

September 29, 2000

Mr. Les Boles, Director
Office of State Budget, Budget & Control Board
1122 Lady Street, 12th Floor
Columbia, SC 29201

Re: 1999-2000 Accountability Report

Dear Mr. Boles:

It is a pleasure to submit the 1999-2000 Accountability Report for the 12th year of the Governor's School for Science and Mathematics (GSSM). We have come a long way in setting and obtaining higher standards for student achievement during the past twelve years and are looking forward to forging additional opportunities for bright, hard-working South Carolina students through our new campus plans.

As a small agency, GSSM is in a continuous process of assessing programs, policies and procedures. Beginning in 1991, we launched a continuous strategic planning cycle. Through Board and internal staff work GSSM continues to refine both our mission and how our resources best focus on our goals. Through a collegial committee structure involving both internal and external organizations, public and private, GSSM designs programs based on challenging standards-based curriculum for identified needs.

The mission statement and activities listed in this report have led to GSSM being recognized as one of the premier schools in the nation, to success by graduates of our programs, both residential and outreach, and the need to expand our services by building our own facilities. From this mission objectives have evolved with associated performance indicators. These include test scores and other academic measures, scholarships offered and accepted, comparisons with like residential schools in other states, the extremely high recruiting priority universities place on our graduates and demand for our outreach services and the support of business and industry in helping GSSM provide advanced educational opportunities. With this year's report, GSSM is beginning to integrate information developed in conjunction with the Education Oversight Committee (EOC).

I will be happy to provide additional information and ask that if you have any questions, please call me.

Sincerely,

Fred L. Lynn
President

Executive Summary: FY 1999-2000 Accountability Report

Nationally recognized for excellence, GSSM conducts an advanced educational residential program for South Carolina students and provides quality outreach programs for students and teachers throughout the state.

Demand for placement in GSSM programs continues to exceed openings. For our two-year 11th & 12th grade residential program, there are **three qualified applicants for each position available**. Our Mentored Research Program had some 300 students vying for 34 available positions.

Since its founding in 1988, GSSM has led the state each year in the number of student National Merit Semifinalists and Finalists. GSSM also continues to have the highest SAT scores in the state. In our first ever national mathematics (calculus) competition, GSSM students placed 10th in the nation.

Each year, as the reputation of our high quality graduates increases, the amount of scholarships offered has grown, reaching **\$10,988,732 for the 59** members of the class of 2000.

*GSSM continues to provide a strong infusion of exceptional students into South Carolina colleges and universities. **Historically, 50% of GSSM graduates attend South Carolina universities.***

GSSM is truly a statewide institution, with 40 **South Carolina counties providing students** to our residential program. Total minority enrollment is 24%.

The school is one of the leading institutions in the nation in promoting and coordinating mentored scientific research by high school students. This program has been expanded to students outside the residential program at GSSM. Students in this program continue to win national recognition and be invited to present “real-world” research at professional conferences, often alongside college graduate student presenters.

GSSM is a state leader in delivering quality courses to rural students and teachers using Distance Learning. Through our Rural Education Network partnerships, GSSM is now providing advanced “distance learning” courses (using two-way and satellite video, computer networks and hands-on sessions) to seven different school districts.

Advanced Distance Learning Course Offerings include:

- Organic Chemistry
- Anatomy and Physiology
- Statistics
- Cell & Molecular Biology

Course offerings and reception sites continue to expand. These courses can allow students anywhere in South Carolina to take advanced courses and help meet the requirement for increased units for graduation.

The School’s Summer Science Program (SSP) **provides hands-on lab and field experience with 287 of the state’s top 9th and 10 graders** participating in 2000 -- showing these students the excitement of advanced study and encouraging them to continue taking accelerated courses. Scientists provided from S.C. universities lead the students.

GSSM is a leader in involving universities and colleges, school districts, Science and Mathematics HUBS through the Statewide Systemic Initiative, industry and business and academic associations in program planning and delivery. Private industry has **pledged over \$6,000,000 toward an endowment goal of \$8,000,000** to assist GSSM programs, while universities and industry are the backbone of GSSM outreach programs by “donating” Ph.D. scientists to teach and mentor students in our programs. The in-kind value of their services alone is conservatively estimated at over \$490,000 annually.

GSSM is building to the future. Based on current demand and mission to be a resource statewide, GSSM is creating a new campus in Hartsville, which will more than double the size of the residential program and greatly increase outreach programs.

Mission Statement
South Carolina Governor's School for Science & Mathematics

The South Carolina Governor's School for Science and Mathematics is a learning community offering a residential environment which encourages critical thinking, problem solving, and scientific research for the State's most academically able students. The benefits of this learning community are extended to other students, teachers, and schools through a variety of outreach programs.

The school's commitment to all of its students, faculty and staff, is to extend the horizons of the mind, instill a sense of responsibility for oneself and others and cultivate the intellectual and social growth of each individual.

The School for Science and Mathematics also serves the state of SC as a model of academic excellence. In both its residential and outreach programs, GSSM is an innovator in curriculum and instruction, and is characterized by boldness of vision. The institution is committed to provide a wide range of services to all of the state's school districts. GSSM strengthens its effectiveness through partnerships with schools, higher education, industry and other organizations.

Leadership System
Customer Focus and Satisfaction
Other Performance Excellence Criteria
Governor’s School for Science & Mathematics

Being a small organization with a total of 36 employees, GSSM focuses on a collegial environment encouraging the professionalism of all staff members to set and achieve high standards. This “achievement expectation” is transferred to our key “customers” – those students and teachers we interact with throughout the state. Hierarchy is kept to a minimum, with all doors open for comment and suggestions. Formal and Informal meetings are constant, including weekly departmental and administrative sessions, a new “buddy” system which teams student leaders with staff and heavy parental involvement through GSSM’s Parents Advisory Council (PAC). Continuing direct feedback from students, teachers, education, business and other staff members provides data for our ongoing assessment and program revision when necessary.

This process creates an atmosphere where staff members, answering the question “What’s best for the student,” are motivated to create programs that have become national models. Besides the residential advanced curricula, examples include our intensive Mentored Research Program and the Summer Science Program. Distance Education developed from the need to reach bright, motivated students throughout the State with advanced courses.

GSSM key “customers” are the students and teachers of South Carolina – and our partners in education and industry. GSSM concentrates on “raising the bar” of academic achievement: challenging and motivating students to take advanced courses and put in the hard work necessary to successfully complete the curriculum. There is no grade inflation, but merit based on achievement. We believe South Carolina’s future economic prosperity requires students well versed in science and mathematics supported by an excellent foundation in the humanities. These are the courses necessary for entry and success into higher education, as a prerequisite for professional success. GSSM is a leader in both setting achievement standards and integrating “education standards” into modules for students and teachers.

GSSM programs seek students who demonstrate self-motivation for learning. This can be demonstrated by prior academic achievement (grades, test scores), involvement in science & mathematics or leadership activities, and a willingness to be risk-takers by applying for advanced courses.

GSSM is truly a statewide institution, always recruiting statewide. We feature a two-year residential program for 11th and 12th graders, and an expanding number of advanced outreach programs for students from elementary, middle and high schools throughout our state. These outreach services allow all students the opportunity to apply for Mentored Research with a Ph.D. scientist from industry or Higher Ed, or take a Distance Education course. In addition, GSSM programs for teachers, including recertification courses, prepare and support teachers to meet the challenge of standards-based curriculum.

Gauging satisfaction for customers involves demand for GSSM programs and achievements during their participation. Examples include scholarships offered, continued academic participation and success measurements. For teachers, development of and participation in programs, and use of improved skills and knowledge in the classroom to enhance student achievement measure satisfaction.

Other Performance Excellence Criteria:

GSSM has implemented a “GSSM by the Numbers” document to capture data pertaining to programs. Revised and analyzed annually, this report becomes one method of review and adjustment and is also used to create this annual accountability report.

Strategic planning, as discussed above, results in GSSM focusing programmatic dollars and time (personnel) resources to accomplish specific results. For example, GSSM has set Gifted and Talented research and impact/influence of best practices as a focus for the following year.

A line item has been created for “professional development” and our teachers and staff will apply these funds to support Gifted and Talented research. Our focus on the “wellness model” for student support services – a comprehensive approach to allocate departmental and institutional resources - was developed through our strategic planning processes. The same holds true for middle school initiatives and our research and development of new campus plans for GSSM and what resources are needed to properly serve the students and teachers throughout South Carolina.

GSSM’s state budget requests and private fund-raising activities are based on strategic planning, measurement of current programs and customer demand.

Description of Programs

While required to list programs by priorities, GSSM designs and operates all programs to support one another and offer “steps” of greater involvement and learning appropriate to the individual student or organization. All staff and faculty at GSSM participate in and support both the residential and outreach programs of the school.

It is difficult to differentiate our “residential” program from outreach when acceptance as a residential student is a source of pride and feedback to the home school the student originally attended. The availability of GSSM programs encourages students, teachers and schools to participate in and develop challenging courses.

The GSSM residential program, for report purposes, can be subdivided into two equally supportive branches: academic and student development. Both areas are critical to success at GSSM and are therefore interdependent.

Program Title: Academic Residential School Program Rank: 1

Mission Relevance: Primary Customer(s): South Carolina’s Most Academically Able Students. Cultivate the intellectual growth of each student, encourage critical thinking, problem solving and scientific research. Serve as a model of academic excellence.

Program Cost:

Academics	State	EIA	Fed	Grants	Other In/Kind	Earmarked
	\$ 1,002,052	\$ 99,391		\$ 26,500	\$ 50,000	

Program Functions/Goal: Provide 128 of South Carolina’s brightest and hardest working students an opportunity for an unequalled advanced residential education in their 11th and 12th grades, with emphasis in science and mathematics.

Program objectives: Provide enriched, accelerated and challenging curriculum within 24-hour a day learning environment. Academic course study extends year-round with required participation in research during the summer. Produce graduates who excel and are sought by leading universities and colleges. Encourage students to develop strong leadership skills and sense of responsibility to others and South Carolina -- including expectation to contribute back to the state in the future.

Academic Residential School: Performance Indicators (Please Also See Student Development Indicators)

Quality of Academic Program: •Average SAT score for class of 1999 = **1340**. Trend over time - consistent. (Benchmark Comparison: State HS Average, Higher Education Freshman SAT averages.)

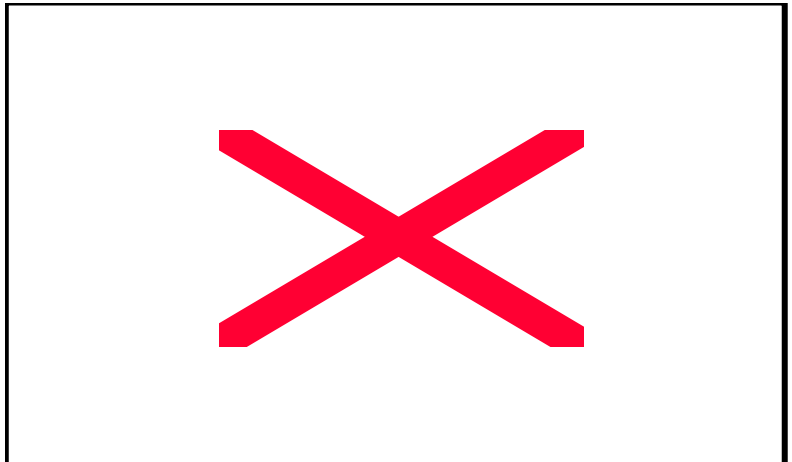
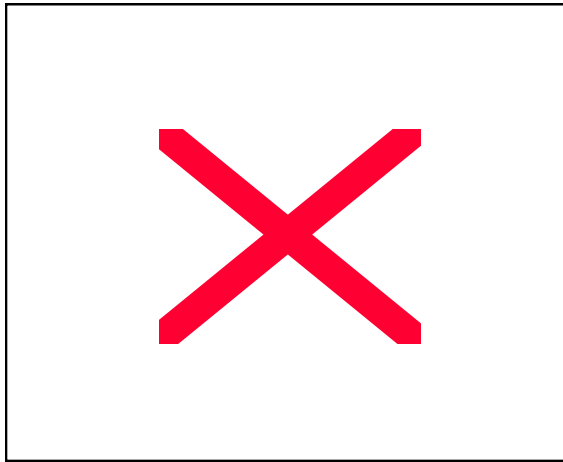
Program Demand: •Qualified applicants continue to outnumber openings in the range of **3** applications for every **1** opening.

Demand for GSSM Graduates: universities increasingly seek GSSM graduates. Scholarship offers have increased each year, reaching **\$10,988,732 for the 59** members of the class of 2000. In-state universities offer GSSM participants greater support to attend. Industry beginning to seek GSSM students to participate in research programs. Trend over time - fifth record-setting year in a row.

Academic Residential School: Performance Indicators continued...

AP Pass Rate and Freshman College GPA: Consistent with EOC

	1998	1999	2000	3 Year Average
AP Pass %	87	86	92	88
Avg. GPA	3.54	4.39	3.22	3.42



Trend over Time: consistently high. Benchmark: Education Oversight Committee (EOC) report card standards.

Quality of Courses/Academics

- Academic credentials of Faculty: All have at least Masters Degree, 77% have Masters Plus 30 or Ph.D. in their area of instruction. Trend over time - consistent.
(Benchmark Comparison - S.C. Higher Education Indicator II.A.)
(Benchmark Comparison - Average High School Faculty Academic Degree Obtained)

- Average Class Size = 13.61
Trend over time - consistent.
(Comparative - S.C. Higher Education Indicator III.A)
(Comparative - Average S.C. High School Class Size)

Quality of Courses/Academics

- Student to Teacher Ratio = 9 to 1
Trend over time - consistent.
(Benchmark Comparison - S.C. Higher Education Indicator IIIA.)
(Benchmark Comparison - S.C. High School Average Student/Teacher Ratio)

- Course Offerings by Quality Units (Honors/College Prep, AP equivalent or above, Enrichment) over two years = 41.5 Units*
-Trend over time - rising slightly over past three years with emphasis on creating additional electives. New Electives offered include "Abstract Algebra," "Advanced Economics," "Modern Physics," "Microbiology," advanced "Western Civilization," "Environmental

*Science” and Independent studies including “Differential Equations and Complex Variables.
(Benchmark Comparison: Honors courses offered at local high schools.)*

- Required Evening Study Time, per student, per week: = 10 Hours.
Trend over time - consistent. Benchmark - GSSM sets standard.

Program Title: Student Development Program Rank: 2

Mission Relevance: Provide safe and supportive residential living environment, instill a sense of responsibility for oneself and others and cultivate the intellectual and social growth of each individual. Primary customer(s): South Carolina’s most academically able students.

Program Cost: Student Development

Student Development	State	EIA	Fed	Grants	Other In/Kind	Earmarked
	\$ 1,186,319			\$ 25,000	\$ 60,000	\$ 3,250

Program Functions/Goals: Student Development covers the diverse functions of admissions, personal counseling, college placement counseling, athletics, intramurals, clubs, resident life support services and registrar functions. Working in conjunction with all other areas of GSSM, Student Development recruits quality students, supports their development while living at GSSM, takes care of them, feeds and houses them, and counsels students toward appropriate higher education placement. Student development, using the wellness model, fosters development of each student into a responsible citizen and leader.

Program objectives: Recruit quality students from each congressional district throughout South Carolina. Counsel students toward an appropriate college placement. Develop programs for the management of the student living community promoting individual responsibility. Provide appropriate adult supervision supportive of a 24-hour learning environment. Milestone achieved: 1999-2000 saw first full-time counselor available for students. GSSM students are required to perform a minimum of 2 hours per week of physical activity and student body is provided access to local YMCA facilities.

Student Development Performance Indicators (Please also see Academic Indicators):

•Statewide representation: GSSM’s incoming class represents 38 of South Carolina’s 46 counties, and includes students from each of our state’s six congressional districts. GSSM Residential students come from 88 different S.C. high schools. Trend over time - consistent.

GSSM College Placement Rate

- College Placement Rate for GSSM Graduates: 100%. Trend over time - consistent.
- 95% to 100% of GSSM graduates gain acceptance into their first or second choice of higher education institution.
- Amount of Scholarships offered to the 59 members of GSSM’s class of 1999 is **\$10,988,732** (Sets new record for fifth year in a row) Trend over time - increasing.

Quality of Applicants:

•Average (10th Grade) PSAT of Incoming Class: = 133 (up from 128 last year)
Trend over time - rising slightly.

GSSM Graduates Attending In-State/Out-of-State Colleges & Universities. GSSM encourages students to attend in-state universities by promoting campus visits, conducting visits to in-state major educational institutions and inviting/encouraging seminars, classes and courses taught by in-state university faculty members. We are encouraged at the efforts in-state schools are making to recruit our graduates. Trend over time - about 50/50, some fluctuations.

<u>Year</u>	<u>In-State%</u>	<u>Out-of-State%</u>
1999-2000	39	61
1998-99	55	45
1997-98	55	45
1996-97	41	59
1995-96	47	53

Student Involvement/Community Support and Responsibility:

•Minimum **Student Community Service** Work Hours, per student per week: 3 hours weekly.
Trend over time - consistent.

Program Area: Educational Outreach Rank: 3

Outreach Overview: While everything GSSM does is in some way related to “Outreach,” there are several distinct outreach programs, each with a different focus under this classification.

Mission Relevance: Extend benefits of GSSM quality learning programs to students and teachers throughout South Carolina. Provide a wide range of services to all of the state’s school districts and students. Serve as a model and innovator in standards-based curriculum and instruction. Strengthen effectiveness through partnerships with schools, higher education, industry and other organizations. Primary customers: Students, Schools, School Districts, Higher Education & Industry. In-kind contributions from partners (universities and industry), primarily donated instruction time, leverage GSSM outreach resources to increase program effectiveness.

Area Functions/Goals: Promote advanced educational achievement and opportunities throughout South Carolina, utilizing partnerships with, and expertise from GSSM’s learning community.

NEW PROGRAM: GEAR UP partnership to support middle school students statewide. Partners include GSSM, Higher Education, ETV, School Districts and the Business community. (See details below.)

Program: Science Research Intern Program (Mentored Research)

Program objectives: Involve rising South Carolina seniors in intensive scientific research, pairing them with a Ph.D. mentor to collect data for six to eight weeks during the summer, then during the school year to analyze and prepare report, and finally to present research results to statewide, regional and national audiences.

Program Cost: Science Research Intern Program (Mentored Research)

Science Research Intern Program	State \$ 169,772	EIA	Fed \$ 20,000	Grants \$ -	Other In/Kind \$ 490,000	Earmarked
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Program goal: In conjunction with GSSM's advanced curriculum, provide approximately 100 students (residential and non-residential) from throughout South Carolina ability to conduct "real world" research by teaming with scientist mentors from universities and industry.

Program objectives: Immerse students in scientific method and procedures by conducting actual advanced research with leading scientists. For GSSM residential students, course study extends year-round with required participation in research during the summer.

Performance Indicators: Research Intern Program (Mentored Research)

•Demand By Students: 300 student (non-GSSM) inquiries, with over 130 applying for one of the 34 available summer positions. Trend over time - fluctuates, rising depending on funding availability.

•Quality: Academic Honors: At both the S.C. Junior Academy of Science Annual Conference and professional national conferences such as the American Association of Chemical Engineers, participants in

Performance Indicators: Mentored Research Program, continued...

Mentored Research Program continue to win honors and recognition for their research - including publication in professional journals. Trend over time - growing recognition. (Benchmark comparison: Off-the-scale at this level of involvement - we're still searching for a comparison.)

•Number of Participants - 98. Trend over time - has been level between 90 - 110. Will increase as additional funding and contributors come on-line.

•Mentor Partners: Eighty-three scientists from S.C. higher education and industry participated this year, at 31 sites. GSSM has identified 276 Ph.D. scientists at over 50 sites available to mentor at this high level. Business partners include DuPont, Michelin, Roche Carolina, Westvaco, and Sonoco. Trend over time - growing, participation depends largely on student scholarship availability. (Benchmark comparison: Higher Education's Performance Indicators IV B and VIII C.)

Grants/In-kind contributions:

•GSSM partner institutions donate the mentor scientists' time (over eight weeks total) and facilities. Mentor donated Value = \$ 490,000 (estimated at \$5,000 instructors' time for each of 98 participants). Trend over time - increasing involvement of higher education institutions and industry.

Direct Grants: Partners including the USC College of Engineering, the GSSM Foundation, Howard Hughes Foundation and EPSCoR made over \$100,000 in direct grants to support mentored student interns. Trend over time - increasing involvement of higher education institutions and industry.

•Sharing Results, Encouraging Others: Prepare and disseminate student research, both abstracts and details. Student research is compiled and presented to other students and teachers at both the GSSM

annual Research Colloquium and the S.C. Junior Academy of Science Annual Conference. Results are compiled and disseminated statewide.

Program: Distance Education (DE)

Program Goal: Provide advanced GSSM courses to students and schools where courses are not available.

Program objectives: Using Distance Education (DE) Technology (two-way video, satellite, computer networking and hands-on sessions), identify with partners desired advanced courses and design and deliver such courses. Develop partnership network to build and operate network. Partners include State Department of Education, Science/Math HUBS, GTE, BellSouth, SCETV and school districts. GSSM is currently serving five schools designated as impaired.

Program Cost: Distance Education (DE)

Distance Education	State	EIA	Fed	Grants	Other In/Kind	Earmarked
	\$ 239,529				24,000	

•Program Demand – Increasing number of major partners, including BellSouth, GTE, SCETV, State Department of Education, Pee Dee Education Center, School Districts, to develop and provide advanced DE courses. Available Two-way sites expanding monthly, with one-way video accessible statewide. Trend over time - growing fast.

Performance Indicators: Distance Education, continued...

Delivery Areas: expanded beyond high schools into elementary and middle schools, including teacher-training workshops.

Provide “Low-performing” schools with quality courses. GSSM DE courses are provided to five (out of seven) “low-performing” schools – providing their students with access to advanced courses.

Advanced DE. Courses Offered:

- Anatomy and Physiology
- Organic Chemistry
- Statistics
- Cell & Molecular Biology

Trend over time - growing demand, delivery and expansion of course offerings: For example, GSSM, in conjunction with USC College of Engineering & EPSCoR, is now developing an Introduction to Engineering course.

Number of Participation Sites: 8 School Districts, Francis Marion University and Florence-Darlington Technical College now direct partners (up from 6 last year), with inquiries from many more. Trend over time – growing quickly, adding sites. Negotiated with over 22 additional schools and school districts for DE for possible delivery in following year.

Program Name: GSSM Summer Science Program (SSP)

Program Objectives: Encourage younger students, 9th and 10th graders, to participate in and pursue high-level science and mathematics courses, by offering a summer enrichment program which teams them with a Ph.D. scientist to immerse themselves for a week of hands-on training in a specific area.

Program Cost: Summer Science Program

Summer Science	State	EIA	Fed	Grants	Other In/Kind	Earmarked
	\$ 7,980			\$ 28,500	\$ 38,000	\$ 99,390

Performance Indicators:

Attendance: 294 9th and 10th graders, up from 280 last year. Trend over time: Consistent in Range of 270 to 300. MAXIMUM capacity of facility is 300 students over the three weeks.

- Number of SSP Sections Offered - 22. Trend over time – consistent (up from 19 in previous year).
- Number of S.C. Higher Education Partners, offering Ph.D. instructor: 16. Trend over time - consistent.
- Grants/In-Kind. Value of donated time of Ph.D. instructors estimated at over \$34,000. \$28,500 Junior Scholar grant obtained. Trend over time - consistent.

Program Name: GEAR UP: Gaining Early Awareness for Undergraduate Programs.

A partnership of Higher Education (CHE), GSSM, Businesses (Chamber), SDE, ETV and Schools

Program Objectives: Involve 500 low-income middle school students annually throughout South Carolina to provide skills and encouragement so they will continue their education through college.

- Deliver hands-on science, math and technology instructional modules.
- GSSM Students mentor and teach 7th graders
- 10 Saturday Academies and Distance Learning narrowcasts.

Program Cost: GEAR UP

Gear-up	State	EIA	Federal	Grant(s)	Other/In-Kind	Earmarked
	\$ 8,000			\$ 75,000	\$ 1,000,000	

Performance Indicators:

Develop five distance-learning modules – completed.

Develop and conduct workshops for three Saturday Academy programs – completed.

Create “TEAM GEAR UP,” comprised of GSSM students who will conduct “hands-on and minds-on” workshops for low-income middle school students.

School District and student participation rates. Tracking of students on continuation of science/math/technology courses and applications to higher education. Results: To be tracked over time.

Program Title: Support Services and Administration

Mission Relevance: Coordinate, obtain and manage the resources necessary to achieve the mission of the school effectively and efficiently.

This program is responsible for the general operation of the school including policy-making, budgeting, personnel and physical plant. It also houses the functions of the Board of Trustees and addresses all matters external to the school.

Program Functions/Goal: Obtain necessary resources, allocate and manage to fulfill mission. Provide technical, legal, organizational and financial foundation for all programs.

Program Cost: Support Services/Administration

	State	EIA	Federal	Grant(s)	Other/In-Kind	Earmarked
Support Services/ Administration	\$ 334,031			\$ 90,750		

Support Services and Administration Performance Indicators:

Maintain Quality of Program: See Program area Indicators including:

- Faculty Qualifications: Recruited two Ph.D. Instructors to replace those with Masters degrees.
- Demand for Participation in GSSM Programs

Allocation of Resources:

•89% of resources go to programmatic areas, 11% to Administration, this in spite of a small base (number) of students in residential program and consistent with previous year. Base level of management is required for an institution whether it has 130 or 10,000 students with an economy of scale factor for larger institutions. Trend over time - Support Services/Administrative percentage of total state appropriation is going down as program increases are made. (Benchmark Comparison: Higher Education Performance Indicators: V. Sections A, D. In-State Universities "Institutional Support/Enrichment" category runs from around 8% for large institutions (Clemson, USC-Columbia) to smaller institutions' 14% and 15% (Francis Marion University and Lander University respectively).

Update and develop mission statement and activities to fulfill mission.

•Mission statement reviewed/revised each year. Continue implementation to a new management structure required for change to larger school operating in a new campus. Consolidated 10 department chairs into 5 operational divisions in order to streamline communication/reporting lines, and increase efficiency of decision-making. Trend over time - consistent through growth process.

•Expenditure of Funds to Achieve mission. Budget requests and allocations are tied to internal processes setting priorities. Emphasis past several years has been on Outreach efforts and improving adult supervision in Dormitory. Both efforts successful and Outreach requests on-going. Continuing "GSSM by the Numbers" - an internal quantitative collection and analysis tool to evaluate activities. (Benchmark Comparison: Higher Education Performance Indicators I. A.)

Support Services and Administration Performance Indicators, continued...

•**New Campus Development:** Following through on our 1992 Strategic Plan, growth plans for GSSM's new campus are moving forward. Architectural programming, initial demolition and schematics are complete, with design development approval expected by October. State funding (\$18,000,000) for construction has been obtained, with \$2,000,000 additional funds awaiting final approval. Private funds of over \$6,000,000 toward \$8,000,000 private endowment goal completed. 17 acres of downtown land, adjacent to current campus, have been provided for new campus use and site preparation has been completed. Construction bids for the main "backline" building (dormitories, food services, distance education studios, offices, counseling, etc.) is planned for December, with an early 2001 mobilization date set.

GSSM's new campus, now scheduled for total completion in August, 2003, will more than double the residential student population (up to 300) and allow exponential increases in the number of students and teachers who will benefit from these statewide services.

•**Grants/In-Kind Contributions:**

Grants and in-kind resources totaled over \$900,000 for this reporting period. In addition, nearly \$6,400,000 has been raised toward GSSM's \$8,000,000 endowment goal. Trend over time - increases in external funding: both sources and amounts.

•**Institutional Cooperation and Collaboration/Partnerships:** GSSM partnerships with educational institutions, businesses, scientists, schools, school districts, HUBS, government organizations and other organizations continues to grow. GSSM hosts HUB meetings, teacher conferences, business involvement, and technology education efforts. Distance Education partnerships expanded to over 22 school districts during this reporting period.

•Administrators serve as instructors and student advisors each year. Clerical administrative staff (2FTE's) support all departments in purchasing, personnel, reporting and other paperwork areas. All resources are shared (avoids duplication, increases use of equipment).

Trend over time - consistent. (Benchmark comparison: Higher Education Performance Indicator IV B A & B.)