollment Survey, Section F, Staff Ratio and Fall 2007 Common Data Set, Section I-2

7.1-10 Student's Academic Performance Outside the Classroom:

- A Biology major and native of Trinidad, was the valedictorian of the May 2009 Commencement. He graduated with a 4.0 G.P.A. and will be attending St. George's University School of Medicine, Grenada, West Indies.
- In business, seven students and one faculty member were inducted into Beta Gamma Sigma, the Academic Honor Society of AACSB.
- Ten students were inducted into Beta Alpha Psi (accounting and finance honorary society).
- Twenty-six nursing students were pinned at awards ceremonies.
- In Family and Consumer Sciences, top students were initiated into Kappa Omicron Nu (KONu) honor society.
- The Department of Military Science commissioned 10 Second Lieutenants into the U. S. Army, including one nurse in the 2008-2009 academic year.
- Ten undergraduate business students were awarded grants to participate in a study abroad program to China in June 2009.
- A team of five students from the Speech Pathology and Audiology (SPA) Program competed and placed third in the National Knowledge Bowl, while attending the National Speech –Language-Hearing Convention in Chicago in November, 2008.
- A graduate student in the SPA Program was selected “student of the year” by the South Carolina State Speech and Hearing Association at the Annual State Convention in Myrtle Beach, S.C.
- The SCSU physics area was granted a charter to open a chapter of the prestigious, international physics honor society, Sigma Pi Sigma. A total of 14 students and 3 faculty members were inducted on April 21, 2009, joining 3 SCSU physics faculty members who were already members.
- The physics area graduated its first medical physics option major, Korressa Williams, in December 2008.
- The physics area graduated its first health physics option major, Joy Epps, in May 2009.
- Honors--Program Scholars' delegation brought home two (2) national officer positions and several national rankings in academic competitions from the National Association of African American Honors Programs (NAAHP).
- Forty-seven student-athletes were named to the MEAC Commissioner's All-Academic Team
- Sixty-two student-athletes received Presidential Medallions from the University for outstanding academic performance.
- Three students were named Arthur Ashe Jr. Sports Scholars

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?

Student retention rates and positive responses on surveys are the performance levels and trends desired for student and stakeholder satisfaction. Stakeholder satisfaction is also measured through continued participation in university activities, including recruitment fairs.

7.2-1 SCSU Student Retention Rates

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

Source: SCSU Enrollment and Retention Files

7.2-2 Comprehensive Teaching Institutions Retention Rate

Comprehensive Teaching Institutions	Enrolled Fall 2007	Fall 2008 Retained & Not Graduated	Retention Percentage
The Citadel	621	517	83.3%
Coastal Carolina University	1,649	1,178	71.4%
College of Charleston	2,062	1,635	79.3%
Francis Marion University	778	519	66.7%
Lander University	433	294	67.9%
SC State University	1,292	830	64.2%
USC Aiken	584	404	69.2%
USC Beaufort	265	152	57.4%
USC Upstate	805	525	65.2%
Winthrop University	1,074	768	71.5%
Subtotal	9,563	6,822	71.3%

A total of 244 students completed the following survey. All respondents did not rate all offices. Students were also asked how important the level of customer service received from faculty and staff is to them. The scale ranged from 1 (not at all important) to 6 (very important). The mean score was 5.8, with 87% of the 242 respondents to this question indicating “very important” (6).

7.2-3 SC State Students’ Customer Service Ratings

Rank	Office / Function	Mean	# Students Rating	% Rating Excellent (6)
1	Bookstore	4.9	228	44%
2	Athletics/Ticket Office	4.8	156	37%
3	Your Major Department’s Office	4.7	233	45%
4	Career Development	4.7	155	37%
5	Your Dean’s Office	4.6	179	43%
6	Miller F. Whittaker Library	4.6	226	32%
7	Brooks Health Center/Infirmary	4.6	188	35%
8	Counseling & Self-Development	4.5	118	38%
9	Office of the President	4.4	127	34%
10	Student Success & Retention	4.2	167	31%
11	Admissions	4.0	203	24%
12	Cashier	4.0	233	24%
13	Bulldog Connection (UCITS)	3.8	220	16%

14	Card One	3.8	216	21%
15	Student Affairs	3.8	170	27%
16	Washington Dining Hall	3.8	200	15%
17	Registrar's Office	3.5	215	14%
18	Campus Police	3.4	206	17%
19	Financial Aid	3.3	231	11%
20	Housing	3.2	198	14%
21	The Pitt	3.2	214	11%
22	Accounts Receivable/Assessment	2.9	241	9%

Rating scale 1-poor to 6-excellent

7.2-4 Mean Difference Comparisons of Fall 2007 Freshmen and Fall 2008 on Scales of the Student Satisfaction Inventory (SSI)

SCALE	FALL 2007 \bar{X}	FALL 2008 \bar{X}
	DIFFERENCE	DIFFERENCE
Student Centeredness	-.37	-.71
Campus Life	-.18	-.45
Instructional Effectiveness	-.30	-.55
Recruitment and Financial Aid	-.28	-.77
Campus Support Services	-.35	-.48
Academic Advising	-.27	-.41
Registration Effectiveness	-.27	-.75
Safety and Security	-.75	-.86
Concern for the Individual	-.26	-.56
Service Excellence	-.31	-.70
Responsiveness to Diverse Population	-.28	-.47
Campus Climate	-.42	-.73

The Office of Quality Assurance conducted a survey during the Summer Orientations in 2008. Using a scale from 1 (very dissatisfied) to 5 (very satisfied) , the Office of Financial Aid received a 4.4 regarding the information provided and a 4.0 regarding transactional processing from students. Additionally, the parents provided an overall rating of 4.5 regarding the information provided. Based upon these results, it appears that the Office of Financial Aid has an overall approval rate of 86%.

7.2-5 Career Activities with Stakeholders

ACTIVITIES	PURPOSE/FUNCTION
Graduate and Professional Schools Day (October 02, 2008) 24 Exhibitors; 110 students attended	The purpose is for representatives from graduate and professional schools to share information, such as application packages, fellowships, programs offerings and etc with students who are interested in advanced degrees.
Career Fair (September, 24, 2008) 60 Exhibitors; 300 students attended	Employers from nationwide corporations and agencies recruit students for career opportunities. (permanent, internship, co-op or part-time employment)
Career Expo February 19, 2009, 65 Exhibitors; 480 attended	A collaborative endeavor between South Carolina State University, Claflin University and Orangeburg Calhoun Technical College to render excellence and equity as we provide career opportunities for all students.
Educator's Day April 2, 2009, 38 Schools; 200 students attended	The purpose is for school administrators – across the nation - to actively recruit seniors, graduates and veterans for permanent employment.
Business and Industry Cluster (February 19, 2009, Business Meeting Class Visits, Networking Session)	To determine and integrate the best business practices and technologies into the SC State instructional program with the goal of producing graduates equipped for work in today's global economy.
John Ford Middle School February 26, 2009, 45 students participated	Shadowing program- to expose middle school students to different careers in Higher Education.
Information Sessions Campus Recruiting/ (Gieco, US Customs, Disney, SC Federal Bank, Verizon, Data System Tech., ADP, A to Z, Walgreens, Target, Milliken, SPAWAR, SC Department of Transportation, Okonite, Albany Technical College, Bi-Lo, Duke Energy)	To identify and implement key initiatives designed to enhance students overall readiness skills to enter the global workforce by actively recruiting students for internship/permanent opportunities to gain experience with a well prominent company and fostering university's partnership.
Bulldog Fest April 8, 2009, 7 exhibitors; 50+ students attended	In conjunction with Campus Activities to offer students internship/co-op opportunities. To bring awareness of job prospects within their organizations.
Nuclear Industry Career Fair February 5, 2009 Representatives - Duke Energy, SCANA, The Shaw Group, Electric Power Research Institution (EPRI), IBEW and Washington Group International; 100 students attended	CC in conjunction with North American Young Generation in Nuclear (NAYGN) gave brief presentations on the nuclear industry combined with questions and answer sessions to help students acquire an adequate understanding of the nuclear industry and to dispel common misconceptions. WIS-TV covered the event which featured April Cox (May 2009 MET graduate). Ms. Cox has a position with Areva Mox one of the participants.

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

Major factors in financial performance include enrollment data on which state funding is based, full-time equivalency, fundraising, research and grant dollars received, and tuition and fees. Distribution of these funds while adjusting to decreasing funds from state appropriations is an indicator of the level of cost containment and fiscal responsibility in university operations.

7.3-1 SCSU Headcount Enrollment Trends 2004-2008

Fall Semesters 2003-2007					
	2004	2005	2006	2007	2008
Undergraduate	3,704	3,888	3,839	4,323	4,153
Graduate	590	558	545	610	735
TOTAL	4,294	4,446	4,384	4,933	4,888
Full-Time	3,604	3,786	3,759	4,298	3,994
Part-Time	690	660	625	635	894
TOTAL	4,294	4,446	4,384	4,933	4,888

Source: SCSU 2008-09 Fact Book

7.3-2 - Percent Change - Total Headcount Enrollment

	2008 Over 2007	2008 Over 1999
The Citadel	0.8%	-16.1%
Coastal Carolina University	3.6%	76.7%
College of Charleston	0.5%	-2.2%
Francis Marion University	4.0%	5.4%
Lander University	8.6%	-9.3%
SC State University	-0.9%	5.7%
USC Aiken	-1.1%	1.9%
USC Beaufort	2.8%	32.7%
USC Upstate	3.0%	34.0%
Winthrop University	-2.1%	7.0%

Source: 2009 South Carolina Higher Education Statistical Abstract

7.3-3 Five-Year Analysis of Total Fall FTE and Credit Hour Production

	2004	2005	2006	2007	2008
FTE	3975.84	4164.06	4104.56	4643.96	4357.45
CrHr	58,509	61,352	60,475	68,364	64,044

Source: SCSU 2008-09 Fact Book

7.3-4 State Education Recurring Appropriations for SC State University

Year	Amount	Change
2004-2005	20,210,171	-3.2%
2005-2006	21,040,022	4.1%
2006-2007	21,769,768	3.5%
2007-2008	24,386,739	12.0%
2008-2009	18,065,137	-25.92
%Change 2004/05 to 2008/09= -10.61%		

Source: SC Higher Education Statistical Abstract, 31st edition

7.3-5 Alumni Giving

Reunion Gifts	
Homecoming Weekend Class Gift - \$ 10,000.00	
Alumni Weekend Class Gift - \$ 415,720.00	
Alumni Private Giving (07/01/08-06/30/09)	
Alumni (Individual Gifts)	\$765,573.70
National Alumni Association / Alumni Chapter Gifts	\$73,195.00

7.3-6 Analysis of Student Tuition and Required Student Fees For Full-Time Undergraduate Students, Academic Year 2007-2008

Comprehensive Teaching Institutions	Summary of Required Fees According to Use (Tuition & Fees)						Total
	Education & General		Dedicated Fees		Debt Service & Capital		
The Citadel	\$5,981	71.2%	\$1,947	23.2%	\$475	5.7%	\$8,403
Coastal Carolina Univ.	6,910	79.9%	390	4.5%	1,350	15.6%	8,650
College of Charleston	6,444	76.7%	934	11.1%	1,022	12.3%	8,400
Francis Marion Univ.	7,242	94.3%	0	0.0%	440	4.3%	7,682
Lander University	7,840	93.6%	350	4.2%	190	2.3%	8,380
SC State University	7,094	90.9%	140	1.8%	572	7.3%	7,806
USC Aiken	6,986	92.8%	64	0.8%	482	6.4%	7,532
USC Beaufort	6,670	95.3%	0	0.0%	330	4.7%	7,000
USC Upstate	6,682	80.1%	950	11.4%	710	8.5%	8,342
Winthrop University	9,730	87.3%	188	1.7%	1,222	11.0%	11,140

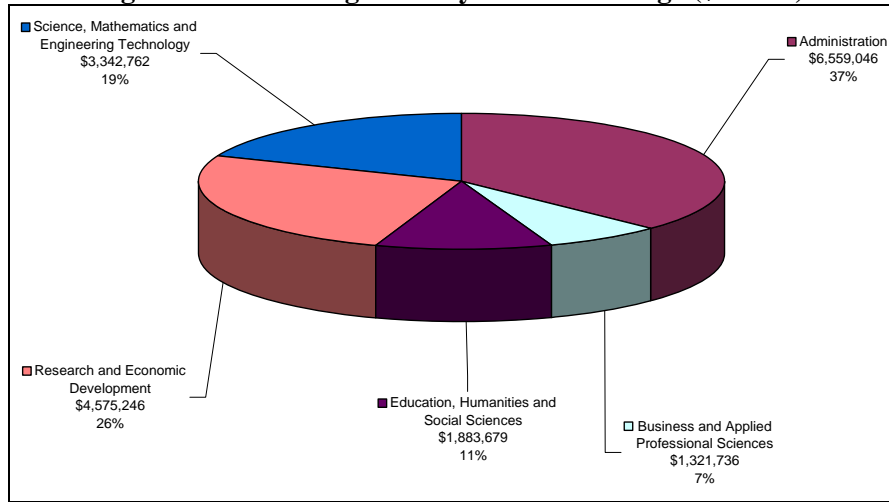
Source: South Carolina Higher Education 2009 Statistical Abstract

7.3-7 Cost of Full-time Student Housing Per Academic Year 2007-08

	Dormitory/Board
The Citadel	5,750
Coastal Carolina University	6,970
College of Charleston	8,999
Francis Marion University	6,024
Lander University	6200
SC State University	7,294
USC Aiken	6,940
USC Beaufort	7,119
USC Upstate	6,400
Winthrop University	6,320

Source: SC Higher Education Statistical Abstract, 31st edition

Figure 7.3-1 Funding Level by Division/College (\$17.7M)



Source: Office of Sponsored Programs

7.3-8 Funding Sources for 2008/09

Clarkson Aerospace, Inc.	\$100,000
Integrated Station Information Systems	\$79,924
Life Support, Inc.	\$90,000
Morehouse School of Medicine	\$9,841
National Aeronautics and Space Administration (NASA)	\$70,688
National Collegiate Athletics Association	\$45,000
National Science Foundation (NSF)	\$1,820,628
Nuclear Regulatory Commission (NRC)	\$200,000
Savannah River Site	\$474,000
South Carolina Department of Education	\$1,740,591
Thurgood Marshall Fund	\$50,000
United States Regulator Commission	\$204,606
United States Agency for International Development	\$728,000
United States Department of Agriculture (USDA)	\$515,435
United States Department of Education	\$7,444,246
United States Department of Energy	\$2,093,870
United States Department of Health and Human Services	\$462,353
United States Department of Homeland Security	\$50,000
United States Department of Transportation	\$735,264
United States Small Business Administration	\$339,194
First Steps 4K Expansion Program	\$81,860
South Carolina Research Authority (SCRA)	\$346,970
Total	\$17,682,470

Source: Office of Sponsored Programs

7.3-9 Fall 2008 Scholarship Disbursements

Comprehensive Teaching Institutions	Palmetto Fellows		Life		HOPE		Need-Based Grants		Total	
	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.
The Citadel	17	69,300	323	839,192	57	79,800	103	102,255	500	1,090,547
Coastal Carolina	67	271,500	1,157	3,083,750	234	325,500	452	300,703	1,910	3,981,453
College of Charleston	463	1,855,649	2,183	5,805,542	136	189,837	506	581,777	3,288	8,432,805
Francis Marion	47	195,575	836	2,360,080	173	241,294	683	510,091	1,739	3,307,040
Lander University	36	137,950	581	1,561,296	195	273,000	317	313,481	1,129	2,285,727
South Carolina State	3	10,050	404	1,081,136	65	91,000	874	775,600	1,346	1,957,786
USC Aiken	38	152,853	829	2,286,148	166	231,524	292	281,354	1,325	2,951,879
USC Beaufort	9	31,355	178	453,750	53	74,200	68	81,436	308	640,741
USC Upstate	60	242,350	1,097	3,112,446	201	280,336	629	578,208	1,987	4,213,340
Winthrop	178	676,590	1,495	3,898,625	234	325,430	611	631,805	2,518	5,532,450
Total	918	3,643,172	9,083	24,481,965	1,514	2,111,920	4,535	4,156,709	16,050	34,393,766

7.3-10 SC State Research Funds by College/Division

DEPARTMENT	COLLEGE/DIVISION	AMOUNT	FUNDING AGENCY
WSSB Radio Station	Administration	\$79,924	Integrated Station Information System
Student Support Services	Academic Affairs	\$248,063	United States Department of Education (USDOEd)
BCO Hub	Academic Affairs	\$599,033	South Carolina Department of Education (SCDoEd)
BCO Hub	Academic Affairs	\$579,783	SCDoEd
BCO Hub	Academic Affairs	\$57,978	SCDoEd
Title III	Academic Affairs	\$3,736,187	(USDOEd)
Title III	Academic Affairs	\$1,203,237	(USDOEd)
Athletics	Athletics	\$45,000	National Collegiate Athletic Association
Accounting, Agribusiness and Economics	Business and Applied Professional Sciences	\$199,653	United States Department of Agriculture
Small Business Development Center		\$72,528	United States Small Business Administration (SBA)
Small Business Development Center		\$12,996	(SBA)
Small Business Development Center		\$27,651	University of South Carolina Small Business Center and SBA
Small Business Development Center		\$226,019	United States Small Business Administration (SBA)
Accounting, Agribusiness and Economics		\$228,000	United States Agency for International Development
Nursing		\$368,470	United States Department of Health and Human Services (DHHS)
Accounting, Agribusiness and Economics		\$120,000	United States Department of Agriculture (USDA)
		\$32,002	(SCDoEd)
		\$34,418	(SCDoEd)
Felton Laboratory School	Education, Humanities & Social Sciences	\$75,000	(SCDoEd)
Felton Laboratory School		\$3,000	(SCDoEd)
Felton Laboratory School		\$9,500	(SCDoEd)
Felton Laboratory School		\$63,180	(SCDoEd)
Felton Laboratory School		\$23,600	(SCDoEd)
Social Work		\$93,883	(DHHS)

DEPARTMENT	COLLEGE/DIVISION	AMOUNT	FUNDING AGENCY
Education	Education,	\$30,874	(SCDoEd)
Education	Humanities & Social	\$50,000	Thurgood Marshall Fund
Teacher Education	Sciences	\$16,387	(SCDoEd)
Teacher Education		\$20,655	(SCDoEd)
Human Services		\$150,000	(USDOEd)
Child Development Learning Center		\$81,860	
Human Services		\$100,000	(USDOEd)
Human Services		\$335,559	(USDOEd)
Education		\$170,000	SCDoEd
Felton Laboratory School		\$25,181	SCDoEd
Human Services		\$35,000	United States Department of Education (USDOEd)
Human Services		\$100,000	(USDOEd)
Human Services		\$350,000	(USDOEd)
Human Services		\$150,000	(USDOEd)
Research and Economic Development	Research and Economic Development	\$250,000	United States Department of Education USDoEd
Research and Economic Development		\$333,600	USDoEd
Research and Economic Development		\$226,600	USDoEd
Research and Economic Development		\$226,000	USDoEd
Research and Economic Development		\$90,000	Life Support, Inc.
Research and Economic Development		\$153,782	United States Department of Agriculture
University Transportation Center		\$1,968,000	
University Transportation Center		\$50,000	United States Department of Homeland Security
University Transportation Center		\$648,000	United States Department of Transportation (USDOT)
University Transportation Center		\$37,500	(USDOT)
University Transportation Center		\$49,764	(USDOT)
Research and Economic Development		\$42,000	United States Department of Agriculture (USDA)
Research and Economic Development		\$500,000	United States Agency for International Development
Mathematics & Computer Science	Science, Mathematics and Engineering Technology	\$499,628	National Science Foundation
Biological & Physical Sciences		\$21,000	National Science Foundation
Civil & Mechanical Engineering		\$220,470	
Industrial and Electrical Engineering		\$2,000	NASA
		\$274,000	Savannah River Site
		\$85,000	Clarkson Aerospace, Inc.

DEPARTMENT	COLLEGE/DIVISION	AMOUNT	FUNDING AGENCY
Industrial and Electrical Engineering		\$15,000	Clarkson Aerospace, Inc.
Science, Mathematics and Engineering Technology	Science, Mathematics and Engineering Technology	\$16,000	Nuclear Regulatory Commission
Science, Mathematics and Engineering Technology		\$200,000	Nuclear Regulatory Commission
Science, Mathematics and Engineering Technology		\$138,606	United State Regulatory Commission
Science, Mathematics and Engineering Technology		\$125,870	United States Department of Energy (DOE)
Science, Mathematics and Engineering Technology		\$50,000	United State Regulatory Commission
Science, Mathematics and Engineering Technology		\$126,500	South Carolina Research Authority
Biological and Physical Sciences		\$1,300,000	National Science Foundation
Biological and Physical Sciences		\$68,688	National Aeronautics and Space Administration
Biological and Physical Sciences		\$200,000	Savannah River Site
Counseling and Psychometric Center		Student Affairs	\$9,841
TOTAL AMOUNT AWARDED FOR F.Y. 09		\$17,682,470	

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, workforce climate including workplace health, safety, and security?

Workforce honors and awards, engagement in professional development activities, community service, involvement in research/grant-writing, wellness activities, and faculty salaries identify levels of performance and satisfaction.

Honors and Awards

- The University Teacher of the Year was Dr. Angela Shaw-Thornburg, Assistant Professor of English
- Department of Business Administration faculty member Dr. Brizek published a book, and was an Editorial Board Member for three Journals. Chair, Dr. Gonsalves, was Editorial Board Member for two Journals. He was also Track Chair, Electronic Commerce I at the Global Information Technology Management 9th World Conference.
- FCS faculty members published 3 articles, directed 5 grants, presented 7 papers at professional meetings, and participated in other professional, community, and university activities.
- Dr. M Evelyn Fields, Chair of the Department of Teacher Education, had an article published in the Fall 2008, South Carolina Teacher Education Journal entitled “Teaching With Differences In Mind: What A Difference It Makes.

- Dr. M. Evelyn Fields received the Ralph Witherspoon Award from The South Carolina Association for the Education of Young Children (SCAEYC), an affiliate of the National Association for the Education of Young Children (NAEYC).
- The faculty in the Department of Educational Leadership in the School of Graduate Studies published 1 book chapter, 5 articles and 6 encyclopedia entries and delivered 3 paper presentations at national conferences.
- Ms. Adrienne C. Webber attended the 2009 Summer Fellow of Vanderbilt University's Peabody College in Nashville, Tennessee.
- Director of the SC State Counseling Center was selected for the 5th Annual Howard University Faculty Entrepreneurial Leadership Institute

Personal Workforce Accomplishments

- The Office of the Registrar launched the latest graphic-enhanced and web-based version of Degree Audit-CAPP-Curriculum and Program Planning to improve student advising by providing prospective and current students web based degree audits and “what ifs” for current and future terms
- Keeling & Associates, LLC (K&A) developed and delivered a series of professional development activities, including a comprehensive workshop, for the Division of Student Affairs of South Carolina State University (SC State) on August 3-4, 2008.
- The Department of Public Relations and Marketing launched the SC State TV show “A New State of Mind,” and secured the show in three markets to include: Charleston, S.C., Greenville, S.C., and Orangeburg S.C.; secured University guests with national/international presence, such as author/talk show host Tavis Smiley, actress/author Terry McMillan, and rapper/activist Bow Wow
- The Office of Institutional Research secured Title III funds for the completion of Phase I of establishing a data warehouse to support evaluation of performance and management decision-making

Health Involvement of the Workforce

- A total of 657 students, faculty and staff utilized the weight room.
- There were a total of 20 men teams and 4 women teams in various intramural sports.
- The health center collaborated with several student organizations and local and regional community group for several health activities/program during the academic year.

7.4-1 Health Center Activities

September	HIV/AIDS Update featuring Wayne A. Duffus, MD, PhD Director, HIV and STD Division Bureau of Disease Control SC Department of Health & Environmental Control Assistant Professor of Medicine at USC School of Medicine Breast Cancer Awareness with the national tour of “Komen on the Go” and computerized interactive cancer awareness tour bus.
October	Breast Cancer Awareness/ Candlelight Walk featuring Cancer survivors’ personal challenges and this year we had the spouse of one survivor to share his feelings. Oh My Aching Feet featuring Dr. Kevin Ray, Podiatrist, SC State Alumnus sharing experiences regarding foot injuries, applications for toes; shoes proper sizing, high heels, flip flops, etc; socks or no socks and tips for happy feet.
November	Cancer Education Training Seminar for student faculty and community. Walgreens “Take Care” Health Tour a nationwide health screening provided free health screenings for our campus community Diabetes Awareness and Great Smoke Out to promote our Tobacco Smoke-Free campus. Pre World AIDS Day awareness featuring HIV/AIDS Activist Roxanne Hanna-Ware from California sharing her personal challenge through the “Spoken Words”
December	World AIDS Day awareness with a candle light walk through campus to recognize and remember those persons living with the HIV virus and for those who have passed related to AIDS.
January	HPV/HIV/AIDS awareness to provide and promote health information regarding cervical cancer closely related to the HPV virus.
February	Minority Community Based Organization HIV/AIDS Summit with Luncheon Speaker Dr. Andre Rawls DHEC HIV/AIDS Director. There was a session specifically for students, “Leaving Your Mark: Enhancing Student Organization” Sexual Responsibility and Black HIV/AIDS Awareness featuring Atlanta based HIV/AIDS Activist, Denise Stokes
April	Annual Health Fair in conjunction with the Run for the Dream Run/Walk with free Prostate Cancer screening with MUSC.

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

Fall	Professor	Associate Professor	Assistant Professor	Lecturer & Instructor	Total	Percent With Tenure
2008	39	62	91	32	224	
2007	39	64	86	26	215	61%
2006	31	61	83	25	203	64%
2005	36	47	83	24	190	62%
2004	51	48	73	29	211	61%

Source: *SCSU 2008-09 Fact Book*

7.4-3 Comparison of Average Salary for Full-Time Teaching Faculty by Rank at SCSU

Year	Professor	Associate Professor	Assistant Professor	Instructor	Average
2004-2005	\$62,599	\$56,815	\$47,811	\$49,962	\$53,983
2005-2006	\$64,848	\$58,297	\$49,066	\$38,422	\$52,995
2006-2007	\$66,193	\$60,283	\$51,137	\$38,968	\$54,686
2007-2008	\$72,648	\$64,220	\$54,963	\$42,550	\$59,425
2008-2009	\$74,043	\$64,714	\$57,758	\$43,715	\$60,512

Source: SCSU 2008-09 Fact Book

**7.4-4 Average Salaries of Full-Time Teaching Faculty
(2008-09, Nine-Month Contract Basis)**

Comprehensive Teaching Institutions	# in Rank	Professor	# in Rank	Associate Professor	# in Rank	Assistant Professor	# in Rank	Instructor	Total # in Rank	Average All
The Citadel	59	\$79,907	52	\$67,693	62	\$54,035	0	\$0	173	\$66,964
Coastal Carolina	48	82,159	65	67,679	117	58,005	21	44,910	251	64,034
College of Charleston	124	80,548	150	65,407	164	59,008	63	47,792	501	64,845
Francis Marion	61	76,302	37	60,470	86	51,834	15	46,744	199	60,556
Lander	25	53,330	28	49,484	49	34,919	24	34,134	126	41,659
SC State	39	74,043	62	64,714	91	57,758	32	43,715	224	60,512
USC Aiken	30	74,435	37	59,896	42	49,249	42	42,440	151	54,968
USC Beaufort	9	69,571	15	61,916	14	51,807	15	45,592	53	55,926
USC Upstate	38	74,038	38	60,334	66	52,181	72	45,883	214	55,391
Winthrop	63	75,968	100	65,780	83	53,895	46	43,364	292	61,068

Source: South Carolina Commission on Higher Education Fall 2008 Full-Time Faculty Report

7.4-5 Higher Education Degrees Supported

Title III Support

Ph.D. Library Science
Ph.D. Music Technology
Ph.D. Rehabilitation Counseling
Ph.D. Graduate Certificate in Marketing
Ph.D. Civil Engineering
Ph.D. Mathematics
Total spent on Higher Education Degrees - \$53,768
Total spent on other Faculty Development Activities - \$ 115,647
Grand Total on Faculty Development -- \$169,415

7.4-6 Faculty Development Activities 2008-09

Department	# of Conferences/Workshops Attended by faculty	# of Faculty attending Conferences/Workshops
Education	12	11
Social Sciences	11	8
Human Services	19	15
Visual & Performing Arts	52	13
English & Modern Languages	19	13
Family & Consumer Sciences	8	11
Health Sciences	33	14
Accounting, Agribusiness & Economics	7	4
Business Administration	34	8
Military Science	6	4
Biological & Physical Science	131	28
Math & Computer Science	79	27
Civil & Mechanical Engineering	13	4
Industrial & Electrical Engineering	4	5
School of Graduate Studies	5	3

7.4-7 Professional Development Sessions July 1, 2008 – June 30, 2009

New Employees Orientation
Budget Management with Microsoft Excel
Motivating Employees: Carrots Over Sticks
Microsoft Office Outlook 2003
Identity Theft
Effective Communication: Getting Your Message Across
Microsoft Office Basic Excel
Living Will
Managing Conflict in the Workplace
The Eleven Commandments of Customer Service
Workplace Violence
Role of Mid-Level Managers
Increasing Student Motivation: It's Easier Than You Think
Re-Centering Teaching: Promoting Active Learning
Critical Thinking & Problem Solving: Teaching & Evaluating Higher Order Thinking
Stepping Into Technology: Brief Hybrids, eClips & Repositories
Assessment as a Guide to learning: Introduction to Rubrics
Designing Lectures for Learning
Assessment Strategies: Working with Evaluation & Testing in Your Course
Introduction to Employment Law
Getting It All Together: Time Management & Organization

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

Accreditation of programs demonstrates the effectiveness of the academic programs to maintain quality standards required of their national associations. Many of the outreach activities included within section 7.6 address stakeholder needs. Extracurricular activities promote student development; employment opportunities for students; a living/learning environment that promotes continuous engagement of students; adequate utilization of facilities; and continuing external partnerships demonstrate institutional effectiveness and operational efficiency.

7.5-1 2008-09 Senior Exit Survey Data

	Fall 2008		Spring 2009	
Employment				
Yes	73	69.0%	112	74.0%
No	33	31.0%	39	26.0%
Total	106	100.0%	151	100.0%
Approximate Salary				
Less than \$25,000	23	29.0%	30	28.0%
\$25,000-\$30,000	19	24.0%	13	12.0%
\$30,000-\$35,000	13	16.0%	21	20.0%
\$35,000-\$40,000	13	16.0%	19	18.0%
Over \$40,000	12	15.0%	23	22.0%
Total	80	100.0%	106	100.0%

Source: SCSU Institutional Research, Survey Data

7.5-2 Capacity/Enrollment Ratio

Institution	Assignable Square Footage (ASF) of Instructional & Library Facilities	Total Weekly Student Clock Hours	Capacity/Enrollment Ratio
Citadel (Main)	104,331	39,823.16	2.62
Coastal Carolina	116,354	100,381.16	1.16
College of Charleston (Main)	177,467	128,437.58	1.38
College of Charleston	8,504	2,504.25	3.40
Francis Marion	64,745	30,192.40	2.14
Lander	87,251	34,905.44	2.50
SC State	129,610	55,526.41	2.33
USC Aiken	65,745	31,803.74	2.07
USC Beaufort (Main)	9,837	3,160.33	3.11
USC Beaufort (South)	20,844	11,155.41	1.87
USC Upstate	97,650	55,767.66	1.75
Winthrop	170,711	81,148.07	2.10
Teaching	1,053,049	574,805.61	1.83

In analyzing and comparing C/E ratios, it should be noted that relatively low ratio generally indicates high level of space utilization. Source: CHEMIS Fall 2008

Student Engagement:

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

- SC State Cheerleaders won the 2009 MEAC Cheerleaders COED Division Championship for the 2nd year in a row.
- March 13, 2009, Ms. SC State Uchechi Egbuhuzo placed First runner-up in the Miss MEAC at the MEAC Basketball Tournament in Winston Salem, NC.
- SC Cheerleaders took First Place in the MEAC Cheerleaders Competition at the MEAC Tournament in Winston Salem, NC.
- Both the men’s and women’s team captured MEAC tournament titles and earned berths in the prestigious NCAA Tennis Championship.
- The Football Championship Subdivision (FCS) nationally-ranked football team compiled a 10-3 overall mark and was undefeated (8-0) in the MEAC to capture the school’s first outright championship since 1994 and a FCS playoff appearance for the first time since 1982.
- The football team finished 13th in both major FCS polls and was second in the final Sheridan Broadcast Network (SBN) poll.
- The Volleyball program finished second in the MEAC Southern Division and the coach was named MEAC Volleyball Coach of the Year.
- Tempest Vance won the pentathlon at the MEAC Indoor Championship with a record 3630 points.
- The Women’s Outdoor Track and Field team received NCAA public recognition for Outstanding APR.
- In Men’s Golf, freshman Roberto Cacho became the first Bulldog since 1991 to capture medalist honors at the PGA Minority Collegiate Golf Championship.
- Sixty-three students participated in the Campus Activities Board First Black History Trivia conducted during the month of February 2009. Fourteen students emerged as winners.

7.5-3 Square Feet of Academic Facilities Per FTE Student

Institution	ASF Academic Support Facilities	FTE Enroll	SF Academic-Support Facilities/FTE
Citadel	377,694	3,106.52	121.58
Coastal Carolina	450,822	7,609.18	59.25
College of Charleston	794,237	9,805.74	81.00
Francis Marion	358,047	3,358.11	106.62
Lander	328,756	2,377.40	138.28
SC State	626,082	4,357.58	143.68
USC Aiken	362,385	2,729.68	132.76
USC Beaufort	119,036	1,192.53	99.82
USC Upstate	413,858	4,545.63	91.05
Winthrop	722,481	5,363.43	134.71
Teaching	4,553,398	44,445.80	102.45

ASF- Assignable Square Feet

Source: CHEMIS Fall 2008

7.5-4 Library Services

	2005	2006	2007	2008
Total Reference Activity	3,364	2,820	3,008	2,630
General Reference Inquiries	853	709	693	762
Telephone Inquiries	148	118	21	162
LIBRARY INSTRUCTION				
Freshmen Seminar University 101				
# of Classes	24	27	36	37
Attendees	433	950	1,388	1,160
Subject Instruction				
# of Classes	59	62	62	61
Attendees	894	1,520	1,220	1,436
Others (School & Org)				
# of Classes	16	5	3	2
Attendees	216	92	349	314

Partnerships: These arrangements, in addition to providing support that reduces financial costs in program operation, also represent a level of stakeholder satisfaction with the University through continued relationships.

- The Business Program Executive Speakers Series featured 16 guest speakers from a variety of industries to present and interact with students as part of the Leadership and Professional Development program.
- The Business Program held the inaugural Leadership Symposium funded by \$25,000 donated by Blue Cross Blue Shield, Time Warner Cable and Shaw Areva Mox. Three BCBS Leadership awards were provided to students and one scholarship will be awarded in the fall.
- Biological & Physical Sciences Chairperson, Dr. Judith Salley, is the collaborative partner with the Medical University of South Carolina on a proposal entitled “Center of Economic in Cancer Disparities Research”, submitted to the State of SC Center of Economic Excellence. The grant was funded in the amount of \$1.2 million. SCSU is the first HBCU to participate in a CoEE grant.
- Dr. Donald Walter conducted a balloon research workshop on campus in April 2009 that included participants from Orangeburg-Calhoun Technical College, Medgar Evers College, the University of Houston – Downtown and SCSU. Two launches included sending ozone detection devices nearly 20 miles (100,000 feet) into the atmosphere.
- SC State University (SC State) and Colorado State University (CSU) continued to collaborate on a project to bring students from both campuses together to create working teams dedicated to servant leadership principles, with the goal to complete both domestic and international projects. The mission of the “Shades of Promise” project is to address culture and ethnic issues.
- Sponsored Programs hosted a site visit on technology transfer and intellectual property, presented by Dr. Rose Glee, PI as part TECHLink Partnership Consortium with Florida A&M University (August 19, 2008)

- In an attempt to engage the South Carolina business sector, a Power Lunch Series initiative was designed to address building a Student Affairs partnership with the state-wide business sector.

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; and*
- d) organizational citizenship in support of your key communities?*

Results of strategic planning objectives are included in the annual strategic plan reports at www.scsu.edu/facultystaff/institutionaleffectiveness/reports.aspx. Leadership and social responsibility are demonstrated through the level of involvement of the University within the community through outreach programs, participation in community organizations, participation by the President in the meetings of the local Rotary Club and Chamber of Commerce. Accreditation of programs and services informs stakeholders of the quality of the programs and services at SC State University.

Community Outreach

- Family and Consumer Sciences faculty members serve on the Edisto Habitat for Humanity Board; the CBAPS Dean serves on the Orangeburg YMCA Board; and the Accounting Chair serves as treasurer on the Board of the Mental Health America of Orangeburg County and provides volunteer accounting services to the Minority Aids Council of Orangeburg County
- The Office of Student Life and Leadership sponsored the Adopt-A-Child program in conjunction with the Universities Annual Christmas Tree Lighting. Over 135 children were presented gifts by more than 50 student organizations, departments and individuals, making this the largest Adopt-A-Child activity in the university's history.
- The College raised over \$4,300 for Relay for Life and had over 50 participants in the walk on Friday April 24.
- CBAPS faculty members read to children at the Child Development Learning Center during the National Week of the Young Child.
- The Accounting Program sponsored the VITA program to assist area residents with income tax preparation. Accounting students gained valuable experience while helping to serve our community. Professor Joseph Onyeocha coordinated this program.
- SC State Division of Student Affairs hosted *2009 Summer Camp* for the entire family, by convening various day-to-day learning activities.
- The 1890 Extension Program assisted the Orangeburg Area Boys and Girls Club in obtaining a grant totaling \$300,000 to establish 21st Century After-school Programs in Orangeburg Area Elementary Schools.
- The 1890 Extension Program provided approximately 50 hours of training, at no cost to the child care providers. An estimated 526 participants attended child development training during the FY 08-09 fiscal year. Thirty-eight child care centers from 7 counties in the state were represented. The average cost of a class is \$30.00, which generates an average saving of \$15,780.00.

- 1890, in collaboration with the construction and engineering firm Henkels & McCoy, Inc., conducted Tech-Bridge Summer Camps in various counties throughout the State of South Carolina. It is a five-week academic camp for rising seventh and eighth grade students. Program objectives include academic enhancement in reading, math, and writing through the use of technology.
- Evans-Allen Research funded 19 research projects, whose focus areas include: sustainable agriculture, food safety & nutrition, community leadership and economic development, and education reform as well as youth and family development. Three projects address the needs of young people. The projects focus on healthy eating/ healthy lifestyles, obesity as well as academic enhancement. Another research project of interest dealt with GIS/hydrology flood warning system for first responders in rural areas.
- A Community Learning/Resource Center was established in Allendale, South Carolina, a socially isolated, economically depressed, and resource poor community. The Center contains a computerized lab with audio/video resources for academic tutoring/training, and career exploration, community training activities, internet access, and technology education/training; a conference room with audio/video resources for community conferences/training activities; and a resource “library” with printed materials (study guides, parent/family information booklets; GED, ACT, SAT test preparation materials, etc.).
- GEAR UP provided services to 485 Ninth Graders at Lake Marion High School, Santee, SC and Allendale-Fairfax High School, Allendale, SC. Direct services to students included tutoring, mentoring, counseling, enrichment instruction, workshops, field trips, college visits and college preparatory and financial aid sessions.
- ETS served at least 500 Middle and High School Students at Burke Middle and High Schools, Charleston, SC; Allendale-Fairfax Middle and High Schools, Allendale, SC; and Manning Middle and High Schools, Manning, SC. Services provided included tutorial services, academic advisement, college admissions, financial aid assists, college exposure and personal counseling.
- UBMS provided services to 70 students in six South Carolina High Schools (Allendale-Fairfax, Blackville-Hilda, Denmark-Olar, Lake Marion, Manning, and Scotts Branch). Fifty students attended its six-week summer residential program implemented at SCSU this year.
- EOC provided College and Financial Aid information and application assistance to 1,000 participants in 10 South Carolina counties (Allendale, Bamberg, Barnwell, Calhoun, Clarendon, Colleton, Hampton, Jasper, Orangeburg and Williamsburg).
- The Office of Institutional Research served as the coordinating unit for the United Way Employees’ Campaign.

7.6-1 Institutional Accreditations

Academic Program Accreditations
South Carolina State University Commission on Colleges of the Southern Association of Colleges and Schools 1866 Southern Lane Decatur, Georgia 30033-4097 telephone number 404-679-4501
Teacher-Education programs National Council for the Accreditation of Colleges of Teacher Education (NCATE)
Family and Consumer Sciences programs American Association of Family and Consumer Sciences (AAFCS)
Speech Pathology and Audiology Program Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASLHA)
Food and Nutrition Program American Dietetic Association (ADA)
Social Work Program Council for Social Work Education (CSWB)
Rehabilitation Counseling Education Program Council of Rehabilitation Education, Inc. (CORE)
Nursing Program Commission on Collegiate Nursing Education (CCNE)
Music Program National Association of Schools of Music (NASM)
Computer Science Program Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET)
Civil, Electrical, Industrial & Mechanical Engineering Technology Accreditation Board for Engineering and Technology, Inc. (TAC/ABET)
Business Programs Association to Advance Collegiate Schools of Business (AACSB) International.
Nuclear Engineering Program Accreditation Board for Engineering (ABET)
Non-Academic Programs
Counseling and Self-Development Center International Association of Counseling Services, Inc.
Child Development Learning Center National Academy of Early Childhood Programs

7.6-2 Accreditation Degree-Granting Programs

Institution	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
Citadel	17	17	100%
Coastal Carolina University	5	4	80%
College of Charleston	8	8	100%
Francis Marion University	6	4	67%
Lander University*	7	6	86%
SC State University	16	15	94%
USC Aiken	3	3	100%
USC Beaufort	3	0	Program approved 2004
USC Upstate**	4	4	100%
Winthrop University	13	13	100%

Source: A Closer Look at Public Higher Education in South Carolina, January 2009