

## Accountability Report Transmittal Form

Agency Name South Carolina State University

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# **SOUTH CAROLINA STATE UNIVERSITY**



## **2010-2011 ACCOUNTABILITY REPORT**

# TABLE OF CONTENTS

<b>SECTION I: EXECUTIVE SUMMARY.....</b>	<b>1</b>
Purpose, Mission, Vision and Values .....	1
Major Achievements for 2010-2011 .....	1
Key Strategic Goals .....	3
Key Strategic Challenges .....	3
How the Accountability Report Is Used to Improve Performance .....	3
<b>SECTION II – ORGANIZATIONAL PROFILE.....</b>	<b>4</b>
Organizational Structure .....	8
Appropriations/Expenditures Chart .....	9
Major Program Areas Chart.....	10
<b>SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA .....</b>	<b>12</b>
Category 1 – Senior Leadership, Governance and Social Responsibility .....	12
Category 2 – Strategic Planning .....	15
Category 3 – Student, Stakeholder and Market Focus.....	20
Category 4 - Measurement, Analysis and Knowledge Management.....	23
Category 5 – Workforce Focus .....	26
Category 6 – Process Management.....	30
Category 7 – Organizational Performance Results .....	32

## EXECUTIVE SUMMARY

### ***1. Purpose, Mission, Vision, and Values***

#### ***Purpose***

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

#### ***Mission***

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, and humanities. A number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration.

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

#### ***Vision***

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

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

### ***2. Major achievements from 2010-2011***

- SC State University received reaffirmation of accreditation in December 2010 by the Southern Association of Colleges and Schools Commission on Colleges for another ten years.
- In March 2011, the NCAA announced that the Athletics Department was certified
- The South Carolina State University Speech Pathology & Audiology's (SPA) Extended School Year Program (ESY) obtained the South Carolina Speech and Hearing Association's (SCSHA) Program of the Year award.

- Once again (6<sup>th</sup> consecutive year) received the National GFOA Certificate of Achievement for Excellence in Financial Reporting
- Felton Laboratory School, located on the campus of SC State University, is one of the top performing schools in the state and has earned the title of “*Palmetto Gold School*” for its academic achievements. The South Carolina Department of Education has named Felton Laboratory School a Palmetto Gold School for the second year.
- The National Organization of Black Chemists and Chemical Engineers (NOBCChE) awarded a SC State University student first place for a presentation she delivered on a SC State study that is researching early detection and prevention methods for Alzheimer’s disease. Junior chemistry major Kaliah Jackson competed for and received the award at the NOBCChE 2010 Southeast Regional Meeting, held in Atlanta, Ga. on Oct. 22-23.
- The Communications Major with Concentrations in Journalism and Broadcasting was initiated fall 2010.
- SC State University and Francis Marion University received one of 10 Notable State Document Awards for the 2010 research study, “*Creating Greater Opportunity in South Carolina’s I-95 Corridor: A Human Needs Assessment.*” Conferred by the South Carolina State Library, the annual awards recognize state governmental publications of outstanding merit and usefulness to the citizens of South Carolina.
- TechBridge Summer Academy distributed 72 new student built computers to rising 7th and 8th grade students in a 5 week program. A total of 323 student built computers have been distributed for use in homes/ communities across the state in the last five years. One hundred percent of the participants made technological advances after receiving the computers.
- 74 research projects were awarded as of June 30, 2010 totaling \$21.3M
- Joshua Quarles, a fifth grade student at Felton Laboratory School, located on the campus of SC State University, recently participated in the South Carolina Earth and Science Conference in Columbia, S.C. Joshua competed with more than 50,000 fifth grade students in the state of South Carolina, where he placed second overall in the conference.
- Two hundred seventy-two livestock producers participated in the 1890 Extension Small Farm Project; eighty-seven percent adopted recommended practices and 25% planned to adopt based on participants’ feedback; one hundred percent gained knowledge and improved their management skills, while 75% increased production and 35% increased income.
- As a result of the 1890 Extension Healthy Lifestyles Program, 95% of the participants decreased their risk of diabetes and obesity, while 100% of the participants increased their knowledge and physical activity.
- There were four MEAC Championship teams during the 2010 – 2011 academic year: Football, Volleyball, Men’s Tennis, and Women’s Tennis
- The SC State Women’s Soccer team had the 7<sup>th</sup> Highest GPA among the 321 NCAA Division I Women’s Soccer teams
- Construction on the Hodge Hall Extension Facility was completed and named the Leroy Davis, Sr. Science and Research Complex.

### 3. *Key strategic goals*

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

- Implementation of the strategic plan and resources to implement
- Alignment of academic programs with market
- Institutional processes and resource allocation
- Facilities/Infrastructure to accommodate current and future university needs
- Selection, Employment and Retention of Appropriate Personnel
- Enhance the role of research in supporting SCSU's internal and external goals.
- Significantly enhance and improve the university's image through increased community involvement.
- Increase revenues through enhanced fundraising initiatives
- Identify and promote the University's competitive advantages (niche(s) in academic and non-academic areas of excellence).
- Enrollment Management
- Living and learning environment for students that enhances student productivity

### 4. *Key strategic challenges*

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

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

2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
\$21,040,022	\$21,769,768	\$24,386,739	\$18,065,137	\$16,471,285	\$11,898,708

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

This accountability report identifies those areas that need to be addressed for continuous improvement; and demonstrates the level of efficiency in which the University operates, manages its resources and meets the needs of its students and the community. It also serves as a vehicle for sharing its vision, goals and needs with the legislature and community in a concise manner.

## SECTION II - ORGANIZATIONAL PROFILE

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

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

#### II.1 Degree Programs

UNDERGRADUATE	
Accounting	Family and Consumer Sciences Education
Agribusiness	History
Art, Studio	Industrial Engineering Technology
Art Education	Industrial Technology
Biology	Mathematics
Biology Education	Mathematics and Computer Science <sup>2</sup>
Business Administration	Mathematics Education
Business Economics	Mechanical Engineering Technology
Business Education	Middle Level Education
Chemistry	Modern Languages/ Spanish
Chemistry Education	Music Education
Civil Engineering Technology	Music Industry
Communications	Nuclear Engineering
Computer Science	Nursing
Criminal Justice	Physical Education
Drama	Physics
Drama Education	Political Science
Early Childhood Education	Professional Land Surveying
Electrical Engineering Technology	Psychology
Electrical Engineering Technology & Physics <sup>1</sup>	Social Studies Education
Elementary Education	Social Work
English	Sociology
English Education	Special Education
Family and Consumer Sciences	Speech Pathology and Audiology
DEGREE	GRADUATE
MA	Rehabilitation Counseling, Speech Pathology and Audiology
MBA	Agribusiness, Entrepreneurship
MAT	Biology/General Science Education, Early Childhood Education, Elementary Education, English Education, Mathematics Education,
MED	Counselor Education, Elementary Education, Secondary Education, Special Education
MS	Individual and Family Development, Nutritional Sciences, Transportation
Specialist	Educational Administration
EdD	Educational Administration
GRADUATE CERTIFICATE PROGRAMS	
	Environmental Monitoring and Restoration (Post Baccalaureate)
	Human Development Consultant (Post Masters)
	Orientation and Mobility Specialist (Post Masters)

<sup>1</sup> Five-Year Program

<sup>2</sup> Double-Major

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

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

**3. Operating locations**

Main campus: 300 College Street, Orangeburg, South Carolina

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

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

Savannah River Site, Aiken, SC

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

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

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

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

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

#### 4. Number of employees, segmented by faculty and staff

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

FULL-TIME SALARY CLASS	No.
FT Faculty	216
Executive Admin/Managerial Staff	37
Primarily Public Service	21
Other Professionals (Support/Svc)	132
Technical and Paraprofessionals	57
Clerical and Secretarial	120
Skill/Craft	5
Service/Maintenance	16

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

PART-TIME- SALARY CLASS	No.
Part-time Faculty	65
Executive Administrative/Managerial Staff	4
Other Professionals (Support/Service)	23
Technical and Paraprofessionals	44
Clerical and Secretarial	57
Skill/Craft	15
Service/Maintenance	28

#### 5. Regulatory environment under which SC State University operates

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

#### 6. Governance system

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

**7. Key suppliers and partners**

- South Carolina high schools and technical colleges are key suppliers of students.
- Local businesses, UNICCO, SODEXHO; Follett textbook company, computer and software companies, and local printing companies support administrative services.
- S.C. State University 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, HBCU-UP, and TRIO programs.

**8. Key competitors**

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

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

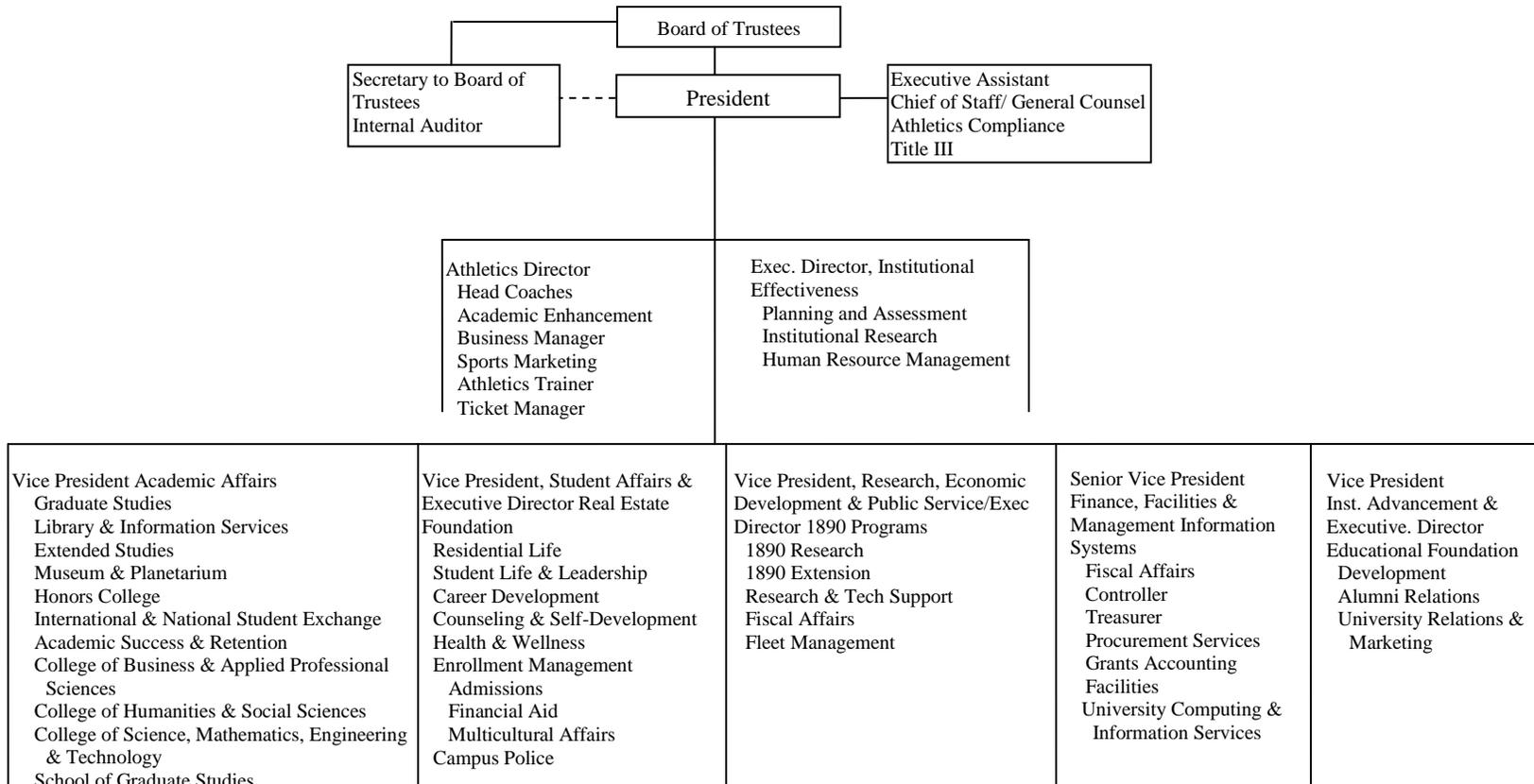
- Enrollment growth and retention
- Maintaining accreditation of all accreditable academic programs
- Performance on professional and licensure exams by graduates
- Faculty productivity through research
- Academic programs that meet today's market needs and prepare graduates for post-graduate study
-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

SC State University upgraded its residence halls to be more competitive with the increase in apartments in the community; upgraded its admission procedures to focus more on the utilization of technology and the reduction of paper applications and materials; continues to provide more workshops on grant writing and expanding research opportunities for faculty; and utilizing Advisory Boards and Business Clusters to ensure that the University continues to meet the needs of students to become successful whether in the workplace or graduate studies.

**10. Performance improvement systems**

SC State University employs a comprehensive performance improvement system through the utilization of the Employee Performance Management System (EPMS); awards programs for faculty, staff and students; and program and administrative unit assessments.

**11. SC State University Organizational Structure**



**12. Appropriations/Expenditures Chart  
Base Budget Expenditures and Appropriations**

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 43,863,198	\$ 14,934,837	\$ 46,752,315	\$ 8,712,378	\$ 47,961,214	\$ 9,240,818
Other Operating	\$ 77,433,660		\$ 84,086,434		\$ 91,689,435	\$ 1,253,750
Special Items	\$ 3,130,330	\$ 3,130,330	\$ 4,140,806	\$ 4,140,806	\$ 1,852,995	\$ -
Permanent Improvements	\$ 6,933,061	\$ -	\$ 16,657,550	\$ -		
Case Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Distributions to Subdivisions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 12,321,975	\$ -	\$ 12,712,662	\$ 2,472,408	\$ 13,554,208	\$ 2,704,782
Non-recurring	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	\$ 143,682,224	\$ 18,065,167	\$ 164,349,767	\$ 15,325,592	\$ 155,057,852	\$ 13,199,350

**Other Expenditures**

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -

### 13. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-10 Budget Expenditures	FY 10-11 Budget Expenditures	Key Cross References for Financial Results <sup>9</sup>
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.	<b>State:</b> 4,149,568 <b>Federal:</b> 4,271,594 <b>Other:</b> 20,337,934 <b>Total:</b> 28,759,096 <b>% of Total Budget:</b> 20.02%	<b>State:</b> 2,970,781 <b>Federal:</b> 3,819,154 <b>Other:</b> 21,248,408 <b>Total:</b> 28,038,343 <b>% of Total Budget:</b> 17.06%	II.1 7.1-3
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.	<b>State:</b> 963,088 <b>Federal:</b> 3,736,077 <b>Other:</b> 1,975,633 <b>Total:</b> 6,674,798 <b>% of Total Budget:</b> 4.65%	<b>State:</b> 1,685,205 <b>Federal:</b> 12,034,446 <b>Other:</b> 2,185,375 <b>Total:</b> 15,905,026 <b>% of Total Budget:</b> 9.68%	Charts 7.3-1, 7.3-2, and 7.3-3 7.4-1, 7.4-2
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.	<b>State:</b> 502,662 <b>Federal:</b> 2,421,415 <b>Other:</b> 559,685 <b>Total:</b> 3,483,762 <b>% of Total Budget:</b> 2.42%	<b>State:</b> 413,345 <b>Federal:</b> 2,573,716 <b>Other:</b> 914,101 <b>Total:</b> 3,901,162 <b>% of Total Budget:</b> 2.37%	7.6-1
448	Academic Support - Activities associated with the administration of the academic and instructional programs for the university.	<b>State:</b> 798,727 <b>Federal:</b> 1,591,733 <b>Other:</b> 3,145,216 <b>Total:</b> 5,535,676 <b>% of Total Budget:</b> 3.85%	<b>State:</b> 599,616 <b>Federal:</b> 2,120,848 <b>Other:</b> 2,938,732 <b>Total:</b> 5,659,196 <b>% of Total Budget:</b> 3.44%	7.1-4, 7.1-5 Figure 7.6-1
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.	<b>State:</b> 151,805 <b>Federal:</b> 0 <b>Other:</b> 900,297 <b>Total:</b> 1,052,102 <b>% of Total Budget:</b> 0.73%	<b>State:</b> 94,196 <b>Federal:</b> 0 <b>Other:</b> 794,827 <b>Total:</b> 889,023 <b>% of Total Budget:</b> 0.54%	7.2-4, 7.2-5
449	Student Services - An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	<b>State:</b> 3,185,823 <b>Federal:</b> 671,711 <b>Other:</b> 13,826,523 <b>Total:</b> 17,684,057 <b>% of Total Budget:</b> 12.31%	<b>State:</b> 1,882,986 <b>Federal:</b> 503,962 <b>Other:</b> 15,384,739 <b>Total:</b> 17,771,687 <b>% of Total Budget:</b> 10.81%	7.2-1, 7.2-2, 7.2-3

452	Institutional Support/Administration - These costs include those activities which are non-instructional in nature, but are integral to the operations of the institution.	<b>State:</b> 1,657,517 <b>Federal:</b> 1,610,044 <b>Other:</b> 8,220,067 <b>Total:</b> 11,487,628 <b>% of Total Budget:</b> 8.00%	<b>State:</b> 1,776,371 <b>Federal:</b> 4,265,107 <b>Other:</b> 10,723,974 <b>Total:</b> 16,765,452 <b>% of Total Budget:</b> 10.20%	II.4-2, II.4-1 7.3-7 7.4-5, 7.4-6 Chart 7.5-1 7.5-1
451	Operations and Maintenance - Provides services and maintenance related to grounds and facilities. Program includes building, grounds maintenance, custodial services, landscaping along with major repairs and renovations.	<b>State:</b> 3,996,800 <b>Federal:</b> 0 <b>Other:</b> 23,703,520 <b>Total:</b> 27,700,320 <b>% of Total Budget:</b> 19.28%	<b>State:</b> 2,435,656 <b>Federal:</b> 712,818 <b>Other:</b> 19,839,338 <b>Total:</b> 22,987,812 <b>% of Total Budget:</b> 13.99%	7.5-2 Chart 7.5-2 7.6-3
453	Access and Equity - The access and equity program vision is to achieve educational equity for all students and faculty in higher education.	<b>State:</b> 99,414 <b>Federal:</b> 0 <b>Other:</b> 0 <b>Total:</b> 99,414 <b>% of Total Budget:</b> 0.07%	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 0 <b>Total:</b> 0 <b>% of Total Budget:</b> 0.00%	Chart 7.1-1 7.1-1 7.3-1, 7.3-2 7.6-2, 7.6-3
442,443,444	Auxiliary Activities - Includes housing, food service, bookstore, and other self-supporting activities that furnish goods and services to students, faculty and staff.	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 18,479,342 <b>Total:</b> 18,479,342 <b>% of Total Budget:</b> 12.86%	<b>State:</b> 0 <b>Federal:</b> 0 <b>Other:</b> 19,706,262 <b>Total:</b> 19,706,262 <b>% of Total Budget:</b> 11.99%	7.2-3 7.6-3
—	Scholarships - This program accounts for all awards, waivers, abatements and entitlements given to students to defer the costs of attending the university.	<b>State:</b> 2,559,763 <b>Federal:</b> 15,695,063 <b>Other:</b> 4,471,203 <b>Total:</b> 22,726,029 <b>% of Total Budget:</b> 15.82%	<b>State:</b> 3,467,438 <b>Federal:</b> 19,089,895 <b>Other:</b> 10,168,471 <b>Total:</b> 32,725,804 <b>% of Total Budget:</b> 19.91%	7.3-5, 7.3-6

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

	<b>Grand Totals</b>	<b>State:</b> 18,065,167 <b>Federal:</b> 29,997,637 <b>Other:</b> 95,619,420 <b>Total:</b> 143,682,224 <b>% of Total Budget:</b> 100.00%	<b>State:</b> 15,325,592 <b>Federal:</b> 45,119,946 <b>Other:</b> 103,904,229 <b>Total:</b> 164,349,767 <b>% of Total Budget:</b> 100.00%	
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\* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

## SECTION III - ELEMENTS OF MALCOLM BALDRIGE CRITERIA

### CATEGORY 1 SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

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

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

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

Each senior leader adheres to the university's strategic plan. Review of progress is an ongoing process throughout the year. The President's Cabinet meets weekly for regular updates, thereby enabling senior leaders to discuss progress and receive updates at their regular meetings with mid-managers and department chairs to ensure that the university is meeting its objectives and engaged in 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?*

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

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

Professional growth and development is an integral part of continuous improvement for SC State. Therefore, senior leaders provide resources for campus personnel to participate in on-campus and off-campus professional development opportunities. Internally, the Office of Professional Development provides a calendar of training opportunities monthly for faculty and staff and the Faculty Development Institute is held annually. Additionally, faculty and staff are provided funds to attend conferences and training sessions to improve their skills and knowledge.

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

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

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

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

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

The South Carolina State Legislators provide oversight of the SC State University Board of Trustees. The President of SC State is evaluated annually by the Board of Trustees. Senior leaders are evaluated by the President of the University. Senior leaders use information from the evaluations to reevaluate the goals and objectives for their units as well as their continued ability to provide appropriate leadership.

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

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

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

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

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

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

## CATEGORY 2 STRATEGIC PLANNING

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

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

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

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



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

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

**III.2 Addressing Challenges through Strategic Planning**

Challenge	Strategic Actions
Declining financial resources with significant reductions in state appropriations and the downturn in the economy	Prioritize current institutional processes related to allocation of resources to emphasize those areas that impact the academic programs, student and personnel health and safety; and maximize use of current university facilities.
Decline in the selection, employment and retention of qualified faculty and staff due to higher salaries offered by competitors	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.
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.
Decreasing enrollment due to the inability to provide financial support to students who qualify for need-based aid	Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations. Continue to utilize appropriate marketing strategies to promote SCSU.
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.	Develop a space utilization plan that incorporates input from all divisions. 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.

**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.

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

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

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

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

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

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

**7. *If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.***

[www.scsu.edu/facultystaff/institutional\\_effectiveness/reports.aspx](http://www.scsu.edu/facultystaff/institutional_effectiveness/reports.aspx).

**SC State University Strategic Planning Chart**

<b>Program Number and Title</b>	<b>Supported Organization Strategic Planning Goal/Objective</b>	<b>Related FY 07-08 Key Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
<p>445 Instruction</p>	<p>Evaluate academic programs and course offerings with respect to program viability and career potential of graduates and market needs. Prepare students to function effectively in a global society. Increase the utilization of technology for academics. Improve academic quality through enhanced faculty development and scholarly achievements.</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. Increase emphasis on international activities and globalization. Develop an infrastructure to support different modes of instructional delivery. Create an infrastructure that promotes faculty development.</p>	<p>II.1 7.1-3, 7.1-5 7.4-1, 7.4-2 Fig. 7.6-1</p>
<p>446 Research</p>	<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. Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.</p>	<p>Become more competitive in research. Broaden the research funding base of the University to include a broad spectrum of federal agencies, corporate and private foundations, and state and municipal funding sources. Enhance the University’s partnerships with local industries and businesses.</p>	<p>C7.3-1, C7.3-2, C7.3-3</p>
<p>447 Public Service</p>	<p>Improve the social, economic and physical well-being of citizens of South Carolina. Improve the quality of life of citizens and the economic development of the region.</p>	<p>Use university and 1890 research funds to conduct research and provide technical assistance to rural and small communities in South Carolina. Enhance faculty and staff involvement in the community – quality of life. Assess the needs of the local community and adjust our program activities accordingly.</p>	<p>7.6-1</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	Provide a holistic living and learning environment for students.	Provide global activities for the student body.	7.1-4 7.2-1, 7.2-2, 7.2-3, 7.2-4, 7.2-5 7.3-1, 7.3-2
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 C7.5-2
452 Administration	Establish competitive salary and benefits policies and practices that promote South Carolina State University. Increase staff development opportunities. Improve the productivity and quality of employees.	Review budget development and allocations. Increase staff development opportunities in customer service. Promote and utilize a flexible work schedule to meet university needs more efficiently.	II.4-1, II.4-2 7.4-1, 7.4-2, 7.4-3, 7.4-4, 7.4-5, 7.4-6 7.5-1 C7.5-1
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.	C7.1-1 7.1-1 7.6-2, 7.6-3

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 7<sup>th</sup> section of this document.

### **CATEGORY 3**

## **STUDENT, STAKEHOLDER, AND MARKET FOCUS**

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

Historically the student market segments have yielded our largest student population group which is in-state African American students from low to moderate income backgrounds. Additionally, because SC State is a public and state-assisted institution, students are recruited throughout the state of South Carolina, regardless of race, ethnicity, or gender. A review of enrollment trends and student characteristics identify key counties within the state and several other states that provide large numbers of enrollees. Recruiters screen applicants to meet university admission requirements and desire to pursue the programs offered by the University.

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

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

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

Feedback from alumni, senior and current students through individual conferences and surveys is a critical source for ideas to ensure that services and programs are relevant and provide continuous improvement. Information from Advisory boards, which sometimes

include alumni and other external stakeholders, for academic and non-academic programs, provides valuable input to ensure that the curriculum is meeting market needs. Comments from these sources have resulted in the deletion or addition of courses, changes in topics within courses, and greater focus on soft skills, such as dress and communication. Information and feedback from future students includes comments through recruitment fairs and campus visits, and identifies possible new majors and the level of satisfaction with customer services. Survey results and activity evaluations provide information regarding services and programs offered beyond the classroom. Additionally, attendance records indicate whether specific programs and services remain relevant and/or meet stakeholder needs.

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

Student Evaluation of Instruction is one form of assessing student satisfaction with their professors and courses. Nonacademic departments provide surveys to students and customers to assess satisfaction and dissatisfaction with program services. Student and stakeholder satisfaction is also measured by the number of persons that participate in programs and services. Additionally, student and stakeholder levels of satisfaction are determined through senior exit surveys, graduate follow-up, and alumni and employer surveys. Continuation of partnerships and memoranda of understanding are other indicators of stakeholder satisfaction and dissatisfaction. Information from these sources is utilized by departments and the administration to revise programs and procedures, as well as to modify services to better meet the needs of students and stakeholders. Results of surveys and feedback from constituents are reviewed and considered when making management decisions.

**5. *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.***

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

Numerous support services impact the retention rate by addressing the needs of students through counseling, advisement, tutorial, and referral services. Students who excel are

rewarded with gold, silver, or bronze medallions at the annual Honors and Awards College. The University provides scholarships and hosts an Honors Program to offer greater challenges to high achievers and provides tutorial support through the Student Success and Retention Program to those who are less academically prepared. The intercollegiate athletic program provides academic and other support services to meet the needs of student athletes who must compete in their various sports as well as in the classroom. All of these activities promote positive relationships and enhance student performance.

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

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

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

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

## **CATEGORY 4**

### **MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

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

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

Organizational performance is measured through annual assessment of all administrative units, whose objectives are based on the university's strategic plan. Externally funded programs, such as 1890 Research and Extension Program follow the goals and objectives within its federal five-year Plan of Work and submit annual reports to the funding agency.

- 2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?***

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

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

Professional development is a priority and attendance at meetings and conferences provides insight about current trends in educational programs and services. At the beginning of each fall and spring semester, faculty institutes are held to provide a variety of workshops on

current educational practices. Throughout the year meetings, seminars and workshops are held on campus, which focus on different educational topics that enhance student learning and teaching effectiveness. At the end of each year, the academic division holds a retreat at which they review their performance for the year, discuss new trends and ideas to improve services and programs, and plan for the next year based on the results of this retreat.

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

Key comparative data are selected on the state, regional and national levels based on the key measures identified and university progress in each academic area. Comparative data for the state is derived from reports of the SCCHE, regional data listed on the Southern Regional Education Board (SREB) website, professional associations, and national data found in collegiate magazines that offer rankings of colleges and universities. Internal data is generated through departmental and institutional research reports. This data is utilized to assess progress and growth within the University, to identify strengths and weaknesses relative to its competitors and to develop strategies for improvement.

**5. *How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?***

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

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

Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisors. Security systems are in place that limit data access to personnel on a need-to-know basis. Information systems have built-in safeguards and controls to ensure that data is not compromised. A calendar for data review, updates, and reports is established annually to ensure timeliness and availability for decision-making. This schedule includes review by appropriate personnel to assess the accuracy of data that is being shared.

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

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

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

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

## **CATEGORY 5 WORKFORCE FOCUS**

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

SC State thrives on a culture of cooperation, initiative, empowerment and innovation and operates through departments, programs, colleges, committees, and teams. Work is organized and managed at the unit, department, division, and university level. This structure allows employees to participate in all aspects of the University's operations and to assume leadership roles within and outside their normal areas of responsibility. As members of the University community, individual initiative is critical to implementing new ideas, new programs, and new services. University-wide committees are chaired by employees and all are composed of a combination of faculty and staff, except those few that are specific to an area, such as faculty tenure and promotion. As leaders of these committees, personnel are empowered to make recommendations that best meet the needs of the University.

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

The University utilizes all available communication outlets, such as the intranet, e-mail, mail, telephone, newsletters, other printed materials, and individual and small group meetings to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. A campus-wide meeting is held in August and January of each year at which times the President shares organizational information. Colleges, departments and individual units meet periodically throughout the year to discuss issues and concerns and to share information. Best practice sharing specific to a particular group is generally shared within departments, colleges and divisions. However, those best practices that are applicable to a variety of personnel are shared through organized retreats, workshops and special forums. The Professional Development and Training office, Deans Council, Chairs Forum, Faculty Senate and Staff Senate also provide opportunities for knowledge/skill/best practice sharing across departments, jobs, and locations.

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

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

satisfactorily, improvement plans are established. If employees are performing exceptionally well, consideration is given for promotions, bonuses or other incentives to retain the high level of performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Workforce satisfaction assessment findings identify areas in which job performance is below acceptable levels and improvement is needed and where university strengths and weaknesses

may be. Priorities are placed in those areas where the delivery of services is impacted and where units are not meeting their goals and objectives. Those concerns that are common among the staff become priorities for improvement.

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

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

## **CATEGORY 6**

### **PROCESS MANAGEMENT**

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

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

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

Key work processes involve the various operations of the different divisions within the university. Academic affairs oversees the student learning processes that lead to graduation; student affairs provides support services to assist students during their matriculation; research and 1890 programs offer outreach services and other services that promote economic and community development; and other administrative units provide services to assist in the overall functioning of the university to include strategic planning, adequate facilities, financial support, marketing of the university and its programs to its stakeholders.

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

The University incorporates committees that include students, faculty, staff and administrators as well as advisory groups. Results from meetings with students and stakeholders, surveys, focus groups, student exit interviews, feedback from suppliers and partners are reviewed to determine key work process requirements.

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

Planning is a key component for our organization. In department meetings, information is shared about the university’s processes, programs and needs. The staff maximizes the use of technology to reduce cycle time and to improve efficiency, effectiveness and cost controls.

Regular monitoring of budgets controls costs. Regular training is conducted by the University Computing and Information Technology Services (UCITS).

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

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

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

Key support processes include the following:

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

The above support processes are evaluated based on performance over time. An evaluation of the program, service or activity is reviewed to determine which, if any, of the processes were efficiently and effectively performed. Where problems exist, changes in strategies or methodologies are implemented to achieve better performance. The University is continuously engaged in improving its services and provides opportunities for personnel to attend professional meetings, workshops and conferences to ensure that we are utilizing the most up-to-date and efficient practices within available resources.

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

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

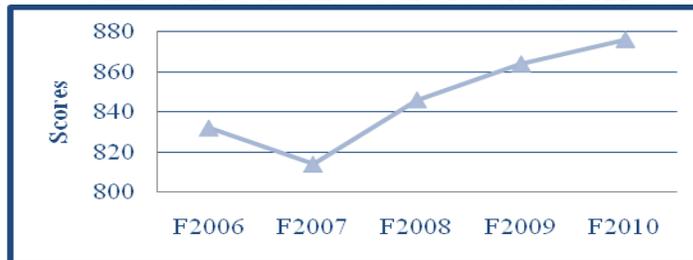
## CATEGORY 7 ORGANIZATIONAL PERFORMANCE RESULTS

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

SC State measures student learning and improvements in student learning by examining the level of preparedness upon initial enrollment and then reviewing students' performance during matriculation and upon graduation. Data from graduation rates, graduation trends, and honors and awards received for academic performance provides evidence of the level of learning.

SC State University prides itself on providing access to students, many of whom are first generation college students. Chart 7.1-1 illustrates that the average ACT/SAT combined scores are on the rise, but still lower than our public in-state counterparts as shown in Table 7.1-1. Thus, their improvements in learning are not only measured by the academic performance during matriculation, but also by the change in growth when compared with students who enter with higher SAT scores in graduating. In addition to classroom performance, extracurricular performance is also a measure of student development and learning.

**Chart 7.1-1 Combined Converted ACT/SAT Scores**



### 7.1-1 SAT/ACT Scores of First-Time Entering Freshmen for SC Teaching Universities

INSTITUTION	2008 SAT/ACT Combined Mean	2009 SAT/ACT Combined Mean	2010 SAT/ACT Combined Mean
The Citadel	1076	1073	1059
Coastal Carolina	1027	1010	991
College of Charleston	1170	1159	1160
Francis Marion	946	963	973
Lander	956	979	981
<b>S. C. State</b>	<b>846</b>	<b>864</b>	<b>879</b>
USC-Aiken	983	985	991
USC-Beaufort	972	938	940
USC-Upstate	1001	974	983
Winthrop	1071	1058	1054

**7.1-2 SC Public Comprehensive Teaching Colleges and Universities  
First-time, Full-time Freshmen Fall 2004 Graduating with a Bachelor's Degree**

<b>INSTITUTION NAME</b>	<b>Total</b>	<b>150%<sup>2</sup> Grad.</b>
The Citadel	569	71.8%
Coastal Carolina Univ.	1,322	43.0%
College of Charleston	1,944	66.1%
Francis Marion Univ.	745	40.0%
Lander University	647	42.2%
South Carolina State Univ.	945	39.3%
U.S.C. - Aiken	581	38.0%
U.S.C. - Beaufort <sup>1</sup>	122	19.7%
U.S.C. - Upstate	643	38.6%
Winthrop Univ.	999	54.5%

1 First Bachelor Cohort established Fall 2004.

2 Bachelor's 150% graduation rate - degrees awarded through August 2010

**7.1-3 Results of Professional Examinations for SC State University**

(Reported for April 1, 2010- March 31, 2011)

<b>Name of Exam</b>	<b># of Examinees</b>	<b>% Examinees Passing</b>
PRAXIS Series II: Core Battery Professional Knowledge		
PRAXIS Series II: Principles of Learning & Teaching (K-6) (522)	21	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9) (523)	2	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12) (0524)	3	100%
PRAXIS Series II: Specialty Area Tests		
Education of Young Children(0021)	8	100%
Elementary Education Content (0012)	6	100%
Elem. Ed. Curriculum Instruction Assessment (0011, 5011)	9	100%
Math Content (0061)	1	100%
Physical Education Content (0091)	1	100%
Physical Education Video Evaluation (0193)	1	100%
Music Concepts & Processes (0111)	1	100%
Music Content Knowledge (0113)	1	100%
Education of Except Students : Core (0382)	1	100%
Education of Except Students: LD (0353)	1	100%
Speech-Language Pathology (0330)	5	100%
Total	61	100%
	<b># of 1<sup>st</sup> Time Examinees</b>	<b>% Passing</b>
National Council Licensure Exam. - Registered Nurse (BSN)	24	71%

The PRAXIS Exam focuses on all examinees.

The NCLEX Examination report focused on first-time examinees.

As part of the annual reporting for all university academic colleges, the number of students engaged in various experiences outside the classroom is reported and Table 7.1-4 provides a snapshot of students' academic involvement beyond the classroom. As a reward for their academic performance, students receive either a bronze, silver or gold medallion during the annual Honors and Awards Convocation. Table 7.1-5 includes the number received in each classification. Each medallion represents the cumulative grade point average that students have attained: Bronze: 3.00-3.49 Silver: 3.50 – 3.74 Gold: 3.75 – 4.00

#### 7.1-4 Student Achievements

Student Achievements	No. Students <sup>®</sup>
Received External Awards	16
Presented Papers at External Conferences/Meetings/Workshops	31
Attended Professional Conferences/Meetings/Workshops	140
Participated in Sponsored Research (Undergraduates)	156
Participated in Sponsored Research (Graduates)	44

#### 7.1-5 Student Academic Honors and Awards

	Bronze	Silver	Gold
<b>Freshman</b>	157	86	29
<b>Sophomore</b>	81	34	26
<b>Junior</b>	129	28	29
<b>Senior</b>	218	31	37
<b>Total</b>	<b>585</b>	<b>179</b>	<b>121</b>

#### Figure 7.1-1 Students' Extracurricular Performance

- The SC State Women's Soccer team had the 7<sup>th</sup> Highest GPA among the 321 NCAA Division I Women's Soccer teams
- The Business Program took 10 students and faculty members on two study abroad tours, one to Europe (England, France, and Italy), one to Korea and Japan.
- The Department of Military Sciences has commissioned 2,041 2<sup>nd</sup> Lieutenants in the US Army through May 2011.
- Five (5) Honors College Scholars were selected to attend the 2010 Black College Quiz Bowl
- There were four MEAC Championship teams during the 2010 – 2011 academic year: Football, Volleyball, Men's Tennis, and Women's Tennis

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

Key measures on student and stakeholder satisfaction and dissatisfaction are determined by trends in retention rates, trends in campus housing, ratings on customer satisfaction surveys by students and stakeholders, and support by stakeholders. Private donations are listed in Table 7.3-2, which shows increases in giving.

The overall retention rate for SC State students has remained fairly steady for the past five years. However, first-time freshman retention rates have fluctuated during this same time period. During the 2009-10 academic year, the university Board of Trustees approved the enhancement of the Student Success and Retention Program that will provide more support services to identify the causes for attrition and to promote strategies that will provide the services students need and increase the retention rates in not only the freshman class, but in all classes. One major effort is the addition of apartment-style campus housing, allowing more students to live on, rather than off, campus.

**7.2-1 SCSU Retention Rates (Fall to Fall)**

	F05 - F06	F06 - F07	F07 - F08	F08 - F09	F09 - F10
<b>Headcount</b>	4446	4384	4933	4888	4538
<b># Graduates</b>	608	640	649	690	684
<b>% Graduates</b>	14%	15%	13%	14%	15%
<b>Enrollment</b>	3838	3744	4284	4198	3854
<b>Number Retained</b>	2744	2707	3003	2993	2799
<b>Percent Retained</b>	72%	72%	70%	71%	73%

**7.2-2 Retention Rates of First time Degree Seeking Freshmen (Fall to Fall)**

	F05- F06	F06- F07	F07- F08	F08- F09	F09- F10
<b>Total</b>	1013	881	1318	966	723
<b>Full-time</b>	1002	870	1292	923	713
<b>Part-time</b>	11	11	26	43	10
<b>Retained</b>	646	569	830	618	447
<b>Retention Rate</b>	64.6%	65.4%	64.2%	67.0%	62.7%

**7.2-3 Housing Occupancy**

Year	2008	2009	2010
<b>Capacity</b>	2,442	2,412	2,310
<b>Occupancy</b>	1,998	2,067	2,121
<b>Percent Occupancy</b>	81.8%	85.7%	91.8%

Within the process for graduation, seniors are requested to complete an exit survey that provides their opinions about the university. Tables 7.2-6 and 7.2-7 give some of the responses to those survey questions. Results of the surveys are shared with the various departments included in the survey to ensure that those areas with large percentages in the Fair and below categories are addressed.

#### 7.2-4 Fall 2010 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	35	45	19	1	0
Quality of Instruction	30	46	21	3	0
Degree Requirements	31	51	16	2	0
Library Facilities	28	35	28	7	2
Class Size	28	45	24	2	1
Flexibility of Courses	28	34	28	8	2
Dormitory Life	16	27	42	7	8
Cleanliness of Campus	30	34	30	4	2

#### 7.2-5 Spring 2011 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	28	46	22	3	1
Quality of Instruction	22	47	26	5	0
Degree Requirements	34	42	22	2	0
Library Facilities	22	37	30	8	3
Class Size	33	37	26	3	1
Flexibility of Courses	22	33	26	14	5
Dormitory Life	17	24	35	13	11
Cleanliness of Campus	23	32	33	8	4

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

Key measures on budgetary and financial performance include a balanced budget regardless of reductions in state appropriations (see Table I.4, page 3), enrollment trends, full-time equivalent enrollment trends, fundraising and research funding, scholarship distribution, and tuition and fees. For the sixth consecutive year, SC State has received the National GFOA Certificate of Achievement for Excellence in Financial Reporting, which is an excellent gauge of our financial performance.

Enrollment trends illustrated in Table 7.3-1 show decreases in enrollment. However, critical to continued enrollment is the availability of financial aid funds, which have decreased due to decreases in state funding, inadequate need-based funding, increases in tuition and fees and decreases in parents' ability to raise additional funds through loans. Yet, the number of out-of-state students is increasing while the number of in-state students is decreasing.

**7.3-1 SC State University Fall Semester Headcount Enrollment**

	F2006	F2007	F2008	F2009	F2010
<b>Total Enrollment</b>	<b>4,384</b>	<b>4,933</b>	<b>4,888</b>	<b>4,538</b>	<b>4,362</b>
Total Undergraduate	3,839	4,323	4,153	3,874	3,759
Total Graduate	545	610	735	664	603
In-State	3,664	4,089	4,139	3,806	3,512
Out-of-State	720	844	749	732	850
Full-time	3,759	4,298	3,994	3,851	3,760
Part-time	625	635	894	687	602

As illustrated by Table 7.3-2 below, the overall decrease in enrollment for SC State has not significantly changed from fall 2006 and fall 2010 when compared to other SC Comprehensive Teaching universities.

**7.3-2 Total Headcount Enrollment**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2010 over 2006
The Citadel	3,306	3,300	3,328	3,339	3,402	2.90%
Coastal Carolina University	8,049	7,872	8,154	8,360	8,706	8.16%
College of Charleston	11,218	11,316	11,367	11,772	11,532	2.80%
Francis Marion University	4,075	3,864	4,020	3,957	4,032	-1.06%
Lander University	2,682	2,408	2,614	2,838	3,060	14.09%
<b>SC State University</b>	<b>4,384</b>	<b>4,933</b>	<b>4,888</b>	<b>4,538</b>	<b>4,362</b>	<b>-0.50%</b>
USC Aiken	3,380	3,267	3,232	3,269	3,254	-3.73%
USC Beaufort	1,386	1,461	1,502	1,684	1,754	26.55%
USC Upstate	4,608	4,916	5,063	5,403	5,492	19.18%
Winthrop University	6,292	6,382	6,249	6,241	5,998	-4.67%

**7.3-3 FTE Enrollment Trends—Fall 2006 to 2010** *(All Levels of Students)*

Institution	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
The Citadel	3,036	3,063	3,107	3,339	3,402
Coastal Carolina	6,944	7,177	7,609	8,360	8,706
College of Charleston	9,802	9,903	9,806	11,772	11,532
Francis Marion	3,342	3,319	3,358	3,957	4,032
Lander	2,400	2,177	2,377	2,838	3,060
<b>SC State</b>	<b>4,105</b>	<b>4,644</b>	<b>4,358</b>	<b>4,538</b>	<b>4,362</b>
USC Aiken	2,749	2,711	2,730	3,269	3,254
USC Beaufort	997	1,101	1,193	1,684	1,754
USC Upstate	4,199	4,451	4,546	5,403	5,492
Winthrop	5,416	5,360	5,363	6,241	5,998

As indicated in Section 7.2, private giving is one measure that demonstrates stakeholder satisfaction and support of the university. As illustrated below, fundraising increased in almost all categories.

**7.3-4 Private Giving**

Categories	Total Given 07/01/2009 - 06/25 2010	Total Given 07/01/2010 - 06/30/2011
Alumni	851,514.41	1,152,257.07
Nat'l Alumni Association	23,563.70	65,625.00
Fraternities, Sororities	68,096.06	70,148.40
Faculty and Staff (non alumni)	18,850.85	29,079.93
Corporations, Foundations, Small Businesses	864,477.52	1,633,108.54
Friends of SC State (non alumni)	166,241.84	225,428.45
Faith-Based Organizations	1,897.00	1,632.75
Other	190,864.64	416,176.29
<b>Subtotal</b>	<b>2,185,506.02</b>	<b>3,593,456.43</b>
Services	102,053.75	(336,051.23)
<b>Total Revenue</b>	<b>2,287,559.77</b>	<b>3,593,456.43</b>

Critical to the support of the SC State University students in meeting the costs of tuition and fees is the continued growth of private giving, which supports scholarship disbursements. Additionally, research funding provides significant financial support to promote academic programs, faculty development, and outreach services to the community and state.

**7.3-5 AY 2010-11 Scholarship Disbursements\***

	2006-07	2007-08	2008-09	2009-10	2010-11
Awards	No. Students				
Pell	2,653	3,086	3,025	3,113	3,115
SEOG	585	628	750	737	597
ACG & SMART	283	647	546	447	566
Federal Work Study	337	282	261	279	220
P-13 Job	295	372	328	335	291
<b>Loans</b>					
Loans	3,938	4,150	4,315	4,523	4,178
Athletic Scholarships	358	368	246	290	245
Institutional Scholarships	900	1,032	926	1,069	1,097
Other Financial Aid	980	1,117	1,139	918	596

\* Does not include SC CHE Scholarship disbursements

**7.3-6 Fall 2010 SC Commission on Higher Education Scholarship Disbursements**

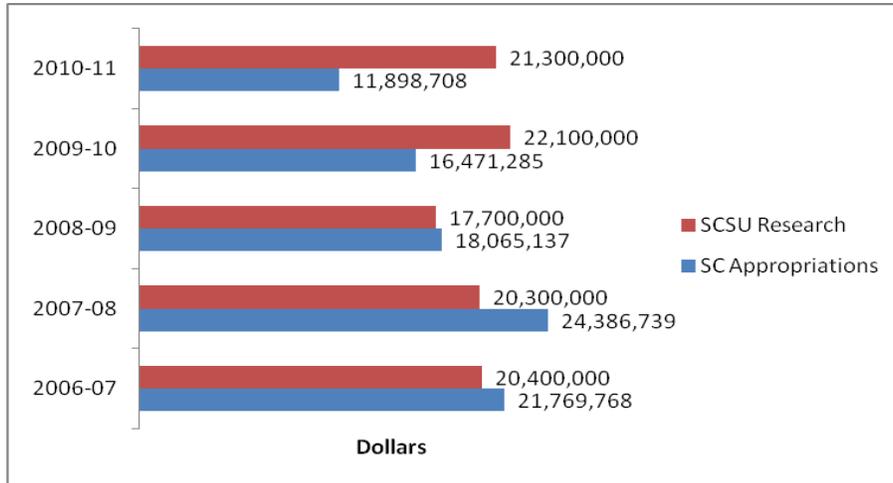
	Life		Palmetto Fellows		Need-Based Grants		HOPE		TOTAL	
	No.	Amt	No.	Amt	No.	Amt	No.	Amt	No.	Amt
The Citadel	314	843,750	31	130,600	73	72,520	88	123,200	506	1,170,070
Coastal Carolina University	1,265	3,306,125	71	286,984	700	482,950	319	445,550	2,355	4,521,609
College of Charleston	2,229	5,974,594	502	1,998,436	380	461,915	58	81,050	3,169	8,515,994
Francis Marion University	885	2,447,500	54	222,900	712	534,270	193	269,247	1,844	3,473,917
Lander University	807	2,128,597	46	182,909	494	310,409	247	345,100	1,594	2,967,015
SC State Univ.	364	949,150	4	13,400	436	398,500	102	142,800	906	1,503,850
U.S.C. - Aiken	852	2,342,770	66	262,736	537	286,471	158	221,200	1,613	3,113,177
U.S.C. - Beaufort	280	740,000	12	46,293	94	110,615	103	144,200	489	1,041,108
U.S.C. - Upstate	1,358	3,765,149	61	246,084	544	487,950	289	404,600	2,252	4,903,783
Winthrop University	1,480	3,818,031	187	718,054	630	625,000	216	302,400	2,513	5,463,485
<b>Subtotal</b>	<b>9,834</b>	<b>26,315,666</b>	<b>1,034</b>	<b>4,108,396</b>	<b>4,600</b>	<b>3,770,599</b>	<b>1,773</b>	<b>2,479,347</b>	<b>17,241</b>	<b>36,674,007</b>

**7.3-7 Tuition and Required Fees  
Full-time, Undergraduate Students**

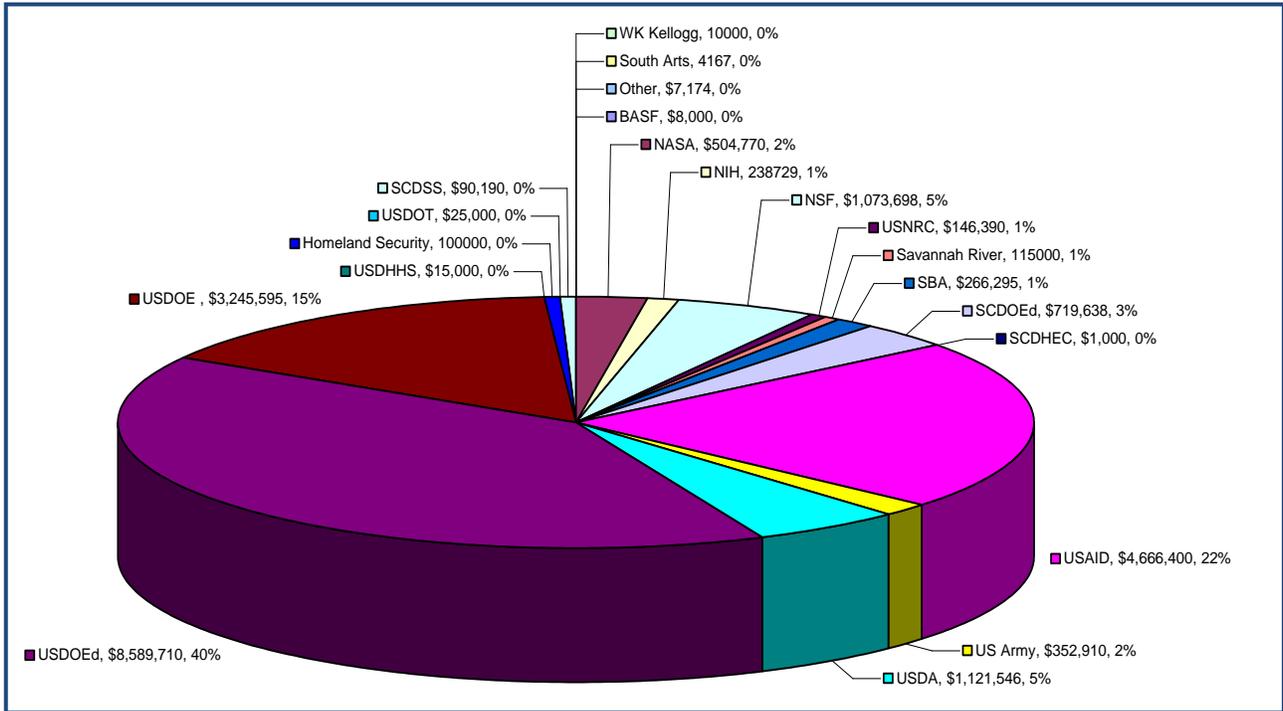
	In-State	Out-of-State
The Citadel	\$9,871	\$24,800
Coastal Carolina University	\$9,390	\$20,270
College of Charleston	\$10,314	\$23,172
Francis Marion University	\$8,480	\$16,625
Lander University	\$9,144	\$17,304
<b>SC State University</b>	<b>\$8,898</b>	<b>\$17,470</b>
U.S.C. - Aiken	\$8,374	\$16,542
U.S.C. - Beaufort	\$7,940	\$16,522
U.S.C. - Upstate	\$9,072	\$18,144
Winthrop University	\$12,176	\$22,892
<b>Sector Average</b>	<b>\$9,366</b>	<b>\$19,374</b>

As illustrated in Chart 7.3-1 research dollars have a major impact on the total revenues of the University and are a growing requirement with decreasing state appropriation dollars.

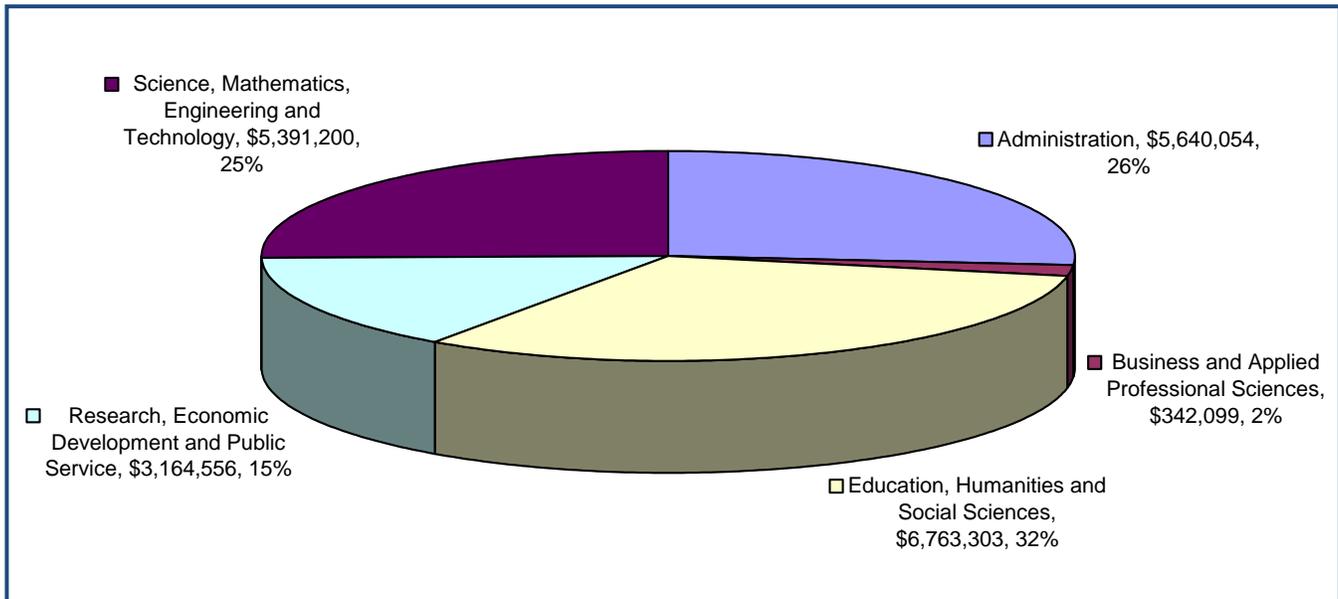
**Chart 7.3-1 State Appropriations and SC State University Research Comparison**



**Chart 7.3.2 Funding Level by Agency for FY 2010-2011 (\$21.3m)**



**Chart 7.3-3 SC State Research Funding Level by Division/College FY 2011 (\$21.3M)**



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

Key measures of workforce engagement, satisfaction and development include faculty/staff scholarly activities, faculty/staff financial support, involvement in professional development activities, and percentage of faculty with terminal degrees (as defined by SACS), and security statistics. Faculty tenure status is also an indicator of faculty professional growth due to the requirements to receive tenure and it illustrates the desire of faculty to remain at the University.

SC State University promotes professional development through research and other scholarly activities. Tables 7.4-1 and 7.4-2 represent the number of faculty and staff members who participated in the activities listed as submitted in their individual annual reports. Faculty and staff also participated in numerous campus activities as presenters, organizers and participants, which are not included in these tables. In addition, the Office of Professional Training and Development offered numerous activities each month to enhance faculty and staff professional development. Listed in Table 7.4-3 are only a few of the 173 sessions offered. Session topics included presentations on health, safety, and security.

**7.4-1 Scholarly Achievements of Faculty**

Activity	No. Faculty*
Research	104
Grants Funded	45
Books Published	12
Articles Published	50
Papers Presented at Professional Meetings	96
Performances	58
Exhibits	17
Received Outstanding Service Award	27
Awarded Higher Degrees	3

Numbers include duplicates

**7.4-2 Scholarly Achievements of Staff**

Activity	No. Staff*
Grants Funded	24
Articles Published	19
Papers Presented at Professional Meetings	50
Received Outstanding Service Award	17
Awarded Higher Degrees	16

Numbers include duplicates

**7.4-3 2010 Full Time Faculty with Terminal Degrees**

Institution	Nursing-Primary Teaching Area	Not Applicable	No Terminal Degree	Terminal Degree	% Terminal Degree	Total
The Citadel	0	0	9	161	94.7%	170
Coastal Carolina University	0	0	23	250	91.6%	273
College of Charleston	0	23	0	487	100.0%	510
Francis Marion University	11	0	29	162	84.8%	202
Lander University	8	1	20	83	80.6%	112
<b>SC State University</b>	<b>7</b>	<b>0</b>	<b>35</b>	<b>174</b>	<b>83.3%</b>	<b>216</b>
U.S.C. - Aiken	5	44	0	94	100.0%	143
U.S.C. - Beaufort	3	28	0	28	100.0%	59
U.S.C. - Upstate	10	82	0	112	100.0%	204
Winthrop University	0	0	37	249	87.1%	286

**7.4-4 Percentage Full-time Faculty Tenure Status**

	2006	2007	2008	2009	2010
<b>Tenured</b>	38%	41%	33%	31%	41%
<b>Tenure Track</b>	58%	52%	57%	59%	34%

**7.4-5 Sample Listing of 2010-2011 Professional Development and Training Courses**

TOPIC	DATE
Organizing/Presenting Online Courses: Utilizing Blackboard's Presentation Tools	07/08/2010
Classroom Management	08/10/2010
Assisting Students with Disabilities	08/30/2010
Managing Stress and Preventing Burnout	11/09/2010
Anti Harassment (Sexual Harassment ET. AL)	11/17/2010
CEHSS IRC Brown Bag Lecture Series	11/17/2010
Developing Assessments	12/08/2010
Customer Service	02/08/2011
Banner 8 Finance Requisition INB	03/01/2011
Cyber-Security	03/03/2011
Assisting Veterans In the Post Secondary Educational Setting	03/28/2011
FERPA and CAPP	04/26/2011
New Employee Orientation	06/16/2011
<b>Total Courses Reported= 173</b>	

**7.4-6 Professional Training and Development Customer Survey Results**

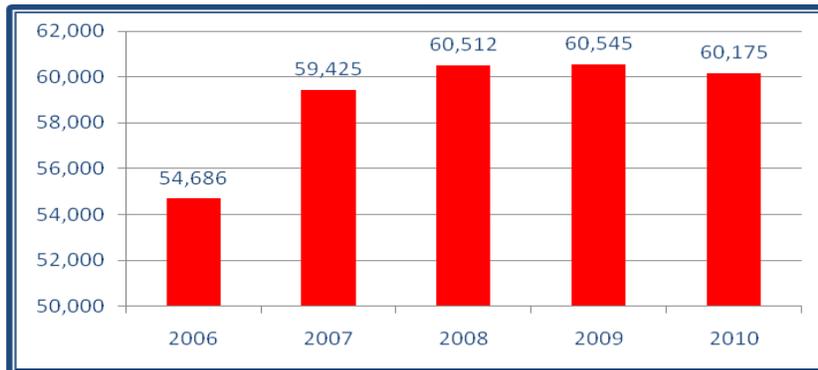
(Conducted January 19, 2011 – February 25, 2011)

<b>Overall Ratings: How do you rate the quality of services we provide?</b>							
<b>(N=280)</b>		<b>% of Responses</b>	<b># of Responses</b>				
a	Excellent	42.0%	115				
b	Good	44.2%	121				
c	Adequate	10.9%	30				
d	Poor	2.9%	08				
e	Unacceptable	0.0%	00				
<b>Total Responses</b>			<b>274</b>				
<b>Overall Ratings: Is our performance...</b>							
		<b>% of Responses</b>	<b># of Responses</b>				
a	Getting much better?	37.4%	95				
b	Getting better?	46.1%	117				
c	Staying at about the same level?	15.7%	40				
d	Getting worse?	0.8%	2				
e	Getting much worse?	0.0%	0				
<b>Total Responses</b>			<b>254</b>				
<b>If you attended a seminar(s) please answer the following questions utilizing the scale.</b>							
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Response Totals</b>
The seminars met my expectations.		93	127	34	9	1	264
The knowledge I received was utilized in the performance of my duties.		85	127	34	8	2	256
The seminar assisted in improving office procedures and productivity.		74	102	64	10	2	252

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

Key measures of organizational effectiveness/operational efficiency and work system performance include competitive faculty salaries, university rankings among peer institutions, and adequate allocation of resources to promote student learning.

**Chart 7.5-1 Average Faculty Salaries**



**7.5-1 2010 Full-time Faculty by Discipline – 9 Month  
for SC Teaching Colleges & Universities**

INSTITUTION	Professor	Associate Professor	Assistant Professor	Instructor	Total
The Citadel	\$84,253	\$67,879	\$56,117	-----	\$68,333
Coastal Carolina University	\$82,640	\$68,877	\$56,232	\$45,593	\$65,110
College of Charleston	\$81,074	\$63,927	\$59,190	\$47,795	\$64,679
Francis Marion University	\$74,829	\$59,881	\$53,130	\$47,499	\$61,004
Lander University	\$68,151	\$52,981	\$49,494	\$39,903	\$51,388
<b>SC State University</b>	<b>\$73,647</b>	<b>\$62,805</b>	<b>\$57,603</b>	<b>\$44,437</b>	<b>\$60,175</b>
U.S.C. - Aiken	\$72,786	\$59,408	\$52,167	\$42,244	\$55,219
U.S.C. – Beaufort	\$73,278	\$61,385	\$50,467	\$45,998	\$56,393
U.S.C. – Upstate	\$74,076	\$61,751	\$52,044	\$46,413	\$55,541
Winthrop University	\$75,170	\$65,383	\$54,557	\$43,751	\$62,250

**Figure 7.5-1 SC State Rankings Among Peer Institutions**

SC State rankings in 2010:

*Washington Monthly*

**#1** (of 258) in **Social Mobility** (recruiting and graduating low-income students)

**#9** (of 258) in **Service** (ROTC program),

*Diverse Issues in Higher Education, Top 100 Degree Producers: Baccalaureate*  
(Total Minority) for 2010

**#2** Mathematics and Statistics

**#13** Biological and Biomedical Sciences

**#13** Education (doctorate)

**#21** Education (Undergraduate)

**#32** Physical Sciences

**#38** Agriculture, Agriculture Operations and Related Sciences

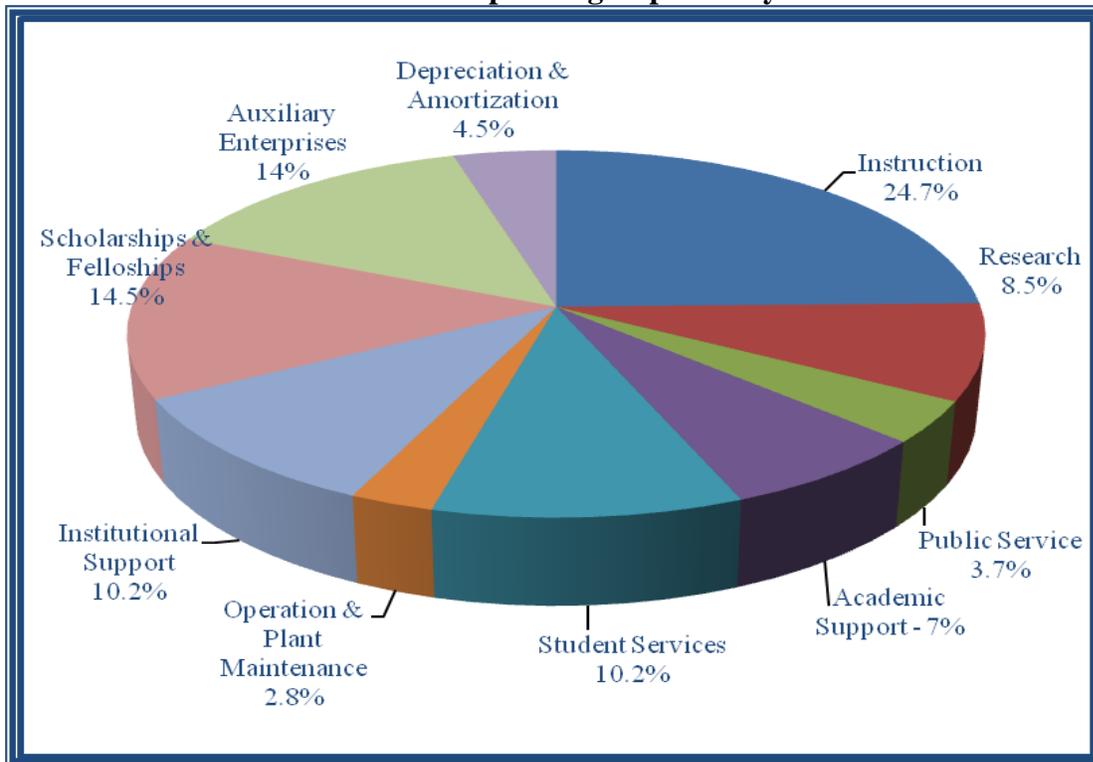
**#50** All Disciplines Combined

**7.5-2 Student Clock Hours of Instruction (Fall 2010)**

Institution	Classroom Hours <sup>1</sup>	Laboratory Hours <sup>1</sup>	Other Hours <sup>2</sup>	Total Hours
The Citadel	41,876	6,363	602	48,841
Coastal Carolina	104,534	21,702	5,397	131,632
College Of Charleston (Main)	121,355	27,201	11,422	159,978
College Of Charleston (At North Charleston)	1,989	-	20	2,009
College Of Charleston (Grice Marine Lab)	285	285	132	702
Francis Marion	27,641	6,450	6,042	40,133
Lander	30,544	7,261	7,117	44,921
<b>SC State</b>	<b>42,906</b>	<b>11,796</b>	<b>6,937</b>	<b>61,639</b>
USC Aiken	27,400	9,080	6,479	42,958
USC Beaufort (Historic Beaufort Campus)	2,024	552	189	2,765
USC Beaufort (Hilton Head Gateway Campus)	15,153	3,201	150	18,503
USC Upstate	57,291	9,166	1,082	67,538
Winthrop	59,918	19,071	10,907	89,895
<b>Teaching</b>	<b>532,913</b>	<b>122,125</b>	<b>56,473</b>	<b>711,510</b>

- 1 Hours are calculated Monday through Friday.
- 2 Other than Class Rooms & Labs ALL HOURS

**Chart 7.5-2 Operating Expenses by Function**



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

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

Accomplishment of strategic plan goals and objectives is included in annual reports located on the university website. Stakeholder trust is evidenced by continued contributions and continued participation in outreach and campus activities. Measures related to citizenship include maintaining affordable costs, community outreach, and accessibility. Fiscal accountability is measured by the allocation of fees to support university mission. SC State University maintains regional, athletic and program accreditations and adheres to the policies and regulations of state, federal and other associated agencies.

**Figure 7.6-1 Institutional and Program Accreditations**

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

Academic Programs are accredited by the following national accrediting bodies:

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

In addition:

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

SC State University sponsors numerous outreach services and activities throughout the year through its 1890 Extension program, speech and hearing clinic, museum and planetarium exhibits and shows, and other programs and services for the community. Table 7.6-1 includes only a few of these activities.

**7.6-1 Community Outreach Activities**

Office	Activity	Audience
1890 Extension	Introduction Keyboarding for Seniors Target: Adults	Four classes were held (1 each Quarter). Everyone improved their typing skills, learned basic computer keyboarding
	Youth Summer Programs Target Audience: K-12 <sup>th</sup> graders	18 Summer Programs were held. Pre- and Post-test results were received. Impact documents were developed. Information distributed to stakeholders/funders.
	Homebuyers Seminars Target: Potential Homebuyers	Individuals were able to apply for housing grants to purchase a home.
	Workshops on financial management, family budgeting savings and investment, financial literacy, food and nutrition, food handling, food preparation, farm demonstrations, etc.	Youth and adults/Over 263 workshops/seminars/conferences were held. On-farm demonstrations (22) introduced the latest techniques, equipment and strategies for farming.
Brooks Health Center	Domestic Violence Forum with Kemba Smith Pradia	All students and the community
	Cancer awareness (MAC: Men Against Cancer)	Excellent participation
	Minority Health Summit	Community members
Counseling & Self-Development Center	Women at Heart Conference	Women in the South Carolina region. Participated in free health screenings and received valuable information on minority health issues
Small Business Development Center	First Quarter Assistance	41)disadvantaged business enterprises Offered counseling, business plan development, special technical assistance, and turnaround management assistance.
Speech Pathology and Audiology	Hearing Summer Camp for hearing impaired	Hearing impaired children
Accounting	VITA	Low income – tax assistance
Museum & Planetarium	The Southern Circuit Film Series, including <i>Prodigal Sons</i> , <i>Zora Neale Hurston Film Festival</i> , <i>Dive!</i> , <i>Pelada</i> , <i>Burning in the Sun</i> , and <i>Abel Raises Cain</i> .	Campus and external community
	Two major exhibitions: “ <i>Partnership in Social Justice</i> , featuring <i>Beyond Swastika</i> and <i>Jim Crow</i> ,” and “ <i>The Grid Turns the Corner</i> .”	

**7.6-2 Enrollment by Race and Gender**

<b>Race</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Black/African American	4205	4,716	4600	4237	4091
Non-Residential Alien	2	0	15	11	9
American Indian	2	2	7	3	5
Asian or Pacific Islander	18	20	13	11	16
White	140	167	198	144	169
Hispanic	8	14	17	24	29
Unknown	9	14	38	108	43
<b>Gender</b>					
Male	1,823	2,076	2022	1904	1865
Female	2,561	2,857	2866	2634	2497

**7.6-3 Fall 2010 Disabled Accessible Area as a Percentage of Assignable Area**

	<b>Assignable Area (Total)</b>	<b>Accessible Area (Total)</b>	<b>Percent Accessible</b>
The Citadel (Main Campus)	1,145,831	879,481	76.75
Coastal Carolina University (Main Campus)	870,599	863,908	99.23
College Of Charleston (Main Campus)	1,976,330	1,121,256	56.73
College Of Charleston (North Area Campus)	17,600	17,600	100.00
College Of Charleston (Grice Marine Laboratory)	20,477	19,359	94.54
Francis Marion University (Main Campus)	660,383	589,436	89.26
Lander University (Main Campus)	603,761	456,066	75.54
South Carolina State University (Camp Harry D	29,815	29,815	100.00
South Carolina State University (Main Campus)	1,206,688	1,205,108	99.87
USC-Aiken (Main Campus)	571,583	416,509	72.87
USC-Beaufort (Historic Beaufort Campus)	50,023	24,188	48.35
USC-Beaufort (Hilton Head Gateway Campus)	126,539	58,410	46.16
USC-Upstate (Main Campus)	766,647	761,816	99.37
Winthrop University (Main Campus)	1,493,298	947,508	63.45
<b>Comprehensive Teaching</b>	<b>9,509,759</b>	<b>7,360,645</b>	<b>77.40%</b>