

South Carolina State University
ORANGEBURG, SOUTH CAROLINA



2007-2008
ACCOUNTABILITY REPORT

SEPTEMBER 2008

ACKNOWLEDGMENTS

The 2007-08 South Carolina State University Accountability Report was prepared from division and departmental annual reports, the University Fact Book developed by the Office of Institutional Research, various documents on the SC Commission on Higher Education (CHE) website and specific data requests from several SC State departments. Thank you for your contributions in the development of this very important document.

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Executive Director
Institutional Effectiveness

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

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

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

Vision

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

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

2. Major achievements for 2007-2008

- SC State experienced its largest first-time full-time freshman enrollment of 1,318.
- SC State University made an historic international impact on education, when Interim President Leonard A. McIntyre through the textbooks and learning materials program (TLMP), funded by the United States Agency for International Development (USAID), officially handed over biology textbooks to the President of Zanzibar, Amani Karume.
- Achieved record level contribution of \$4.0 MM driven primarily by \$2.156 MM in private gifts and another \$1.9 MM for in-kind gifts.
- The Miller F. Whittaker Library at SC State University joined forces with several other academic libraries from South Carolina’s public and private colleges and universities and the S.C. State Library to provide quicker access to more than four million books and other educational materials as a member of South Carolina’s virtual academic library, PASCAL Delivers.
- The U.S. Department of Education awarded the Rehabilitation Services Administration Commissioner’s Award for Excellence in Education and Training to SC State’s Rehabilitation Counseling Program.
- The SC State University Child Development Learning Center is one of the first early childhood programs to earn accreditation from the National Association for the Education of Young Children ([NAEYC](#)) – the nation’s leading organization of early childhood professionals.
- South Carolina State University celebrated 100 years of football.
- The Marching 101 Band performed on Saturday, Dec. 1, NCAA FCS playoff contest, which was televised on ESPN GamePlan. While the Marching 101 Band performed in Spartanburg and on ESPN, approximately 30 members of the drum line competed for the title “King of the Drum Line” in the second annual Big Apple Classic Drum Line Competition at Madison Square Garden in New York City.

3. Key strategic goals for present and future years

The 2006-2011 strategic plan focuses on each of the following seven areas:

Planning, Management, and Evaluation
Academic Infrastructure
Administrative and Physical Infrastructure
Human Resources
Research Development and Community Involvement
Institutional Advancement
Student Life

4. Key strategic challenges

- Maintaining academic excellence in face of declining resources
- Changes in the administrative leadership at South Carolina State University in fall 2007 while sustaining a comprehensive succession plan
- Completing the implementation of the student services components of the Banner system in reporting and data collection.
- Lack of funding for deferred maintenance and its significant impact on the ability to meet facilities needs to accommodate the significant increase in enrollment.
- Selecting and employing a sufficient number of highly qualified faculty and staff to meet the enrollment increase due to increasingly competitive salaries offered by competitors
- Increasing scholarship funds to provide adequate financial support for better academically prepared students

Table I.4 Number of Buildings, Value and Age

# of Buildings	Replacement Cost	Over 99 Years	75-99 Years	50-74 Years	25-49 Years	Less Than 25 Years
92	\$234,866,137	0	8	38	37	9

The number of buildings does not include leased facilities. The replacement cost as provided by the Office of Insurance Reserve Fund of the Budget & Control Board: (Source: 2008 South Carolina Higher Education Statistical Abstract 30th edition)

5. Use of the Accountability Report to improve organizational performance

This accountability report is shared with the Board of Trustees, administrators and university-at-large. It allows the University to gauge its own performance levels and to identify those areas that need to be addressed for continuous improvement. It also provides an assessment of the performance of the University and serves as a vehicle for sharing its vision, goals and needs with the legislature and community in a concise manner. It demonstrates the level of efficiency in which the University operates, manages its resources and meets the needs of its students and the community.

II. ORGANIZATIONAL PROFILE

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

South Carolina State University provides affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, humanities, social sciences and programs at the master's, educational specialist, and doctoral levels. These programs are offered through traditional and non-traditional methods of instruction such as lecture, discussion, role playing, internships, cooperative learning, distance learning via video conferencing, blackboard, and compressed video. Educational support services include career counseling, educational technology services, writing center, tutoring, and speech and hearing screening. Community outreach includes tutoring at local schools, speech and hearing screening, programs and services in the areas of agriculture/natural resources, family life, health and nutrition, 4-H youth development, community economic development, education and technology.

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

Table II.2 SCSU Student Characteristics Fall 2007

		Count	Percentage
Student Level	Undergraduate	4323	87.63%
	Graduate	610	12.37%
Student Status	Full-time	4298	87.13%
	Part-time	635	12.87%
Residency	South Carolina	4089	82.89%
	Non-SC Residents	844	17.11%
Race	Black	4716	95.60%
	White	167	3.39%
	Hispanic	14	0.28%
	Asian	20	0.41%
	American Indian	2	0.04%
	Unknown	14	0.28%
	Non-Resident Alien	0	0.00%
Gender	Female	2857	57.92%
	Male	2076	42.08%
Average Age	All Students: 23	Undergraduates: 21	Graduates: 36

Source: SCSU 2007-08 Fact Book

Many of these students continue to be from limited-resource families and are first-generation college students. They expect adequate facilities, equipment, courses, and faculty support. The ultimate expectation of students is to receive the support and services that will enable them to become highly skilled, competent, and socially aware graduates who can work and live productively in a dynamic, global society. Despite historical inequities in funding, compared to more recently established state comprehensive universities, faculty and staff are expected to provide quality services and support and to stay abreast of changes in their professions and disciplines.

Internal stakeholders include SCSU students, administrators, faculty, and staff. External stakeholders include the 13-member Board of Trustees, alumni, members of various university advisory boards, federal funding agencies, regional and specialized accreditation agencies, South Carolina legislators, the local community, S.C. taxpayers, technical colleges, school districts, and the general public. These stakeholder groups expect graduates who are productive citizens and proficient in their academic fields. Their key requirements are for the University to provide appropriate support, services, and resources for students to be successful in their academic pursuits and for the University to continue to serve the community and state.

3. Operating locations

Main campus: 300 College Street, Orangeburg, South Carolina

Off-site: University Center in Greenville (UCG), 225 S. Pleasantburg Drive, Greenville, SC

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

Through on-site and the internet, courses are offered at/from the following South Carolina locations:

- | | |
|--|-----------------------------|
| Dillon (Pee Dee Area) | North Augusta (CSRA Area) |
| Georgetown (Coastal Area) | Manning (Midlands Area) |
| Rock Hill (Olde English Area) | Ridgeland (Lowcountry Area) |
| Aiken Tech in Aiken, South Carolina | Columbia (Midlands) |
| Greenville (Upstate Area at UC-G and Piedmont Technical College) | |

Dual credit courses, from special funding allocations, are offered through a special Bridge program for high school students in the following locations: Allendale, Clarendon, Hampton, Orangeburg, and Williamsburg County School Districts.

While 1890 Extension locations are represented across the state, the main office is located on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex upgraded with federal funds by USDA. Three cluster offices are located within the counties of Orangeburg, Marlboro, and Hampton. Each cluster office serves multiple counties.

Figure II.3 Map of South Carolina



4. Number of employees by faculty and staff

Table II.4.1 Full-Time Faculty

	African American		Asian or Pacific Islander		Hispanic		White/Non Hispanic		Grand Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Not on Tenure Track	5	5		2			1	3	16
On-Tenure Track	41	32	3	10		1	15	15	117
Tenured	26	32	1	11			3	19	92

Source: IPEDS Human Resource Survey

Table II.4.2 Full-Time Staff by Salary Class and Gender

Salary Class	Men	Women	Total
Executive Administrative/Managerial Staff	26	21	47
Other Professionals (Support/Service)	47	115	162
Technical and Paraprofessionals	9	21	30
Clerical and Secretarial	3	117	120
Skill/Craft	5	2	7
Service/Maintenance	15	10	25
Grand Total	105	286	391

Source: 2007-08 Human Resources Report to IPEDS as of November 1, 2007

5. Regulatory environment under which South Carolina State University operates

State University, S.C., Orangeburg 29117 was created by Sec. 59- 127- 10, *et seq.* Under Sec. 59- 127- 30 SC State College became S.C. State University. (Source: 2006 South Carolina Legislative Manual, 87th edition, page 549). The Southern Association of Colleges and Schools Commission on Colleges and the South Carolina Commission on Higher Education provide oversight of the University in meeting required standards for all of its operations. In addition, ninety-three percent (93%) of the university's accreditable programs are accredited by agencies that require periodic assessments to ensure that specific standards are maintained.

6. Governance system

The authority and responsibility for the governance of South Carolina State University is vested in the SCSU Board of Trustees, who are appointed by the governor and/or elected by state legislators. The Board of Trustees establishes general policies of the University. The Board selects and appoints the President of the University to whom it delegates full authority and responsibility for the detailed administration of the institution. The President, with approval of the Board, selects senior leaders consisting of the vice presidents and executive directors who form the President's Cabinet. Assistant vice presidents, associate vice presidents, and deans complete the senior administration for the University. This administrative core assists in oversight and management of academic, student support, fiscal, research and outreach activities, including cooperative extension services. Shared governance is expressed through the utilization of university-wide and special committees, the Faculty Senate, and the Staff Senate.

7. Key suppliers and partners

Key suppliers of students to the University are primarily South Carolina high schools and technical colleges, with approximately 20% from other states and foreign countries. Other colleges and universities provide the largest share of graduate students. The key supplier for food and facilities management is SODEXHO; for textbooks is the Follett textbook company; computer and software companies; and local printing companies. S.C. State has numerous partners including members of program advisory boards and agencies with which the University shares Articulation Agreements or Memoranda of Understanding. Other four-year colleges and universities within the state are also considered competitors and partners as we all serve the students and citizens of the state without duplication. In its land-grant and academic research components, the University is involved in numerous partnership grants such as NSF, USDA, HHH, USDOE, USAID, GEAR-UP, and HBCU-UP and Project CREATE.

8. Key competitors

South Carolina State University is one of thirty-three public institutions of higher education in South Carolina. It is one of eleven baccalaureate degree level institutions in the Teaching sector. With approximately 83% in-state students, the public and private in-state postsecondary institutions are key competitors. Given the 96% population of African American students enrolled at SCSU, other HBCUs are also considered key competitors, especially those in South Carolina. As an 1890 land-grant institution, other 1890 institutions compete for similar types of students as SCSU. As the fourth largest producer of research dollars among the state's public universities, the Research Sector universities are considered as partners and competitors for research grants.

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

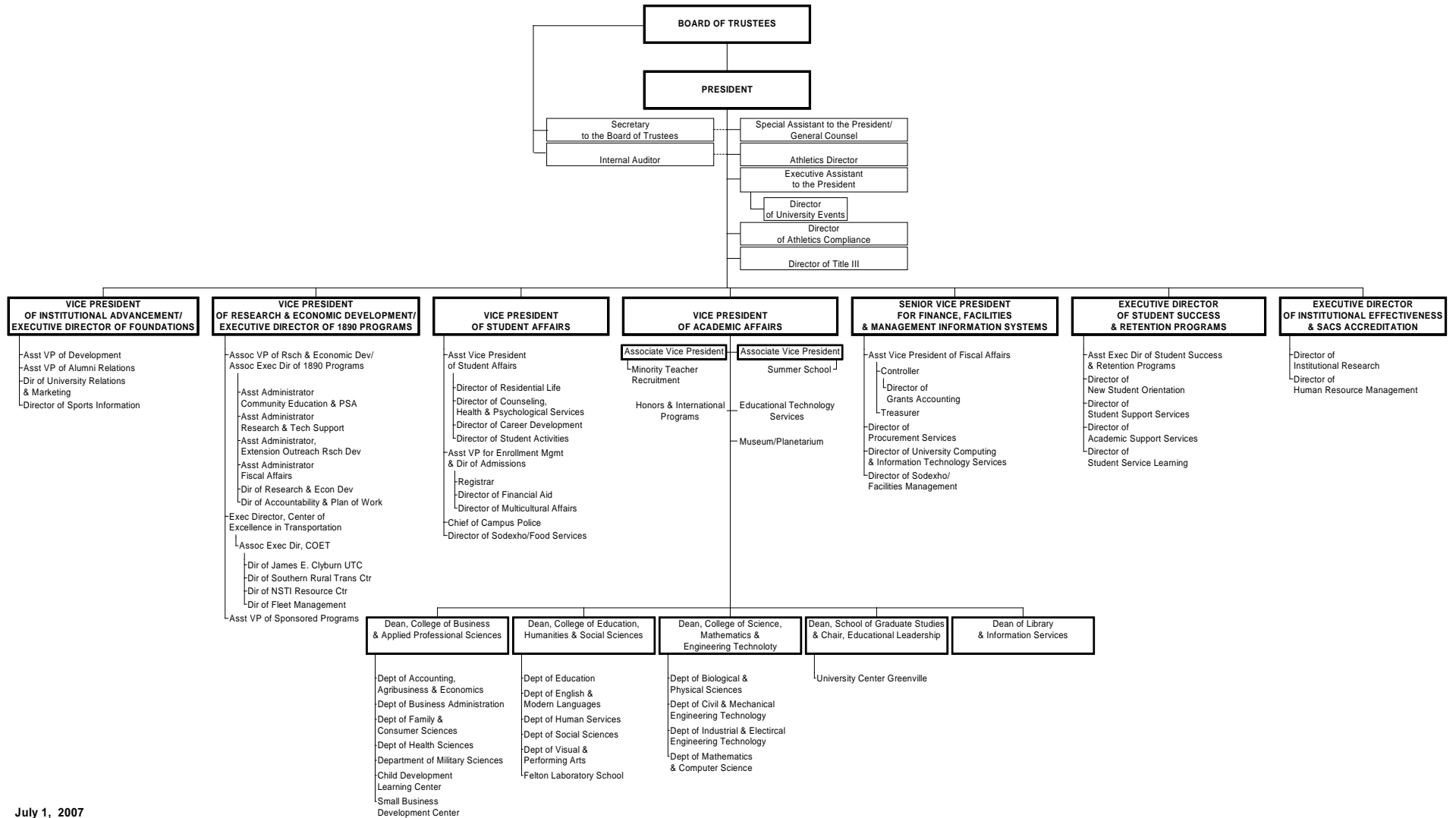
The principal factors that determine our competitive success are the quality of our graduates, academic programs, and outreach programs; employer feedback of our graduates; growth in enrollment; success of outreach initiatives, and rankings among peers. Key changes taking place that significantly impact our competitive situation include recent and anticipated significant decreases in state funding and several recent leadership changes ability to competitively recruit and retain faculty, and strategies for addressing deferred maintenance.

10. Performance improvement systems

Quarterly reports on progress in meeting strategic action plans that relate to enrollment, student performance, financial management, and other aspects of the University's operations provide evidence of the level of performance for the University in meeting its goals and objectives. Adherence to the South Carolina State University's Employee Performance Management System (EPMS) assures equitable treatment of employees, provides effective administration, and ensures compliance with State Budget and Control Board rules and regulations as well as statutory requirements that apply to the University. Performance evaluations, professional development, and service activities are reviewed when raises and promotions or job changes are made for all personnel.

11. Organizational Structure

South Carolina State University Organizational Structure



July 1, 2007

12. Expenditures/Appropriations Chart

Accountability Report Appropriations/ Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personnel Service	\$ 41, 744,373	\$ 17,828,149	\$ 43,152,437	\$ 16,280,181	\$ 47,559, 437	\$ 16,860,772
Other Operating	\$ 47,412, 245	\$ 3,426, 585	\$ 84,943,390		\$ 82,691,027	
Special Items	\$ 1,288,270	\$ 1,387,872	\$ 4,960,743	\$ 6,548,146	\$ 2,741,475	\$ 1,335,438
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 10,305,970	\$ 3, 935,154	\$ 10,705,437	\$ 4,101,695	\$ 12,616, 549	\$ 4,250,850
Non-recurring					\$ 400,000	\$ 400,000
Total	\$ 100,750,858	\$ 26,577,760	\$ 143,762,008	\$ 21,040, 022	\$ 146,008,489	\$ 22,847,060

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

13. Major Program Areas Chart

H24-SC State Major Program Areas

Program Number	Major Area and Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
445	Instruction- Activities that are part of the institution's instruction program. This includes credit and noncredit courses, tutorial instruction, and for regular, special, and extension sessions.	State: 21,040,022 Federal: 14,029,438 Other: 10,516,120 Total: 45,585,580 % of Total Budget: 31.71%	State: 22,847,060 Federal: 18,023,932 Other: 16,152,859 Total: 57,023,851 % of Total Budget: 39.06%	7.1-3, 5, 7.1-7, 8, 10, 7.5-1
442 443 444	Auxiliary- Includes housing, bookstore, and other self-supporting activities that furnish goods/services to students, or faculty/staff including food service.	State: 0 Federal: 0 Other: 12,221,289 Total: 12,221,289 % of Total Budget: 8.50%	State: 0 Federal: 0 Other: 16,894,921 Total: 16,894,921 % of Total Budget: 11.57%	7.3-6 7.5-2 7.6-2 Fig 7.6-3,4
446	Research- Activities specifically organized to produce research outcomes, commissioned either by external entities or through a separate budget process of an organizational unit within the institution.	State: 0 Federal: 6,918,893 Other: 2,513,088 Total: 9,431,981 % of Total Budget: 6.56%	State: 0 Federal: 6,517,182 Other: 2,570,700 Total: 9,087,882 % of Total Budget: 6.22%	7.3-10 Graph 7.4-1 7.5-3
447	Public Service- This category should include funds for activities that are established primarily to provide non-instructional services beneficial to individuals and groups external to the institution.	State: 0 Federal: 2,254,657 Other: 2,623,623 Total: 4,878,280 % of Total Budget: 3.39%	State: 0 Federal: 1,422,595 Other: 3,408,291 Total: 4,830,887 % of Total Budget: 3.31%	7.5-3 Graphs 7.6-1, 2,3 7.6-2, 3, 4
448	Libraries-Includes library holdings in all formats, with emphasis on e-resources that support the academic research requirements of the university and the lifelong learning skills of students.	State: 0 Federal: 0 Other: 1,295,031 Total: 1,295,031 % of Total Budget: 0.90%	State: 0 Federal: 0 Other: 1,524,513 Total: 1,524,513 % of Total Budget: 1.04%	7.6-2 Graph 7.6-4
449	Student Services- An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	State: 0 Federal: 524,397 Other: 20,634,864 Total: 21,159,261 % of total Budget: 14.72%	State: 0 Federal: 492,676 Other: 20,174,462 Total: 20,667,138 % of Total Budget: 14.15%	7.1-11 7.21 7.3-1,2, 4, 7 7.6-2, 5 Fig 7.6-7,8

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

H24-SC State Major Program Areas

Program Number	Major Area and Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
451	Operations and Maintenance- Provides services and maintenance related to grounds and facilities (buildings and grounds maintenance, custodial services, landscaping maintenance, major repairs, and renovations)	State: Federal: Other: 28,331,061 Total: 28,331,061 % of Total Budget: 19.71%	State: Federal: Other: 15,594,095 Total: 15,494,095 % of Total Budget: 10.68%	7.6-2, 7,8 Fig 7.6-5, 6, 9,
452	Administration- These costs include those activities which are non-instructional in nature, but are integral to the operations of the institution.	State: 0 Federal: 1,817,418 Other: 18,969,713 Total: 20,787,131 % of Total Budget: 14.46%	State: 0 Federal: 2,281,148 Other: 17,987,582 Total: 20,268,730 % of Total Budget: 13.88%	7.2-4 7.3-1,2,3,5, 8,9 7.4-2 7.5-3 7.6-2
453	Access and Equity- The access and Equity program vision is to achieve educational equity for all students and faculty in higher education.	State: 0 Federal: 0 Other: 72,394 Total: 72,394 % of Total Budget: 0.05%	State: 0 Federal: 0 Other: 116,472 Total: 116,472 % of Total Budget: 0.08%	7.1-1-2 7.2-3 7.3-7 7.4-4
	Grand Total Grant Total Grand Total Grand Total	State: 21,040,022 Federal: 25,544,803 Other: 97,177,184 Total: 143,762,008	State: 22,847,060 Federal: 28,737,533 Other: 94,423,896 Total: 146,008,489	

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

III. ELEMENTS OF MALCOLM BALDRIDGE CRITERIA

CATEGORY 1 SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

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

Methods utilized to develop and deploy the vision and values of South Carolina State University throughout the leadership system include workforce retreats, symposia, university-wide meetings, and regular meetings with middle managers. Information is shared with students through student organizational meetings, general assemblies, class meetings and residence hall meetings. Senior leaders create an atmosphere of openness such that concerns and issues are appropriately addressed with faculty, staff, and students. The vision and values are shared with external stakeholders through various media outlets including the University's webpage (www.scsu.edu), the Focus and Alumni newsletters, and editorials in local newspapers.

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

Quarterly, monthly, and weekly meetings and/or updates provide reports that enable managers to determine areas that need to be addressed to meet objectives and for continuous improvement. Senior leaders discuss the levels of progress as well as challenges and then assist in developing strategies to accomplish the objectives within established timelines.

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

Through workshops and meetings coordinated by the Human Resources unit of Staff Development and Training, conversations, and written policies, employees are made aware of legal and ethical requirements and expectations. The University's Special Assistant to the President for Governmental Affairs and the University's internal auditor monitor the level of adherence to the University's policies and procedures by faculty, staff, and students. The Employee Performance Management System and observations are other monitoring tools to ensure legal and ethical behavior. Fiscal and regulatory accountability are monitored throughout various university procedures that require signature authority by senior leaders.

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

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

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

Hiring of new personnel through national recruitment strategies for a diverse workforce is monitored by senior leaders with succession in mind. Managers are encouraged to mentor their employees so that they will be prepared to assume greater roles and responsibility. From employee evaluations, strengths and weaknesses are identified and planning stages are developed to build on their strengths and to address those areas that need improvement. As a result, personnel have received promotions and salary increases, as well as support for special professional development seminars and/or participation on various committees and task forces.

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

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

The President is evaluated annually by the Board of Trustees and members of the President’s Cabinet are evaluated annually by the President. Other senior leaders are evaluated by the

vice presidents based on the strategic plan and individual planning documents, which detail the objectives and benchmarks to be accomplished by the various units. Information provided in quarterly and annual reports are also utilized as part of the evaluation process. The SACS Commission on Colleges provides oversight of the University in general, including the governing board, whose meetings are open to the public.

Ultimately, the success of an area reflects the performance of the leader. Feedback from employees, the President and board members provide senior leaders with information that enables them to improve their own leadership effectiveness.

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

Senior leaders utilize weekly staff meetings that include reports from unit heads, annual reports from departments, periodic review of trend data, and appropriate individual conferences with unit heads to determine needed actions.

9. *How does your organization address and anticipate any adverse impacts of programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?*

Appropriate planning and regular reviews of those plans enable senior leaders to anticipate any changes that affect operations within their areas. Frequent meetings with staff provide regular monitoring and the ability to move quickly and aggressively to address problems that may occur. Regular statistical reports, such as program productivity, enrollment, grade distributions, expenditure of funds, and customer surveys provide additional information with which to gauge progress and to identify possible adverse impacts. An annual fact book provides trend data with which senior leaders can identify potential adverse impacts.

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

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

As an 1890 land-grant institution, South Carolina State University assumes a key role in the support and strengthening of the local community. Serving 33 of the state's 46 counties, 1890 is working to systematically expand its programs to all counties. The University also hosts several federal outreach programs, such as TRIO and GEAR-UP, which serve over 500 individuals. In addition to 1890 outreach, senior leaders, along with the workforce and students, participate in local Chambers of Commerce, churches, mentoring programs, health

fairs, Habitat for Humanity, festivals, and United Way; and serve on various boards and committees that promote the well-being of the local community and the state. As part of a global community initiative, the University participated in the development of science textbooks for Zanzibar, Tanzania to enable middle school students the opportunity to have a one-to-one student to textbook ratio.

CATEGORY 2 STRATEGIC PLANNING

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

The strategic planning process is a cyclical, continuous, and integrated process to provide long-term sustainability and continuity. Personnel from all divisions of the University and timelines have been identified to monitor progress. University-wide quarterly reports and ongoing departmental assessments provide ample evidence of financial, regulatory, or other potential risks.

To address shifts in technology, student and community demographics, markets, and competition, monthly updates with the President's Cabinet and quarterly reports to the Board are built into the operational part of the plan. The plan has specific components that address the hiring, development, and retention of employees to ensure that personnel hired are the best qualified and meet the University's human resource capabilities and needs. The research and advancement sections of the plan describe methods to improve funding opportunities for the University to capitalize upon its extensive coverage received earlier in the year. The University's ability to execute the strategic plan is directly aligned with the budgeting process and other resources needed to achieve the goals, objectives, and action plans. Each manager must provide a connection with budget requests and their strategic objectives or action plans.

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

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

Table III.2 Addressing Challenges through Strategic Planning

Challenge	Strategic Actions
Maintaining academic excellence in face of declining resources	Examine current institutional processes related to allocation of resources with emphasis on maintain quality academic programs
Changes in the administrative leadership at South Carolina State University in fall 2007 while sustaining a comprehensive succession plan	Establish a viable employee development program that can address the University's dynamic staffing needs.
Completing the implementation of the student services components of the Banner system in reporting and data collection.	Promote a relevant programmatic and administrative infrastructure.
Lack of funding for deferred maintenance and its significant impact on the ability to meet facilities needs to accommodate the significant increase in enrollment.	Examine current institutional processes related to allocation of resources. Maximize use of current university facilities.
Selecting and employing a sufficient number of highly qualified faculty and staff to meet the enrollment increase due to increasingly competitive salaries offered by competitors	Develop and implement advertising practices to attract/recruit desired faculty and staff. Create an infrastructure that promotes faculty development. Become more competitive in research.
Increasing 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.

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

Assessment measures include quarterly reports that help guide the administration in establishing priorities for subsequent quarters. Results of other assessment measures identify specific achievement levels and assist when making necessary modifications. Each year provides an opportunity to review, to make adjustments, to measure progress, and to ensure that appropriate budgeting and management decisions are implemented for the most effective and efficient use of resources.

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.*

Goals, objectives and action plans are incorporated into the strategic plan. A calendar links each action plan to a specific timeline for implementation or completion and it also includes the responsible unit or administrative position. Departments establish regular report cycles and university-wide quarterly reports are disseminated to track progress on action plans. As part of the budget development process, each department identifies key strategic actions and the associated cost in their budget submissions. The Budget Committee compiles the information and decisions are made by prioritizing university needs to meet strategic objectives.

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

A copy of the strategic objectives and action plans and related performance measures are distributed in hard copy and by email to all divisions from the Office 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 is also included on its website.

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

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

7. *Website Address for Strategic Plan.*

The University's 2006-2011 strategic goals and objectives are currently listed on the University website under Institutional Effectiveness. The website is:
www.scsu.edu/facultystaff/institutional_effectiveness/reports.aspx.

SCSU Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
445 Instruction	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. Create an infrastructure that promotes faculty development.	Offer programs that will provide opportunities for students to participate in activities that will improve their success rates on licensure, certification, and graduate and professional school exams. Develop incentives and other recommendations for faculty productivity in grant writing, scholarly output and community service.	7.1-3,4,5; 7.5-1 7.4-2,3,5 Figure 7.3-1
446 Research	Enhance the university's partnerships with industries and businesses.	Create workable partnerships and educational network opportunities.	Page 46 7.3-8
447 Public Service	Improve the social, economic and physical well-being of citizens of South Carolina. Enhance faculty and staff involvement in the community	Promote faculty and staff involvement in community development agencies/boards and provide infrastructure to support. Promote student organizations to engage in volunteerism to include mentoring, tutoring and leadership development. Strengthen community relationships.	Pages 34-35, Pages 47-48 Figure 7.4-2
449 Student Services	Develop and implement a comprehensive enrollment management plan.	Increase the university's FTE enrollment Increase the number of academic scholars.	7.1-2; 7.2-1,2,3,5; 7.3-1,2,3,7,9; 7.4-7; 7.6-1,2 Pages 34, 40
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.	7.2-4 7.3-6 7.5-3,4

References are for tables, unless specified.

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

SCSU Strategic Planning Chart

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
452 Administration	Establish competitive salary and benefits policies and practices that promote South Carolina State University. Increase staff development opportunities.	Review budget development and allocations. Conduct an analysis of faculty and staff salaries by using comparative data to be used to determine the competitive position of current faculty. Provide training to assist in development and growth opportunities	Table 7.3-4 Tables 7.4-1,2,3,4,5,6 Figures 7.4-1,2
453 Access & Equity	Contribute to closing the gap in educational attainment across ethnic group, gender, income levels, and geographical regions of the state.	Increase completions awarded by race, gender and level (i.e., Certificates, diplomas, and degrees awarded). Increase graduation rate within 150% of normal program Time.	7.1-5,6,7,9 7.3-5 7.5-2

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

CATEGORY 3

STUDENT, STAKEHOLDER, AND MARKET FOCUS

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

Since the University was founded in 1896, we have not abandoned our historic mission and continue to pursue market segments that yield our largest student population group which is in-state African American students from low to moderate income backgrounds. The 1890 Research & Extension Program's external market segment is mandated by the land-grant mission to service the limited-resource clientele of South Carolina. The only requirement is that they are considered to be underserved. Additionally, because SCSU is a public and state-assisted institution, students are recruited throughout the state of South Carolina, regardless of race, ethnicity, or gender. A review of enrollment trends and student characteristics identify key counties within the state and several other states that provide large numbers of enrollees. Recruitment is concentrated in these areas as well as those areas, especially within the state, that are close in proximity to the University.

- 2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?***

Personal contact with students and stakeholders and individual and small group discussions and surveys are key in assessing needs and expectations. Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is another method for keeping listening and learning methods current with changing student and stakeholder needs and expectations. Review of the literature such as academic journals and magazines, *Diverse Issues in Higher Education*, and the *Chronicle of Higher Education* also provide current trend data reflecting the changing needs in educational programs, offerings, and service for those we serve.

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

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

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

Feedback from alumni, senior and current student comments and surveys is a critical source of new ideas for program and service improvement. Their input provides information to determine the continued relevance of programs and services, which are revised to provide enhanced offerings and services. Information from Advisory boards, which sometimes include alumni and other external stakeholders, for academic and non-academic programs, provides valuable input to ensure that the curriculum is meeting market needs. Comments from these sources have resulted in the deletion or addition of courses as well as topics within courses. Input on service areas has resulted in changes in procedures and forms.

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

Various programs and 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 class evaluations, senior exit surveys, graduate follow-up, and alumni and employer surveys. Alumni giving and continuation of partnerships and memoranda of understanding are other indicators of stakeholder satisfaction and dissatisfaction. Various advisory committees, alumni, the Student Government Association, the Faculty Senate, the Staff Senate, and the National Alumni Association also play vital roles in communicating satisfaction and/or dissatisfaction with university initiatives/conditions to senior leadership and the Board of Trustees. Information from these sources is utilized by departments and the administration to revise programs and courses and 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. For example, improvements in our dining facilities and food services to include fast-food and salad bar sections, improvements in the registration process to include more on-line procedures, and the construction of a new apartment-style housing complex are all results of feedback, primarily from current and former students. A review of changes in alumni giving trends and increases or decreases in partnerships and collaborations with external stakeholders are used as indicators of stakeholder satisfaction.

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

Every program, recruitment visit, and contact is designed to build positive relationships with students and stakeholders by treating others with respect and responding to their questions openly, honestly, and completely. Student Orientation Leaders (SOLs) are assigned to small groups of entering freshmen to assist them with the transition into the University. The Student Government Association focuses on outreach with the annual Spring Bulldogfest that centers on the recruitment of future students and the retention of current students. SGA members also

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.

The Student Success and Retention Program impacts the retention rate by serving students who are academically under-prepared through advisement, tutorial, and referral services.

Students who excel are rewarded with gold, silver, or bronze medallions at the annual Honors Award Program. The University also provides scholarships and hosts an Honors Program to offer greater challenges to high achievers. The Honda Challenge is just one academic venue in which students are asked to extend themselves beyond their comfort zones in national competitions. Judges are selected from the community and the campus to assist in the activities held on campus. This involvement promotes positive relationships as well.

Faculty engage in a variety of teaching methodologies to enhance the student's opportunity to succeed and to address the different learning styles of students. Given the level of technology with which students enroll in college today, greater use of technology has been incorporated into the classroom.

CATEGORY 4

MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

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

South Carolina State University considers the preparation level of students upon entering the University (*Tables 7.1-1,2,7,8*) and their competitive level upon graduation. This is achieved by comparing the standardized test scores and high school courses and grade point averages with other universities as well as the graduation rates, retention levels and professional examination scores at the end of their academic programs (*Tables 7.1-3,,5,6,7,8; 7.2-1*). Throughout their matriculation the University utilizes measures defined by academic program guides and accrediting bodies that approve many of the academic programs on campus with specific student learning outcomes. In addition, SACS/COC and the SC CHE have specific standards established for academic programs that examine student learning, especially those that involve licensure/professional examinations.

Organizational performance measures are determined by accreditation principles of the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) which examine all aspects of a university's operations. Additionally, the strategic plan quarterly monitoring system identifies those operations, processes and systems to be measured based on the strategic objectives and action plans established. The 1890 Research and Extension Program follows the goals and objectives within its federal five-year plan of work and the University strategic plan.

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

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

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

Key performance measures are reviewed by senior leaders, deans, department chairs, and directors throughout the year. Each has benchmarks established either by internal or external constituents. To remain current, all are reviewed at least annually to examine trends and compare with peers. They are updated based upon results of these reviews and periodic reports.

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 is selected on the state, regional and national levels based on the key measures identified and university progress in each area. Comparative data for the state is derived from reports of the SCCHE, regional data listed on the Southern Regional Education Board (SREB) website, professional associations, and national data found in collegiate magazines that offer rankings of colleges and universities. Internal data is generated through departmental and institutional research reports.

This data is utilized to assess progress and growth within the University, to identify strengths and weaknesses relative to its competitors and to develop strategies for improvement.

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

Security systems are in place that limit data access to personnel on a need-to-know basis. The Office of Institutional Research is the official source for general statistical data. Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisory managers. 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.

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

Organizational performance is reviewed on a continual basis. The Board of Trustees and Senior leaders examine trend data and quarterly reports. Weekly meetings of the President’s Cabinet provide regular updates on organizational performance. Priorities are established each year by the Board and administration that will enhance the performance of the University overall and that have the greatest need. This information is then translated into goals and objectives for the University.

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

Organizational knowledge is collected from reports, manuals, and meetings. Biannual university-wide meetings and annual retreats also provide information about the organization. Employee knowledge is collected through publications, newsletters, campus radio station, forums, meetings and training workshops. Faculty transfer knowledge through courses, seminars, and presentations to students and colleagues.

Academic departments collaborate on program content by sharing outlines, documents, field manuals etc. Faculty and 1890 researchers conduct special forums throughout the academic year to share research findings and teaching/learning methodologies with colleagues. A faculty and staff resource file is compiled annually by the Staff Development office to utilize faculty and staff with particular skills to share their knowledge in workshops. Best practices are identified by the different campus areas through their professional organizations, which are shared through meetings, reports, brochures and articles. Knowledge and best practices are also shared externally through publications and/or manuscripts that are submitted to peer reviewed journals, and through meetings or workshops. Some examples of sharing knowledge and best practices externally are as follows: Education with K-12 teachers, the Week of the Young Child Program through the Head Start program; Volunteer Income Tax Assistance (VITA) by the Accounting area; the Executive Speaker Series for business majors; and activities of the Small Business Development Center. Historical and special reports, programs, and documents of organizational and employee knowledge are securely stored and maintained in the library, campus files, and computer files.

**CATEGORY 5
WORKFORCE FOCUS**

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

SCSU operates through departments, programs, colleges, committees, and teams. This structure allows employees to participate in all aspects of the University’s operations and to assume

leadership roles outside their normal area of responsibility. University-wide committees are chaired by employees, faculty and staff, and all are composed of a combination of faculty and staff, except those few that are specific to an area, such as faculty tenure and promotion. As leaders of these committees, personnel are empowered to make recommendations that best meet the needs of the University.

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

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

The University utilizes all available communication outlets, such as the intranet, e-mail, mail, telephone, printed materials, and individual and small group meetings to share information and updates with faculty and staff. A campus-wide meeting is held in August and January of each year at which time the President shares organizational information. Individual units meet periodically throughout the year to discuss issues and concerns and to share information. Best practice sharing specific to a particular group is generally shared within departments, colleges and divisions. However, those best practices that are applicable to a variety of personnel are shared through organized retreats, workshops and meetings.

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

All members of the workforce at S.C. State are evaluated on performance measures as outlined in the employee's individual position description and planning document on an annual basis. These evaluations relate to the objectives and action plans of the University. They are assessed through self-evaluation and supervisor evaluation. Ratings for faculty include results from self-evaluation, student evaluation, and chair evaluation.

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

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

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

- 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?***

South Carolina State University provides funding for continuous development for its leaders to attend professional workshops, seminars and meetings, such as the Harvard Leadership Seminar and Kellogg NAFEO Fellows programs. Additionally SC State faculty and staff have participated in the Orangeburg Leadership program. The development and learning system utilizes the employment planning and management system to identify those persons whose performances indicate that they have the ability to assume a higher level of responsibility. The Staff Development and Training office provides workshops throughout the year for the workforce to enhance their knowledge of the university, its policies and practices. Core competencies, strategic challenges and accomplishment of action plans are incorporated into the evaluation system of all employees.

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

During 2002007/08, each department within the University underwent a staffing assessment. This assessment was led by a retired former Human Resource Directors of one of the large universities within the state. The assessment considered office function, the number of personnel, the role of each worker within an office, and the skill levels of employees. The outcomes of these assessments have resulted in increases in the number of personnel in some areas and recommendations for decreases in others. Further development of personnel in the utilization of technology was also an outgrowth of this assessment.

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

The South Carolina State University Personnel Policies and Procedures Manual outlines the following recruitment and employment procedures through the utilization of the People Admin software:

Recruitment & Employment

- To Establish and Fill a New Permanent Classified Position
- To Refill an Existing Classified Position
- To Reclassify and Fill a Vacant Classified Position
- To Reclassify a Filled Permanent Classified Position
- To Establish and Fill a New Permanent Unclassified Position
- To Refill an Existing Unclassified Position
- To Establish and Fill a Temporary (Non-Student) Position
- To Establish and Fill a Student Temporary Position
- To Fill a Temporary Grant Position

Once employed, staff and faculty are given a thorough orientation by the Office of Human Resources personnel. Each supervisor provides a work-specific orientation with the staff or faculty member regarding their roles and responsibilities within the organization. These orientations identify the professional development opportunities available to SC State employees and followup is provided through periodic meetings. Retention is the result of the “fit” between the employee, his/her position, other personnel, appropriate salary increases and promotional opportunities.

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

Workforce education, training, and development are ongoing processes and are determined by unit needs and the need for continuous improvement and growth. Taking advantage of professional development opportunities is strongly encouraged by the administration. These enhanced skills allow the University to become more innovative and efficient in its operations. New knowledge and skills of employees are evaluated by outcomes and changes in performance of the various units.

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

The effectiveness of the SC State workforce and leader training and development systems is evidenced by the outcomes from departmental and personal goals and objectives. The effectiveness of faculty is exhibited in the quality of the graduates; the effectiveness of support services is demonstrated by the responses from stakeholders and the efficiency of operations. Effective leader training and development systems produce personnel who make appropriate decisions based on planning and data.

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

Faculty and staff accomplishments are first shared and celebrated on the departmental level. The University provides financial support and incentives to faculty and staff to develop and utilize their full potential by assuming greater responsibilities and participating in professional development opportunities which often lead to promotional opportunities and additional compensation. Release time is also given to full-time teaching faculty to assist in performing administrative responsibilities and/or to complete research projects (See Table 7.3-11). The

annual EPMS results provide employees with objectives and feedback that encourages them to go beyond their minimum duties and responsibilities. Faculty and staff are also encouraged to be actively involved in campus activities and committees, which add to their knowledge base, and in some instances, skill levels. The faculty and staff employee of the year award system also helps to motivate employees to expand the performance levels.

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

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

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

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

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

The University has in place an Emergency Preparedness Committee comprising of all members of the President's cabinet, health services coordinator, housing director, food services manager and others, based on job duties. Collaboration with local agencies, such as the Orangeburg County Emergency Preparedness Director is incorporated into the emergency plan. Residence hall managers receive special training on emergency preparedness procedures. Regular fire drills are held for administrative buildings, classroom buildings, and residence halls. University policies, rules, and regulations are enforced by campus police, who monitor campus facilities throughout the day, evening and weekends. A security kiosk is located at the front of the campus and is the only entry point in the evenings and weekends. Any maintenance issues that are health or safety related receive immediate response from appropriate personnel. Facilities are smoke-free and a fire alarm system is located in every building with directions for evacuation in offices. Brooks Health Center personnel develop a variety of activities and information pamphlets throughout the year to encourage personal health habits. The president has instituted a President's Health Initiative that includes aerobics, walking trails, and healthy eating alternatives in the dining halls.

CATEGORY 6 PROCESS MANAGEMENT

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

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

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

The key work processes are teaching, research, continuous workforce professional development, and outreach. These processes provide the basis from which the University is able to meet its goals, to remain competitive, and to establish its own niche in South Carolina and in the higher education environment.

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

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

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

Planning is a major factor in incorporating organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors. From the President's Cabinet to college and department meetings, information is shared about the organization's processes, programs, and needs. More operations and services are provided on-line to reduce cycle time and to improve efficiency, effectiveness and cost controls. A University calendar is established to identify key dates for programs and services. In addition to the University calendar, supplemental calendars are developed within and among units to ensure timeliness in accomplishing tasks. The committee structure provides opportunities for sharing of knowledge. Numerous meetings are held that cross division lines to ensure that student, faculty and staff

needs are met to provide the most effective and efficient services and programs. The Office of University Computing and Information Technology Services (UCITS) manages the technology infrastructure of the campus. Cost controls are governed by the division of Finance and Management, which oversees all expenditures through the budgeting, procurement and receivables process. Managers have immediate access to budgets through an on-line accounting system and can also monitor their expenditures and balances. Reports from internal and external auditors provide additional data with which to improve efficiency and effectiveness factors.

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

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

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

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

Key support processes include the following:

- Institutional advancement-marketing, public relations, fund-raising
- Finance and Management Information systems – tuition and fees, bookstore, facilities, technology
- Student Services – counseling, residence life, health and wellness services, records management, food services, student activities, security
- Student Success and Retention program – tutoring, advising, orientation
- Institutional effectiveness – data management, human resources, planning
- Research and 1890 Extension services – community outreach, research, grant-writing

The above support processes are evaluated based on performance over time, generally quarterly and annually. An evaluation of the program, service or activity is reviewed to determine which, if any, of the processes were efficiently and effectively performed. Where problems exist, changes in strategies or methodologies are implemented to achieve better performance. Also, personnel in support areas attend professional meetings, workshops and conferences and provide the most up-to-date practices available within their resources.

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

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

**CATEGORY 7
ORGANIZATIONAL PERFORMANCE RESULTS**

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

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

Table 7.1-1 SAT/ACT Scores of First-Time Entering Freshmen

Institutions	2005 SAT/ACT Combined Mean	2006 SAT/ACT Combined Mean	2007 SAT/ACT Combined Mean
The Citadel	1085	1085	1078
Coastal Carolina	1041	1036	1028
College of Charleston	1164	1180	1159
Francis Marion	953	952	961
Lander	961	952	989
S. C. State	822	832	814
USC-Aiken	992	990	995
USC-Beaufort	943	953	940
USC-Upstate	999	1001	1003
Winthrop	1071	1050	1051

Source: Fall 2007 South Carolina Commission on Higher Education SAT Scores of 1st Time Entering Freshmen (CHES605EEP)

Table 7.1-2 Percent of Applicable First-Time Freshmen Meeting High School Course Prerequisites

Institutions	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites	Change From 2006 to 2007
The Citadel	538	88.8%	621	89.0%	0.2%
Coastal Carolina	1,459	94.5%	1,645	92.3%	-2.2%
College of Charleston	1,962	99.2%	2,062	99.2%	0.0%
Francis Marion	797	94.7%	779	95.5%	0.8%
Lander	580	80.7%	433	91.7%	11.0%
S. C. State	881	82.5%	1,214	95.3%	12.8%
USC-Aiken	652	89.6%	617	84.1%	-5.5%
USC-Beaufort	213	81.7%	276	72.5%	-9.2%
USC-Upstate	769	87.4%	800	93.9%	6.5%
Winthrop	1174	93.4%	1,052	90.4%	-3.0%
Sub Total	9,025	91.7%	9,499	90.4%	1.3%
Average	15,461	93.9%	15,903	94.1%	1.0%

Source: Fall 2007 SC Commission on Higher Education Report on Admission Standards for First-Time Freshmen 2007/08

Table 7.1-3 SCSU Test-Takers for PRAXIS from April, 2007 through March 31, 2008

Name of Exam	Date (s)	# of Examinees	# of Examinees who Passed	% Examinees Passed
PRAXIS Series II: Core Battery Professional Knowledge				
PRAXIS Series II: Principles of Learning & Teaching (K-6)	09-08-2007	3	3	100%
	11-17-2007	4	4	100%
	01-12-2008	3	3	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	09-08-2007	1	1	100%
	11-17-2007	3	3	100%
PRAXIS Series II: Specialty Area Tests	09-08-2007	4	4	100%
	11-17-2007	7	7	100%
	01-12-2008	3	3	100%

Source: SCSU 2007-08 Institutional Effectiveness Report

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

Institution	2006-07			2005-06			2004-05		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
The Citadel	157	134	85.4%	134	115	85.8%	111	89	80.2%
Coastal Carolina	318	280	88.1%	253	220	87.0%	179	154	86.0%
Coll. of Charleston	381	354	92.9%	427	402	94.1%	429	404	94.2%
Francis Marion	118	101	85.6%	132	118	89.4%	103	66	64.1%
Lander	29	24	82.8%	24	18	75.0%	33	21	63.6%
SC State	28	28	100.0%	34	34	100.0%	45	45	100.0%
USC-Aiken	162	145	89.5%	166	132	79.5%	135	125	92.6%
USC-Upstate	182	168	92.3%	273	238	87.2%	271	231	85.2%
Winthrop	357	332	93.0%	486	456	93.8%	377	360	95.5%

Source: A Closer Look at Public Higher Education in South Carolina, January 2008

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

	% Passing
The Citadel	85.4%
Coastal Carolina University	88.1%
College of Charleston	92.9%
Francis Marion University	89.3%
Lander University	89.3%
SC State University	97.3%
USC Aiken	85.9%
USC Beaufort	N/A
USC Upstate	93.0%

Source: *A Closer Look at Public Higher Education in South Carolina, January 2008*

Table 7.1-6 Fall 2007 Number of Students Participating in Sponsored Research

Upper Division, Undergraduate Students	136
Graduate Students	30

Source: *SCSU 2007-08 Institutional Effectiveness Report*

Table 7.1-7 Degrees Awarded By Category

	2003-2004	2004-05	2005-06	2006-07	2007-08
Bachelors	563	499	515	474	517
Masters	142	144	115	120	89
Post Masters	0	0	0	5	3
Specialist	15	44	12	38	17
Doctoral	30	27	19	39	11
Total	750	714	661	676	637*

Source: *SCSU 2007-08 Fact Book*

Table 7.1-8 Graduation Rate, 150% of Program Time

	F99 Cohort	F00 Cohort	F01 Cohort
Citadel	64.9%	71.3%	65.2%
Coastal Carolina	43.1%	42.3%	43.9%
College of Charleston	57.5%	60.7%	59.5%
Francis Marion	37.4%	38.0%	42.3%
Lander	48.4%	40.5%	46.4%
SC State	46.8%	53.8%	45.2%
USC Aiken	44.0%	40.0%	40.2%
USC Upstate	40.0%	35.5%	38.2%
Winthrop	59.8%	58.0%	58.4%

Source: *SCSU 2007-08 Fact Book*

Student Achievements:

- A total of 106 students received gold pins for a cumulative grade point average of 3.75-4.00; 171 students received silver pins for a cumulative grade point average of 3.50-3.74; and 647 students received bronze pins for a cumulative grade point average of 3.00-3.49
- Students were recipients of fifty-eight (58) scholarships, awards and honors
- Who's Who Among Students in American Universities and Colleges included 27 SC State students.
- Students at SC State participate in twenty (20) national honor societies.
- In the academic arena, forty-eight (48) student-athletes were named to the MEAC Commissioner's All-Academic Team, 52 received SCSU Presidential Medallions for academic excellence and twelve (12) reaped 2008 Arthur Ashe Sports Scholar honors
- Both the men's and women's team captured MEAC tournament titles and earned berths in the prestigious NCAA Tennis Championship. It was the fourth straight title for the women and the fourth in five seasons for the men. A total of six SC State tennis players – two women and four men – were All-MEAC selections, while eight captured All-Tournament honors.
- Two Bulldogs – Offensive Lineman James Lee and Center Raymond Harrison -- garnered All-American honors, five earned All-MEAC accolades and four reaped All-State recognition.
- In golf, the women's team won the Savannah State Tiger Fall Invitation, their second title since the inception of the program, while the men captured the Winston-Salem State Invite.
- Five members of the 2008 soccer team earned United Soccer Conference post season honors.

Student Engagement:

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

- Undergraduate and graduate research assistants were employed in support of faculty research grants
- Student and Faculty groups from the College raised over \$4,000 and participated in the Relay for Life walk.
- One student in Family and Consumer Sciences presented her research at Florida State University for SciencePrep Showcase in Tallahassee and 2 additional students attended
- Two SCAMP students (Physics majors) won first place awards at the Florida Georgia Alliance for Minority Participation held in February, 2008 at the University of Florida.
- SCSU student interns received training in analytical chemistry techniques through a collaboration with the University of Georgia Savannah River Site to conduct analyses of volatile organic compounds with SCSU Dr. John Williams Dr. Gary Mills, UGA.
- Washington Semester Internship Program/USC (Appointments with U.S. Congressman (SC) James E. Clyburn's Capitol Hill Office, Washington, DC)
- The National Nuclear Security Administration selected a SCSU student for Summer Internship at its Washington, DC national laboratory
- National Student Exchange Program (University of Massachusetts @ Amherst and University of Hawaii @Hilo)

- South Carolina State Student Life has jointly collaborated with students from Colorado State's President Leadership Program. The joint organization is entitled *Shades of Promise: Today's Young Leaders in Action!*
- Fourteen (14) SGA/CAB students attended the first Executive Leadership Development and Implementation sessions. Workshops were conducted by consultants from the Harbor Institute.
 - The annual Christmas Tree Lighting has recipients from the Orangeburg - Calhoun - Bamberg – Allendale Action Agency's Child Development Centers. Student life and leadership participates in the event. It is supported campus wide.
 - SGA President and Ms. SC State traveled to Winston Salem, NC to attend the SGA Executive Conference and HBCU Queens Conference on July 17 – 20, 2008.
 - CHEC Career Fair
 - Educational sessions (health issues) in all residential living and learning centers

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

Student retention is a major factor in demonstrating satisfaction with the University and satisfaction with residential life activities is demonstrated by increasing applications for housing. Stakeholder satisfaction is measured through continued financial giving, especially by alumni and support of its programs.

Table 7.2-1 SCSU Student Retention Rates

Fall 2004 to Spring 2005	Fall 2005 to Spring 2006	Fall 2006 to Spring 2007	Fall 2007 to Spring 2008
83%	84%	84%	88%

Source: SCSU Enrollment and Retention Files

Table 7.2-2 Comprehensive Teaching Institutions Retention Rate

Comprehensive Teaching Institutions	Enrolled Fall 2006	Fall 2007 Retained & Not Graduated	Retention Percentage
The Citadel	538	435	81.0%
Coastal Carolina University	1,468	1,044	71.1%
College of Charleston	1,968	1,620	82.4%
Francis Marion University	797	543	68.1%
Lander University	578	343	59.3%
SC State University	870	569	65.4%
USC Aiken	622	426	68.5%
USC Beaufort	203	111	54.7%
USC Upstate	781	496	63.5%
Winthrop University	1,180	845	71.6%
Subtotal	9,005	6,432	71.5%

Progressively, levels of satisfaction were increased for the Fall 2007 group over the Fall 2006 group on every scale except two, Instructional Effectiveness and Academic Advising. This suggests that in general terms, student perception about the quality of programs and services is improving year-to-year. Significant improvement in perception regarding safety and security was evidenced with the Fall 2007 class versus last year's class as a result from increased dialogue about safety and security as well as implementing campus safety campaigns.

Table 7.2-3 Mean Difference Comparisons of Fall 2006 Freshmen and Fall 2007 on Scales of the Student Satisfaction Inventory (SSI)

SCALE	FALL 2006 \bar{X}	FALL 2007 \bar{X}
	DIFFERENCE	DIFFERENCE
Student Centeredness	-.37	-.34
Campus Life	-.18	-.10
Instructional Effectiveness	-.30	-.38
Recruitment and Financial Aid	-.28	-.24
Campus Support Services	-.35	-.32
Academic Advising	-.27	-.36
Registration Effectiveness	-.27	-.24
Safety and Security	-.75	-.46
Concern for the Individual	-.26	-.29
Service Excellence	-.31	-.25
Responsiveness to Diverse Population	-.28	-.16
Campus Climate	-.42	-.36

Table 7.2-4 Housing Occupancy for the Last Five Years

YEAR	2003	2004	2005	2006	2007
TOTAL	2,050	2,129	2,105	1,842	2,350

Source: SCSU 2007-08 Fact Book

Table 7.2-5 Alumni Giving

Reunion Gifts	
HOMEcomings WEEKEND CLASS GIFT - \$ 23,707.00	
ALUMNI WEEKEND CLASS GIFT - \$ 332,773.00	
Chapter Gifts recognized during Alumni Weekend.	
Orangeburg County Alumni Chapter	\$ 85,030.00
Washington, DC Alumni Chapter	\$ 20,862.00
Atlanta Alumni Chapter	\$ 26,685.00
New York City Alumni Chapter	\$ 11,630.00
Charlotte Alumni Chapter	\$ 8,180.00
Charleston Alumni Chapter	\$ 6,200.00

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

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

Table 7.3-1 SCSU Headcount Enrollment Trends 2003-2007

Fall Semesters 2003-2007					
	2003	2004	2005	2006	2007
Undergraduate	3,585	3,704	3,888	3,839	4,323
Graduate	881	590	558	545	610
TOTAL	4,466	4,294	4,446	4,384	4,933
Full-Time	3,506	3,604	3,786	3,759	4,298
Part-Time	960	690	660	625	635
TOTAL	4,466	4,294	4,446	4,384	4,933

Source: SCSU 2007-08 Fact Book

Table 7.3-2 - Percent Change - Total Headcount Enrollment

	2007 Over 2006	2007 Over 1998
The Citadel	-0.2%	-17.8%
Coastal Carolina University	-2.2%	72.8%
College of Charleston	0.9%	-2.0%
Francis Marion University	-5.2%	-2.1%
Lander University	-10.2%	-7.4%
SC State University	12.5%	2.9%
USC Aiken	-3.3%	2.8%
USC Beaufort	5.4%	36.5%
USC Upstate	6.7%	30.5%
Winthrop University	1.4%	14.1%

Source: 2008 South Carolina Higher Education Statistical Abstract

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

	2003	2004	2005	2006	2007
FTE	3948.98	3975.84	4164.06	4104.56	4643.96
CrHr	57,722	58,509	61,352	60,475	68,364

Source: SCSU 2007-08 Fact Book

Table 7.3-4 State Education Recurring Appropriations for SC State University

Year	Amount	Change
2003-2004	20,887,568	-3.9%
2004-2005	20,210,171	-3.2%
2005-2006	21,040,022	4.1%
2006-2007	21,769,768	3.5%
2007-2008	24,386,739	12.0%
%Change 2003/04 to 2007/08= -3.8%		

Source: SC Higher Education Statistical Abstract, 30th edition

**Table 7.3-5 Analysis of Required Student Fees
For Full-Time Undergraduate Students, Academic Year 2007-2008**

Comprehensive Teaching Institutions	Summary of Required Fees According to Use (Expenditures)						Total
	Education & General		Dedicated Fees		Debt Service & Capital		
The Citadel	\$5,547	71.9%	\$1,688	21.9%	\$475	6.2%	\$7,710
Coastal Carolina Univ.	6,950	91.4%	0	0.0%	650	8.6%	7,600
College of Charleston	5,976	76.8%	846	10.9%	956	12.3%	7,778
Francis Marion Univ.	6,738	95.7%	0	0.0%	300	4.3%	7,038
Lander University	7,458	96.5%	80	1.0%	190	2.5%	7,728
SC State University	6,664	91.1%	140	1.9%	514	7.0%	7,318
USC Aiken	6,496	92.7%	64	0.9%	446	6.4%	7,006
USC Beaufort	5,920	94.7%	0	0.0%	330	5.3%	6,250
USC Upstate	6,166	79.5%	884	11.4%	710	9.1%	7,760
Winthrop University	8,780	86.2%	188	1.8%	1,222	12.0%	10,190

Source: South Carolina Higher Education 2008 Statistical Abstract

Table 7.3-6 Cost of Full-time Student Housing Per Academic Year 2007-08

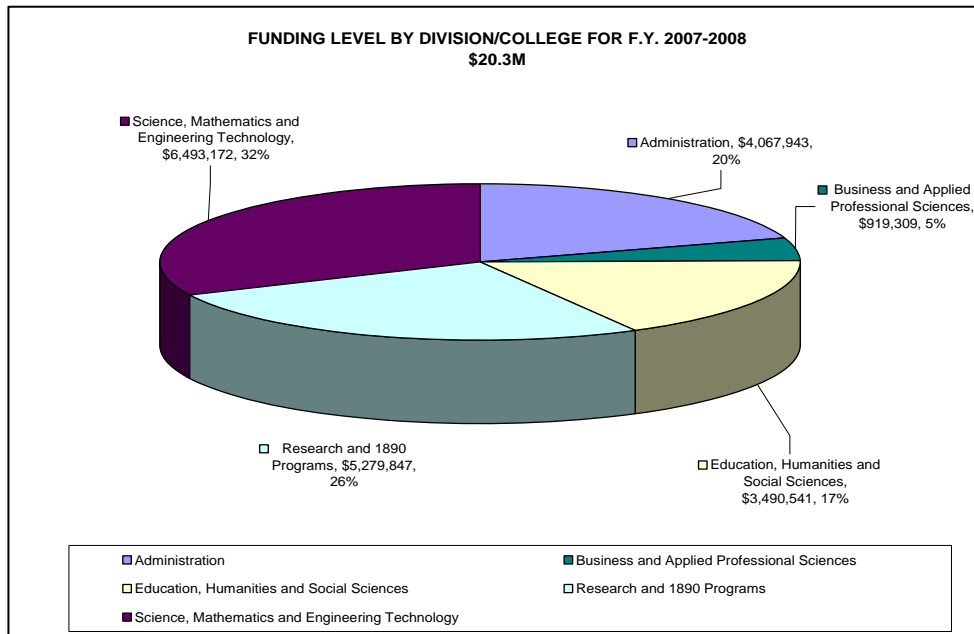
	Dormitory/Board
The Citadel	5,390
Coastal Carolina University	6,680
College of Charleston	8,495
Francis Marion University	5,860
Lander University	6,000
SC State University	6,852
USC Aiken	6,520
USC Beaufort	6,641
USC Upstate	6,400
Winthrop University	5,800

Source: SC Higher Education Statistical Abstract, 30th edition

**Table 7.3.7 The Philanthropic report for the South Carolina State University Foundation
2007-2008 fiscal year.**

Contributions:	\$ 2,233,914.87
In-Kind:	<u>\$ 1,823,000.00</u>
Grand Total:	\$ 4,056,914.87

Figure 7.3-1 Funding Level by Division/College



Source: Office of Sponsored Programs 2007/08 Annual Report

Table 7.3-8 Funding Sources for 2007/08

American Association of Museums	\$ 5,000
Federal Highway Administration	\$ 15,000
Heritage Preservation Association	\$ 3,680
National Aeronautics and Space Administration	\$ 2,000
National Institutes of Health	\$ 281,825
National Performance Network	\$ 5,000
National Science Foundation	\$2,092,536
South Carolina Commission on Higher Education	\$ 5,768
South Carolina Department of Education	\$2,589,006
South Carolina Department of Transportation	\$2,507,135
South Carolina Research Authority	\$ 142,875
Southern Education Foundation	\$ 15,000
United States Agency for International Development	\$2,000,000
United States Air Force	\$ 100,000
United States Army Research and Material Command	\$ 27,488
United States Department of Agriculture	\$ 141,000
United States Department of Defense	\$ 262,325
United States Department of Education	\$6,238,193
United States Department of Energy	\$2,413,176
United States Department of Health and Human Services	\$ 458,470
United States Department of Housing and Urban Development	\$ 600,000
United States Department of Transportation	\$ 141,500
United States Nuclear Regulatory Commission	\$ 333,024
United States Small Business Administration	\$ 85,524

Source: Office of Sponsored Programs 2007/08 Annual Report

Fundraising: Achieved record level contribution of \$4.0 MM driven primarily by \$2.156 MM in private gifts and another \$1.9 MM for in-kind gifts.

Key Drivers were:

- ✓ Corporate contributions increased by over 100% versus one year ago
- ✓ Tom Joyner College of the Month Campaign generated over \$250,000
- ✓ Class Reunions donated over \$300,000
- ✓ Congressman Clyburn’s Gala \$248,000
- ✓ Low Country Classic generated \$123,000
- ✓ County Transportation Committee donated \$1.6 MM (In-Kind gift)
- ❖ Enhanced SC State branding campaign via billboards, TV, radio and website
- ❖ Broaden University exposure and recognition
 - ✓ Aired TV commercial on local channels in the state of SC
 - ✓ National Recognition via NBC Nightly News, Tom Joyner School of the Month and secured fall airing of “Eye on America” & Tavis Smiley Leadership Forum
- ❖ Implemented On-Line Giving

Table 7.3-9 Fall 2007 Scholarship Disbursements

Comprehensive Teaching Institutions	Palmetto Fellows		Life		HOPE		Need-Based Grants		Total	
	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.	No.	Amt.
The Citadel	19	77,066	247	649,669	60	84,000	100	98,263	426	908,998
Coastal Carolina	68	258,961	1,048	2,778,750	213	297,275	400	250,407	1,729	3,585,393
College of Charleston	448	1,777,252	2,236	5,909,986	161	225,400	533	598,819	3,378	8,511,456
Francis Marion	49	195,377	893	2,476,672	188	263,200	587	293,136	1,717	3,228,385
Lander University	33	29,117	554	1,486,472	147	205,100	302	260,766	1,036	2,081,455
South Carolina State	2	6,700	516	1,373,750	139	194,600	536	291,100	1,193	1,866,150
USC Aiken	42	156,738	811	2,238,176	171	238,274	270	251,125	1,294	2,884,313
USC Beaufort	7	24,250	164	419,638	52	2,650	59	69,852	282	586,390
USC Upstate	55	218,843	1,095	3,097,632	229	320,600	470	425,812	1,849	4,062,887
Winthrop	165	603,875	1,517	3,956,396	263	367,415	507	512,405	2,452	5,440,091
Sub-Total	888	3,448,178	9,081	24,387,140	1,623	2,268,514	3,764	3,051,684	15,356	33,155,517

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

Workforce engagement in professional development activities, community service, and research/grant-writing identify levels of performance and satisfaction. The ability to have release time to engage in proposal writing and research, to have sufficient equipment and facilities needs met, to have competitive salaries, to engage in professional development activities, and to work in a safe and secure environment that emphasizes the health and wellbeing of employees are elements that enhance performance of employees. The health of all employees and students is a central focus of the leadership of SC State. In addition to the President’s Health Initiative, students and employees enjoy various wellness activities on campus as indicated by the following statistics through the Intramural Sports Program.

- A total of 657 students, faculty and staff utilized the weight room.
- There were a total of 20 men teams and 4 women teams, with four divisions of five teams for men and one division of 4 teams for women in various intramural sports.

Figure 7.4-1 President’s Health Initiative- Project Export

<p>SCSU Health and Wellness Activities: Fitness trail and boot camps DASH diet eating stations in dining facilities “Walk to Work” days Interdepartmental wellness competitions Health Resource Center Health Literacy Program Health Research Symposiums Statewide Health Literacy Summit</p>

Figure 7.4-2 Staff Development Opportunities

- Professional development programs - Administrative Professionals, First Line and Mid-Level Managers - geared toward addressing the issues and concerns outlined in the University’s Human Resources staffing analysis and departmental requests.
- Implementation of the programs highlighting: Invest In Yourself - You’re Worth It, Human Resources Polices & Procedures-What Every Employee Should Know, University Business Policies and Procedures, Files Maintenance and Records Retention, Introduction to Employment Law, The Role of the First Line Supervisor, Indispensable Tools for Effective Supervising and The Importance of Taking Care of You.
- Training for the implementation of Banner Finance and Banner Student Administrative Systems.
- Coordinated and/or conducted courses in Microsoft Office (Word, Excel & Access), Blackboard I, II, & III, Identity Theft, Bloodborne Pathogens, and Indication of Alcohol.

Table 7.4-1 South Carolina State University Full-Time Teaching Faculty

Fall	Professor	Associate Professor	Assistant Professor	Lecturer & Instructor	Total	Percent With Tenure
2007	39	64	86	26	215	61%
2006	31	61	83	25	203	64%
2005	36	47	83	24	190	62%
2004	51	48	73	29	211	61%
2003	42	45	73	26	186	45%

Source: SCSU 2007-08 Fact Book

Table 7.4-2 Comparison of Average Salary for Full-Time Teaching Faculty by Rank at SCSU

Year	Professor	Associate Professor	Assistant Professor	Instructor	Average
2003-2004	\$55,282	\$51,394	\$44,375	\$35,829	\$47,342
2004-2005	\$62,599	\$56,815	\$47,811	\$49,962	\$53,983
2005-2006	\$64,848	\$58,297	\$49,066	\$38,422	\$52,995
2006-2007	\$66,193	\$60,283	\$51,137	\$38,968	\$54,686
2007-2008	\$72,648	\$64,220	\$54,963	\$42,550	\$59,425

Source: SCSU 2007-08 Fact Book

Table 7.4-3- Average Salaries of Full-Time Teaching Faculty (2007-08, Nine-Month Contract Basis)

Comprehensive Teaching Institutions	# in Rank	Professor	# in Rank	Associate Professor	# in Rank	Assistant Professor	# in Rank	Instructor	Total # in Rank	Average All
The Citadel	61	\$77,456	47	\$68,850	59	\$55,655	0	\$0	167	\$67,332
Coastal Carolina	47	78,667	64	63,887	112	57,786	22	41,300	245	61,905
College of Charleston	122	77,260	154	63,396	167	55,527	54	47,053	497	62,380
Francis Marion	64	74,368	36	59,211	83	50,811	17	44,506	200	59,325
Lander	28	63,068	25	55,341	45	47,907	27	41,022	125	51,303
SC State	39	72,648	64	64,220	86	54,963	26	42,550	215	59,425
USC Aiken	30	74,123	36	60,122	45	50,036	38	43,834	149	55,741
USC Beaufort	9	69,685	15	59,824	10	49,159	14	43,296	48	54,630
USC Upstate	37	70,383	35	58,737	66	51,911	67	45,037	205	54,164
Winthrop	63	75,230	94	65,428	90	53,005	35	43,951	282	60,987

Source: South Carolina Higher Education 2008 Statistical Abstract

Tables 7.4-4 and 7.4-5 illustrate the level of involvement by personnel within academic affairs who have engaged in professional development and other activities. These trends are reflected in other divisions as well.

Table 7.4-4 Staff Accomplishments

Scholarly Productivity	CBAPS	CEHSS	CSMET	SGS
Total Staff	31	13	12	5
Participated in Professional Development Meetings/Workshops Off-Campus	18	8	12	1
Awarded Higher Degrees	0	0	0	3
Presented at Campus Meetings/Workshops	12	3	8	0
Participated on Campus Committees	26	10	6	1

Source: 2007/08 Annual Reports

Table 7.4-5 Faculty Accomplishments

	CBAPS	CEHSS	SMET	SGS
Total Faculty	48	101	82	11
Research	20	23	38	4
Grants Funded	8	20	40	0
Books Published	1	4	6	2
Articles Published	14	15	27	3
Papers Presented at Professional Meetings	28	42	50	3
Performances	NA	17	NA	NA
Recitals	NA	5	NA	NA
Exhibits	1	7	12	NA
Awarded Higher Degrees	0	0	1	0
Received Promotions	4	1	6	1
Received Tenure	4	1	2	1
Participated in Community Events Sponsored by SCSU or College/School	51	64	31	0
Presented at Campus Meetings/Workshops	31	51	37	2
Participated on Campus Committees	35	79	64	5
Other (specify)				
Received Outstanding Service Award	6			
Technical Reports			27	
Grants Applied	26			

Table 7.4-6 Staff Development Workshop Evaluation on University Policies & Procedures

Date of Workshop: April 3, 2008 for Faculty/Staff				
	Agree	Somewhat Agree	Disagree	Response Count
The material was organized.	80.9%	19.1%	0.0%	47
The ideas & skills presented were useful.	89.4%	8.5%	2.1%	47
The information was new to me.	31.9%	51.1%	17.0%	47
The training objectives were met.	74.5%	23.4%	2.1%	47
The Presenter held my interest.	66.0%	34.0%	0.0%	47
The pace of material(s) was comfortable.	70.2%	25.5%	4.3%	47
I would recommend this training to a coworker.	85.1%	10.6%	4.3%	47
Overall content rating.	76.6%	23.4%	0.0%	47

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

Activities that promote student development; employment opportunities for students; a living/learning environment that promotes continuous engagement of students, faculty and staff in the progress of the University; adequate utilization of facilities; and continuing external

partnerships demonstrate institutional effectiveness and operational efficiency. Many of the outreach activities included within section 7.6 address stakeholder needs.

Table 7.5-1 Student Accomplishments

	CBAPS	CEHSS	CSMET
Number of Seniors	223	258	255
Took/Passed professional examinations	114	112	21
Number took/passed senior exam	189	5	16
Number completed senior exit surveys	160	140	25
Number of graduates	53	226	154
Received External Awards	16	202	23
Presented Papers at External Conferences/Meetings/ Workshops	48	5	50
Attended Professional Conferences/Meetings/ Workshops	144	115	72
Participated in Research in the College/School	15	36	117
Participated in Research outside the College/School	20	12	47
Other (Internship/Study Abroad)			6

Table 7.5-2 2007-08 Senior Exit Survey Data

Admitted to Graduate School				
	Fall 2007		Spring 2008	
Yes	9	12.7%	57	31.3%
No	62	87.3%	125	68.7%
Total	71	100.0%	182	100.0%
Employment				
Yes	80	83.3%	206	81.4%
No	16	16.7%	47	18.6%
Total	96	100.0%	253	100.0%
Approximate Salary				
Less than \$25, 000	21	40.4%	41	29.1%
\$25,000-\$30,000	6	11.5%	23	16.3%
\$30,000-\$35,000	7	13.5%	24	17.0%
\$35,000-\$40,000	6	11.5%	27	19.1%
Over \$40,000	12	23.1%	26	18.4%
Total	52	100.0%	141	100.0%

Source: SCSU Institutional Research, Survey Data

Table 7.5-3 Capacity/Enrollment Ratio

Institution	Assignable Square Footage (ASF) of Instructional & Library Facilities	Total Weekly Student Clock Hours	Capacity/Enrollment Ratio
Citadel (Main)	100,615	39,480.91	2.55
Coastal Carolina	119,628	93,332.16	1.28
College of Charleston (Main)	178,256	130,544.91	1.37
College of Charleston (North Charleston)	10,126	2,683.25	3.77
Francis Marion	63,722	29,239.06	2.18
Lander	94,731	27,250.71	3.48
SC State	130,422	60,501.57	2.16
USC Aiken	64,177	31,936.83	2.01
USC Beaufort (Main)	11,428	3,471.58	3.29
USC Beaufort (South)	20,966	9,531.50	2.20
USC Upstate	84,250	54,771.37	1.54
Winthrop	119,058	66,078.75	1.80
Teaching	997,379	548,822.60	1.82

In analyzing and comparing C/E ratios, it should be noted that relatively low ratio generally indicates high level of space utilization. Source: CHEMIS Fall 2007

Table 7.5-4 Square Feet of Academic Facilities Per FTE Student

Institution	ASF Academic Support Facilities	FTE Enroll	SF Academic-Support Facilities/FTE
Citadel	380,691	3,063.14	124.28
Coastal Carolina	455,167	7,177.26	63.42
College of Charleston	796,916	9,903.48	80.47
Francis Marion	344,425	3,318.71	103.78
Lander	328,756	2,177.11	151.01
SC State	626,082	4,643.96	134.82
USC Aiken	361,703	2,711.24	133.41
USC Beaufort	119,636	1,101.33	108.63
USC Upstate	330,064	4,451.16	74.15
Winthrop	734,521	5,360.41	137.03
Teaching	4,477,961	43,907.80	101.99

ASF- Assignable Square Feet

Source: CHEMIS Fall 2007

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

- Westinghouse Savannah River National Laboratory and South Carolina State University
- Mentor-Protégé Agreement – BWXT Y-12, L.L.C. and South Carolina State University
- South Carolina Hydrogen and Fuel Cell Alliance and South Carolina State University
- University of Florida in Nuclear Engineering Education and South Carolina State University

- The Department of Biological and Physical Sciences, in collaboration with MUSC’s Phenomics Center, has developed labs at SCSU. As a result, the Neuroscience and Electrophysiology Lab was established in Hodge Hall 104 and continues to train students interested in the neurosciences. In addition, the collaboration includes scientific work and joint publications and presentations, as well as work with students in the area of neurophysiology and electrophysiology.
- The I. P. Stanback Museum and Planetarium is committed to collaborations from a variety of organizations including: NASA-National Aeronautics and Space Administration, Hayden Planetarium/American Museum of Natural History, Smithsonian Institution, Institute of Museum and Library Services, South Carolina Archival Association, Orangeburg Arts Center/Diverse Arts, Columbia Museum of Art, and South Carolina State Museum
- The SCSU Campus Police collaborate with Orangeburg DPS and other municipalities to develop a shared-information/technology grant through the South Carolina State Law Enforcement Division (SLED) and the National Law Enforcement and Corrections Technology Center-Southeast Region (NLECTC-SE). This system will be housed at and managed by SLED.
- The Career Center has a number of partners with whom they work to include, Bi-Lo, Career I-Net, Duke Energy Internship/Scholarship, GEICO Internship/Scholarship, Gems Technology (Co-Op), Federal Motors Carrier- Washington, DC, Goodyear- Fayetteville, NC, Data Systems & Technology - Phoenix, AZ, and UPS

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

Leadership and social responsibility are demonstrated through the level of involvement of the University within the community through outreach programs, participation in community organizations, participation by the President in the meetings of the local Rotary Club and Chamber of Commerce. Accreditation of programs and services informs stakeholders of the quality of the programs and services at SC State University.

Community Outreach

- The 1890 Extension Program conducted several community technology classes: Introduction to Computers and Microsoft Word, Introduction to PowerPoint, Introduction to Excel, Introduction to Keyboarding for Seniors and Introduction to Keyboarding
- The 1890 Extension Program offered Spanish I in the John W. Matthews extension Center
- Institutional Advancement personnel participated in internal and external events, including
 - 2008 Festival of Roses (Orangeburg)
 - Prince of Orange’s Halloween Expo 2007
 - Black Expo 2008 (Charleston, Greenville, Columbia)
 - Touchdown Club Report (Orangeburg)
 - Rotary Visits (5)
 - Kiwanis Visits (3)

- SC State Athletic Events
- All Official University Events
- The Extension Program, through 4-H and Youth Development, provides services to students throughout the state of South Carolina (i.e., child development, after-school programs and child care provider certification)
- In collaboration with the Northeastern Corridor of Orangeburg Community Development Cooperation (NCOCDC), 1890 Extension provided minor and major rehabilitation to homeowners. Also, homebuyer workshops were held to prepare first time homebuyers for purchasing a home
- Librarians provided storytelling sessions to more than 2,000 students at the CDLC, day care centers, the public schools, and the public library in Orangeburg, Santee, Cope, Denmark, Norway, and Columbia, SC; served as mentors for two students at Clark Middle School, Orangeburg, SC; participated in community and state organizations and programs, e.g., First Ladies Walk for Life, sorority scholarship programs for college students, vacation Bible school, etc.; and participated in book talks at various public schools and churches.
- Department of Family and Consumer Sciences co-sponsors the Week of the Young Child (WOYC) celebration 2007-08 with the Department of Teacher Education. There were 800-900 Head Start and childcare preschoolers who participated in fun activities.

Museum Exhibitions

- *Harlem on My Mind , Part I (1900 to 1939) and Part II (1940 to 1959)*
- *Hubble Space Telescope: New Views of the Universe*
- *Exhibition of the work of the Art Teachers of Orangeburg District V*
- *The Influence of African Culture on Latin American Art*

Planetarium Shows

- *Ancient Cultures Series*
- *Astronomy in “Harry Potter”*
- *Images from the Hubble Space Telescope*

Guests, Lecturers and Composers

- Allon Schoener, author and curator of the exhibition and book accompanying *Harlem on My Mind*
- Eugene Robinson, journalist, Washington Post, author, TV commentator. Mr. Robinson was the speaker for 2008 Founders’ Day.
- Mark Voit, Professor of Physics and Astronomy at Michigan State University
- Margaret Olin, a professor in the Departments of Art History and Visual and Critical Studies at the School of the Art Institute of Chicago (SAIC)

Southern Circuit Film Festival- 6 films with filmmakers in the Planetarium

Table 7.6-1 Institutional Accreditations

South Carolina State University	Southern Association of Colleges and Schools Commission on Colleges
Programs	Accrediting Agency
Civil, Electrical, Industrial and Mechanical Engineering Technology	Accreditation Board for Engineering and Technology, Inc. (TAC/ABET)
Computer Science	Computing Accreditation Commission of the Accreditation Board of Engineering and Technology, Inc. (CAC/ABET)
Education	National Council for Accreditation of Teacher Education (NCATE)
Social Work	Council on Social Work Education (CSWE)
Rehabilitation Counseling	Council on Rehabilitation Education (CORE)
Music	National Association of Schools of Music (NASM)
Speech-Language Pathology	Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASLHA)
Family and Consumer Sciences	American Association of Family and Consumer Sciences
Business	Association to Advance Collegiate Schools of Business
Nursing	Commission on Collegiate Nursing Education
Food and Nutrition	American Dietetics Association
Counselor Education	Council of Accreditation of Counseling Related Education Programs (CACREP)
Counseling and Self-Development Center	International Association of Counseling Services, Inc.
Child Development Learning Center	National Academy of Early Childhood Programs (A Division of the National Association for the Education of Young Children) (NAEYC)

Table 7.6-2 Accreditation Degree-Granting Programs

Institution	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
Citadel	4	3	75%
Coastal Carolina University	5	4	80%
College of Charleston	8	7	88%
Francis Marion University	6	5	83%
Lander University*	7	6	86%
SC State University	14	13	93%
USC Aiken	3	3	100%
USC Beaufort	2	0	Program approved 2004
USC Upstate**	4	4	100%
Winthrop University	14	14	100%

Source: *A Closer Look at Public Higher Education in South Carolina, January 2008*