

South Carolina State University

Orangeburg, South Carolina

Year 5 - Summary Report
July 1, 2010 - June 30, 2011

of the

2006-2011
STRATEGIC PLAN

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INTRODUCTION

The South Carolina State University Year 5 Summary Report is the fifth and final annual summary that presents progress achieved between July 1, 2010 and June 30, 2011 in meeting the goals and objectives of the 2006-2011 Strategic Plan. Objectives that were completed during earlier years of the Strategic Plan are so noted.

Information in this report was provided by department chairs, deans, and directors through their team leaders and compiled by the Office of Planning and Assessment for distribution. The names and titles of team leaders are found on page 26. Team leaders assumed the responsibility for compiling and submitting the information from constituents for their particular section of the report.

The 2010-2011 fiscal period followed the same financial pattern as the previous years with additional budget cuts. President George E. Cooper ended his third year at SC State with total cuts exceeding 50% in state appropriations since the 2007/08 fiscal period. These cuts continued to result in delays for completing several action items until funds are available. However, as noted in the achievements by the University, much was still accomplished in meeting strategic goals and objectives.

Rita Jackson Teal, EdD
Executive Director
Institutional Effectiveness

PLANNING, MANAGEMENT AND EVALUATION

KEY ISSUE: *Accountability for implementation of strategic plan and resources to implement*

GOAL 1: *Establish a systematic process to maintain accountability for implementation of the strategic plan.*

- 1. Develop and implement a plan for monitoring and reporting on strategic issues to include responsible person, timelines and a method for evaluation.**

This objective was completed during the first year and regular reports continue to be distributed campus-wide and to the SC State University Board of Trustees. Copies of the annual reports are included on the Planning and Assessment website at <http://www.scsu.edu/aboutscstate/institutionaleffectiveness/planningandassessment.aspx>.

GOAL 2: *Establish a Data Warehouse to support evaluation of performance and management decision-making.*

- 1. Establish and charter a special task force to update procedures for reporting data to organizations that rank and utilize data from SCSU**

The Director of Institutional Research was identified as the data manager for institutional data. The task force initially established continued to meet as needed to ensure that data sources and descriptions were consistently utilized.

- 2. Establish a data warehouse.**

Purchased and implemented Dashboard Software to be used with the Data Warehouse from Envisions. The Dashboards provide information on admissions and enrollment patterns/trends at the University. The Dashboard software is being upgraded as part of the Banner 8.4 upgrade.

In conjunction with the UCITS Staff and the Program Manager of Banner, a bi-weekly review of data definitions /standards and analysis meetings analysis of management processes for the following offices: Admissions, Student Financial Aid, Health Services (immunization records only), Treasurer and Student Accounts, Finance, Human Resources, SSRP, Academic Affairs (Faculty/Course data in Banner), and UCITS are on-going to ensure compliance with Data Warehouse standards.

The full implementation of the data warehouse is currently estimated to be June 30, 2012.

3. Provide data analyses to enhance performance and management decision-making.

Data has been shared throughout the year to the various divisions and departments from the offices of Planning, Institutional Research and Human Resources to enhance performance and management decision-making.

GOAL 3: Ensure effective communication of the University’s mission, vision, and values.

1. Develop a comprehensive communication plan that disseminates strategic plan information to internal stakeholders.

The strategic plan and annual reports are located on the university’s website at <http://www.scsu.edu/aboutscstate/institutionaleffectiveness/reports.aspx>.

2. Establish a communications vehicle to ensure that external stakeholders are kept abreast of the status of the strategic plan.

The strategic plan and annual reports are located on the university’s website at <http://www.scsu.edu/aboutscstate/institutionaleffectiveness/reports.aspx>.

GOAL 4: Improve the level of accountability of employees.

1. Provide regular reports on progress of the Strategic Plan

Regular updates have been provided on the progress of the Strategic Plan.

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ACADEMIC INFRASTRUCTURE

KEY ISSUE: *Alignment of academic programs with market (new, improved, deleted)*

GOAL 5: *Evaluate academic programs and course offerings with respect to program viability and career potential of graduates and market needs.*

1. Conduct an academic program review to determine academic effectiveness, program viability, and career potential of graduates for degree offerings at SCSU.

The Division of Academic Affairs has begun to conduct an Academic Review of all of its academic programs as part of the Board of Trustees' mandated Retrenchment and Enhancement initiative. Additionally, all academic departments and applicable programs have assessed, and continue to assess, their respective programs to determine academic effectiveness, viability, and career potential for graduates. While these assessments continue to be in response to the Southern Association for Colleges and Schools' requirements, chairs and deans will continue the process on an ongoing basis to ensure that the academic programs are meeting the needs of students. Since fall 2010, all departments have been engaged in quarterly assessment of their programs.

2. 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.

Beginning Fall 2010, all academic programs are being assessed on an annual basis. The General Education Curriculum is being reviewed by an ad-hoc General Education Committee, with co-chairs Drs. James Keller and Stephanie A. Steplight-Johnson. Department chairs continue to evaluate their effectiveness to determine curriculum changes. They use a variety of instruments to evaluate their respective programs. Some of the initiatives recently used are as follows:

- The Political Science program conducts an ongoing evaluation as well to determine its effectiveness. Most students aspire to enter Law School. Because of this, the Pre-Law program has been reinforced, offering courses that although in the catalog, had never been offered before. And to increase the probability of its graduates going on to Law Schools, they have organized several workshops to prepare the students for the LSAT. Presently faculty are developing new options such as Public Administration with a transportation or environment and an option in International Studies. This would contribute to the career potential of graduates and respond to emerging market need. To a large extent, these programs, interdisciplinary in nature, would be cost neutral to the University as faculty are basically repackaging course already taught on campus. Student internships are an integral part of the training, especially in Public Administration. Supervisors in offices where our students have interned have been impressed with the quality of their output as attested by a randomly selected sample of reports. Students also play an active role in assessing the program.
- The Department of Education has established procedures through which all programs use data to judge the quality of each program's components, instruction, experiences, and activities. For

example, minutes of meetings of the Teacher Education Committee, Assessment Committee, and the Core Content Teams provide evidence of routine review of data from surveys of graduates and employers verifying the extent to which each program is effectively addressing programmatic elements, institutional, state standards and professional content standards. Another example is the work of the Core Content Team faculty members from arts and sciences who work with the professional education faculty to review candidate performance on field experiences, portfolios, and unit work samples pertaining to candidates' work with, and effects upon, student learning. The use of multiple measures and multiple assessors of candidate performance coming from a variety of internal and external sources insures that assessments are fair, accurate, and consistent for all candidates. Procedures are in place for the unit's continuous testing for validity, reliability, and fairness. Working collaborative with P-12 school personnel and university faculty groups drawn from both professional education and arts and sciences faculty, assessment measures have been analyzed to insure that they are meaningful and measuring the knowledge, skills, and dispositions intended. Multiple raters score most candidate assessment measures, and the unit expects inter-rater reliability to be .80 or higher. If not, consensus must be reached so that candidates are scored fairly.

Data is being collected on an on-going basis (i.e., receipt of Praxis scores) or at regular and systematic intervals, depending on the exact nature of the data (i.e., performance on comprehensive exams, course grades, GPA, course evaluations, and faculty evaluations). Data is used to initiate changes in courses, programs, and clinical experiences when appropriate. The unit's Annual reports and minutes of meetings of the unit's Teacher Education Committee, Assessment Committee, the Core Content Teams, departmental meetings, departmental program area meetings, and the graduate council, provide evidence of routine reviews of candidates' performance data obtained from each of the various Stages of the unit's assessment system and from external surveys of graduates, graduate exit surveys' surveys of employers of the unit's candidates verifying the extent to which each program is effectively addressing programmatic elements, institutional and state standards, and professional content standards.

Section 207 of Title II of Higher Education Act mandates that the Department of Education collects data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use the data in submitting an annual report on the quality of teacher preparation to the Congress. In keeping with this Title II Higher Education Act, South Carolina State University submits its Title II report annually. For the past ten years South Carolina State University Annual Title II report has shown one hundred percent pass rate on the licensure exams for its program completers.

Additionally, the Department of Teacher Education has a number of specialized disciplines. Each discipline has a Program Coordinator. All Program Coordinators are members of the Department's Curriculum Committee. The Curriculum Committee meets, at a minimum, twice a semester to evaluate academic programs, program viability and course offerings. The Curriculum Committee Chair reports to the full faculty. In addition, The Teacher Education Council, which includes our P-12 partners, meet once a semester to provide feedback on best practices, curriculum and course offerings.

- The Department of Visual and Performing Arts ensures the viability of its programs through constant review of each curriculum in order to remain in compliance with their various accrediting agencies. Faculty are constantly encouraged to engage in different collaborative community-based art and performance activities such as exhibitions, recital and drama performances. Professional quest clinicians are invited periodically to perform seminars and workshops for students. Not only are these initiatives very informative to both faculty and students, they keep faculty members professionally active and students abreast of current trends in the various art disciplines. Relationship with professional alumni is an outstanding tool to achieve quality learning. Thus, students are routinely placed within studios and companies of such accomplished alumni for clinical experience, which lead to permanent job placements.
- The Rehabilitation Counseling program has an annual student evaluation. Counselor Education, Criminal Justice, and Social Work hold focus groups with graduating students and get feedback about changes and recommended changes to the curriculum. A view of the measurement of faculty availability outside of the class (on course evaluation) is a gauge, also.
- The Psychology program has employed several tools to assess student outcomes as indicators of program viability. They administer the ACT psychology test twice annually. The examination covers eight of twelve sub-disciplines in psychology, which reflect required courses in the psychology curriculum. Students who have applied for graduation complete this exam as a senior exit exam. Also, they have made use of the results compiled in the university's senior survey. This survey includes items pertaining to student satisfaction with university services and programs. The survey also provides data regarding students' post-graduation employment, admission to graduate and professional programs, and aspirations to seek advance degrees. Most recently we began an effort to contact recent graduates. This effort has resulted in numerous replies from students who have attained a variety of professional positions and admission to graduate programs. Last, they have begun in-house student evaluations of instructors to supplement the university online evaluations.
- The Department of Educational Leadership has developed a faculty committee structure to address continuous program improvement. The Program Assessment Committee analyzes student performance on the school administration portion of the PRAXIS exam and responses on the Exit Survey each semester and submits its findings to the Program Quality Committee for review. Based on its review, this committee makes recommendations to the Department regarding course offerings, curriculum alignment and instructional policy. In fact, the Committee recently completed a study of the alignment of the curriculum to the ISLLC and EEDA standards and is preparing to make recommendations regarding curriculum articulation and course sequencing.
- College of Business and Applied Professional Sciences programs are accredited by the top accrediting agencies in their respective fields. Each program has established an evaluation and reporting process based on accreditation standards. Each program in the College has undergone a review. This process will take place every five years or sooner if there are indications of changes in the profession that are not addressed by the curriculum to ensure our students remain marketable. In Business, AACSB standards center on three areas: Strategic Planning;

Assurance of Learning; and Faculty Qualifications. Being guided by these standards not only helps us maintain accreditation, but ensures that we focus on quality management education.

- In Family and Consumer Sciences (FCS), the process used to improve and evaluate programs and course offerings include regular involvement with the professional organizations to ascertain the most current and best practices. Feedback from business and industry is collected in the form of an evaluation and measured to determine employers' needs. Students also assess their internship experiences and make recommendations based on their experiences which are compiled and kept updated on a continuous basis. The units' advisory council also provides feedback about programmatic changes which are used to improve academic programs and course offerings. Grade distributions and course assignments are used to make improvements in course offering by adding additional and/or different activities to reinforcement concepts covered in courses. Different methods are used to evaluate students based different learning styles. The Food and Nutrition program curricula follow the CADE accreditation guidelines of the American Dietetic Association in order to maintain the standard of education recognized professionally in USA and globally. Current text books and online resources are included in the course syllabi, both for the bachelors and masters degree programs. Career potentials are researched and the information is made available to students to make them aware of the market needs so that they can make informed choices in their degree options.

GOAL 6: Prepare students to function effectively in a global society.

1. Increase emphasis on international activities and globalization.

- The Study Abroad Office, housed in the Honors Program, is fully functional and offering more study abroad opportunities to students and faculty. Dr. Harriet Roland, Director, Honors Program, has worked with Dr. Learie Luke, Director, National and International Exchange Programs, to provide opportunities for SC State students to travel to South America, Asia, Latin America, Africa and Europe. Dr. Luke has also entered an agreement with the American Shipboard Institute that will allow SC State students an opportunity to travel to more than 12 countries per semester while enrolled in 15-18 credit hours. Student participants will earn a Bachelor's degree from South Carolina State with a seal from the University of Virginia. Dr. Luke has also assisted Dr. Nathaniel Wallace with getting the Fulbright, the first in many years at the University.
- Faculty, deans and chairs at SC State continue to engage in initiatives to globalize the curriculum and to provide students with opportunities to interact with persons from other countries and cultures.
- The Department of Education has designed curriculum experiences and assessment procedures to ensure candidates acquire and demonstrate the content, pedagogical and professional knowledge, skills and disposition to function in a global society. Through a set of professional commitments and dispositions aligned with its conceptual frameworks, state and national standards, the unit prescribes activities and assessment measures to document candidate

knowledge and performance. Expectations of initial, advanced and other professional role candidates are clearly articulated in university, unit and program brochures and publication. These include the SC State Graduate and Undergraduate catalogs (2009-2010) Guidelines for Professional Clinical Experiences (Spring 2010), Department of Educational Leadership and Counselor Education Internship and Practicum Handbooks; MAT student handbook and The Teacher Education Handbook. The unit's diversity proficiencies, has been infused within the curriculum and aligned with courses within the program to ensure that candidates have the opportunity to gain knowledge and develop skills and dispositions related to diversity. Experiences for candidates are provided through internships known as Pre-Step. Additionally, Elementary Education and Early Childhood Education have added Spanish as a foreign language within their program of studies.

- The Department of Educational Leadership prepares students to function effectively in a global society by providing opportunities for interaction with foreign educators and government officials. During the past three years, the School of Graduate Studies and the Department of Educational Leadership, in partnership with the Palmetto Council for International Visitors in Columbia, hosted four groups of international visitors who were participating in the US Department of State's International Visitor Leadership Program.
- The Business Program has one Learning Goal specifically dedicated to preparing students to function and flourish in a global society: Business majors are becoming more cognizant of the global community in which we live and work. Based on results of assessing that goal, the Business Program established the International Business minor. The introduction of this program was supported by a US Department of Education grant that funds faculty development, student and faculty travel, and other initiatives that enhance our international presence. Further, most Business courses and texts enable students to study the impact of globalization on firms, and their employees, customers, suppliers, business partners and other stakeholders. Classes might require students to analyze case studies and participate in individual or team projects involving multinational firms. The study of global strategies includes an understanding of intercultural relations, operations management in foreign subsidiaries and the host country business practices.
- The Leadership and Professional Development Program, required of all business majors, exposes students to global issues, current topics in business, team building and leadership qualities, and ethical issues, among other topics. Economics, Management, and Marketing majors are required to take at least one international course. Accounting and Agribusiness majors are exposed to international issues in many courses and are encouraged to take an international course as an elective.
- In Family and Consumer Sciences, communication skills are critical for success in today's world. Writing skill sets are honed for greater audience appeal. Our students are encouraged to: 1) use technology for full access to the global society both for reference and presence; 2) polish their personal appearance and presentation style for professional effectiveness on a wide scale including exposure to public events; and 3) explore the links between all fashion communities worldwide. It is our goal to prepare them to embrace diversity and appreciate the continuity of historical and future influence in the discipline. In FCS, although technology usage is

encouraged, international issues related to the topics are discussed. Students are asked to apply what they know and think about how other cultures and environment may be the same or different.

- Courses in nutrition are so designed so that there are international insights added to each topic discussed, wherever relevant. Human Nutrition, Community Nutrition, Maternal and Child Nutrition and Food Science courses in particular offer a global perspective of communication and market potential so that students develop an understanding for the interdependence and interconnectedness of the sciences in the global society. Students are actively engaged in lectures and assignments that allow them to develop cultural competence (i.e., awareness, knowledge and skills). Cultural diversity, current trends in diverse societies, and communication skills are few of the areas of discussion.

GOAL 7: Increase the utilization of technology for academics.

1. Develop and implement an academic technology plan.

- Standards from the International Society for Technology Education (ISTE), in collaboration with the National Council for the Accreditation of Teacher Education (NCATE), serve to guide the evolution of technology use in the Department of Education for candidates, faculty and staff. Whiteboards are being used in several classrooms. These whiteboards not only enhance teaching and learning but they also serve as a training resource for teacher education candidates. Students are able to use their individual laptops in Turner Hall, which is equipped with wireless local area networking. Also, laptop computers are on reserve for pre-service candidates doing their clinical experiences.

In the area of class instruction, faculty utilize Blackboard, streaming video, instructional digital video discs (DVDs), Banner systems, TaskStream, and electronic research databases to enhance the teaching and learning process. Additionally, the Department of Teacher Education has two technology laboratories. The labs serve a two-fold purpose; they accommodate faculty and students in their academic development and application to the real world of teaching.

- The Sociology program has acquired laptop computers, LCD projectors and other technology for classroom usage. The University has wireless internet campus-wide. Students are encouraged to conduct on line research. Several courses are now taught entirely online. All faculty are encouraged to utilize the Blackboard Learning system.
- The Department of Visual & Performing Arts continues to educate the students in both traditional and new techniques and technologies. New art forms have emerged from new technologies and new technologies can also aid in the production of traditional artworks in our department's areas of Studio Art, Drama, and Music. The department encourages the use of Blackboard, an e-Education Platform that has been specialized to serve the educational needs of the art program. Studio Art, Drama, and Music Faculty use Blackboard to deliver course information, tutorials, supplemental materials and online testing. Visual Arts faculty use

Blackboard to also deliver specialized image collections and videos. In addition the Fine Arts Building houses a wireless intranet system that allows faculty to access web learning resources during lectures and power point presentations. Many courses offered in the Department require textbooks coupled with CDs or DVDs for accessing additional learning materials.

Drama Program utilizes Digital Video Disc (DVD), Video Cassette, and audio tape recordings as instructional support material for acting, history, and criticism courses. Drama is preparing to upgrade its technology. When this is done, the technology in several key areas of production and instruction will also be improved. Stage Rigging, Stage Lighting and Control will receive primary upgrades of equipment and software. Drama installed a new Audio System, which includes Production Intercom Communication, a Recording System, and Large Screen Projection among other technical upgrades. The installation of a large screen projection system enhanced and improved classroom instruction and supports non-traditional production styles. The Drama student continues to benefit greatly from the exposure, education and use of these new tools.

Music Program offers a web based online music appreciation class to students and blackboard is used as an ancillary instructional component to support the online instruction. Music faculty use LCD Projectors and laptop computers frequently to provide students with global musical examples and opportunities to observe, analyze and evaluate music performances and educational trends (www.youtube.com and www.teachertube.com).

Students create electronic professional portfolios as a part of their music education curriculum. Student performances and presentations are recorded on a DVD recorder and presented at a later time for students to observe the effectiveness of their performance and the performance of others, contributing to their ability to become reflective decision makers. Music listening equipment and audio-visual equipment is used as a part of classroom instruction. A computer based music entrance diagnostic exam was developed to help standardize music program entrance requirements. A music library and listening lab is located in the Visual and Performing Arts building for the students use. Software utilized by the Music program include: Garageband, Logic Pro, Fruity Loops, Finale and Sibelius for notation writing and Pyware for Drill Writing.

Visual Arts Program maintains a computer lab within the department for teaching digitally based courses as well as offering monitored hours for students to work outside of class times. The lab offers 15 computers with software: Adobe Photoshop, Illustrator, After Effects, Final Cut Pro, Dreamweaver, Fireworks, Flash, Freehand and Director. Interactive CD-ROMs and DVDs are utilized in this area.

The Visual Arts faculty is equipped with laptops and LCD projectors for production and presentation of PowerPoint in all the classrooms. The department utilizes ARTSTOR: an online database of images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes. Students also have access for research, presentations and papers.

- In the Department of Educational Leadership, all courses use Blackboard for instructional support. In addition, a third of the courses in the EdS degree program are offered online. Faculty who teach on campus have access to classrooms equipped with smart-boards and wireless internet connections. Students in the program also make power-point presentations and the EdD degree students must complete a technology course and conduct their research proposal and dissertation defenses with technology. Earlier this year, Dr. Jesulon Gibbs was awarded a grant to provide Blackboard certification training for graduate faculty. In March, all faculty in the department participated in training to learn how to effectively use all aspects of Blackboard to support instruction in their classes.
- The Business Program has upgraded some of its Computer Labs and Classroom Technology in Belcher Hall. Eight classrooms have LCD projectors with accompanying computers used for faculty lectures and student presentations. The Business Program Computer Lab has 14 work stations available for student use in its Belcher Hall lab.
- The computer programs Waypoint Outcomes and Writing Roadmap were purchased to help faculty teach writing and students improve their skills. A Writing Lab was set up for students to build writing skills.
- All of the accounting classrooms are equipped to teach using technology. All or most of the major courses require students to use some aspects of technology through assignments using internet searches, Excel , WORD and PowerPoint, as well as other software such as general ledger software and auditing software.
- In Family and Consumer Sciences (FCS), Blackboard is used for class instruction. Discussion Board exchanges allow students to discuss topics and have an opportunity to agree/disagree and look at other viewpoints and research on the topics presented. Students can also incorporate interactive visuals in their presentation and use the library database to complete assignments. In FCS, classrooms are equipped as smart classes so that audiovisual technology could be used for instruction. Up-to-date software programs are installed in computer lab of the department for students to do nutritional assessments, diet designs and menu planning. Students regularly do presentations in class using PowerPoint. In FCS, all students must create a formal presentation for the class and/or the community using PowerPoint. Some lectures are administered using PowerPoint along with assignments and lecture notes being placed on Blackboard.
- The Nursing Program continues to use simulation “dolls” to teach nursing techniques. These highly sophisticated pieces of equipment (SimMan and SimBaby) allow students to experience life-like situations before actually carrying out the procedures on patients.
- The Office of Extended Studies (OES) works collaboratively across academic units to provide support services to faculty teaching online. OES continues to offer faculty assistance in the development of high-end multimedia instructional materials. In addition to faculty development and instructional materials development, OES staff worked to bring about a number of significant upgrades to the Blackboard course management system.

During the period from July 1, 2010 through June 30, 2011, OES staff engaged in the following activities aimed at increasing the use of technology for academics:

- Ongoing Maintenance of the online course management system, Blackboard
 - Upgrade of the Blackboard software to version 8
 - Implementation of software to integrate Blackboard with student enrollment management systems
 - Migration of the Blackboard software to a “dual–server” platform
 - Held 45 individual or small group training sessions on a variety of topics related to online instruction and use of the Blackboard system
 - Hosted 23 courses utilizing satellite or IP–based videoconferencing technologies
- Student Success and Retention Programs operates the Multipurpose Academic Computer (MAC) Laboratory to assist students in their academic pursuits. Forty (40) Dell computers with the latest Microsoft Office document programs Word, Power Point, Publisher and Excel are housed in the laboratory. Assistance is given to students on personal computers utilizing math study questions in courses, M-150, M-151 and M-155. Additionally, computer-based support is given in preparation for the GRE, Praxis, LSAT and the online writing lab at Purdue University. Staff have worked directly with 293 students, and 907 students have signed-in on a log to use the computers without staff assistance. Forms are used to collect data to identify student usage by colleges or majors. Additionally, faculty can refer students to SSRP via an online referral system. Likewise, students can engage in self-referrals online. This use of technology provides convenience for faculty and students to interface with SSRP at a distance. Staff regularly research cutting edge software with the intention of securing the latest computer support programs available for use for SC State students. Technology will continue to be central to SSRP’s effort to foster student success and retention.

2. Create and implement a class master schedule that meets the program needs of all students.

- The Astra Scheduler and Platinum software products have been purchased and delivered to campus. They will be implemented with Banner software during spring 2012.

GOAL 8: Increase access to academic programs through distance learning.

1. Develop an infrastructure to support different modes of instructional delivery.

- In the Department of Teacher Education the faculty has sought to increase the use of technology for academics. They have prepared a number of hybrid courses. The goal of the faculty in the Department of Education is to have the M.Ed. Special Education Program fully on line by Fall 2011. It is then the intent to put the M.Ed. in Early Childhood Education and Elementary Education on line as well.
- At various times, more than 90% of the courses in the EdS degree program have been taught online. Plans are to make this an online program. The chair also has secured a Title III grant to

develop an online master's degree program in leadership studies. Additionally, the Department has entered into an agreement with an outside online training company to sponsor certificate renewal courses for teachers and administrators in the state.

- The Business Administration department currently offers online Web-based courses and had the expertise to increase distance education in the future. Current courses offered are the two core courses MGT 216 Management Information Systems, and SB400 Internship/Experiential Learning, as well as some advanced Information System electives in the Management and Marketing Majors.

GOAL 9: Improve academic quality through enhanced faculty development and scholarly achievements.

1. Create an infrastructure that promotes faculty development.

The Division of Academic Affairs has created the following to enhance faculty development and scholarly achievements:

- Established Plenum: A Journal of Interdisciplinary Studies that allows faculty an opportunity to publish their research;
- Set up a Center for Teaching and Learning with the mission of promoting teaching excellence and enhancing teaching effectiveness in order to maximize the quality of teaching and learning at SC state University.

2. Demonstrate measurable evidence of faculty participation in governance.

- Faculty and staff serve on all university-wide committees and serve as chair on several of those committees.
- The President of the Faculty Senate serves as an ex-officio member of the Board of Trustees.
- Deans compose the Deans' Council.
- Chairs are members of the Chairs' Forum
- Council on Academic Affairs is composed of deans, chairs and program directors
- General Education Curriculum Committee is composed of faculty and a few chairs who are considered as faculty
- Retrenchment and Enhancement Committee composed of faculty, staff, students, alumni and administrators

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ADMINISTRATIVE & PHYSICAL INFRASTRUCTURE

KEY ISSUE: *Institutional processes and resource allocation*

GOAL 10: *Review and improve institutional processes, procedures and resource allocation.*

1. Examine current institutional processes related to allocation of resources.

During the year various adjustments were made to both projected revenues and expenditures due to state appropriations reductions. As a result of the close monitoring of budgets the University was able to conclude the year with a balanced budget.

2. Align resource allocations to the strategic plan.

During the budget process administrators were required to tie requests to the strategic plan

GOAL 11: *Enhance the use of technology for administrative purposes.*

1. Review the current status of technology in supporting the academic infrastructure.

The University engaged the service of outside consultants to assess the needs and requirements for technology enhancement. Staff is awaiting the results of the report to move forward.

2. Develop on-line learning opportunities for faculty and staff.

The University invested in an annual Banner Academy on-line training program. This program is accessible for all faculty and staff and provides training on all processes within the ERP (Banner) system.

KEY ISSUE: *Facilities/Infrastructure to accommodate current and future university needs*

GOAL 12: *Meet the current and future facilities/infrastructure needs of the University.*

1. Maximize use of current university facilities.

This is an ongoing activity.

2. Develop a space utilization plan that incorporates input from all divisions.

Facilities has an on-going project which encompasses interviewing key personnel in each division regarding space usage. Data has been collected to aid in decision making for best usage of

available space. We are currently investigating acquiring software to electronically track available and occupied space on the campus.

3. Remodel, expand and renovate current academic and non-academic buildings.

Renovated the Honors College in Moss Hall Annex. Installed new chillers in Belcher Hall, Nance Hall, Lewis Lab, Dukes Gym, MLK, Earle Hall, Rowe Hall, and Nix Hall. Renovations were made to Moss Hall (paint, flooring, new ceilings, etc.). Lighting upgrades with ballasts and bulbs were placed in 13 facilities.

4. Construct new facilities.

Completed the construction of the new Leroy Davis Science Hall to house classrooms (55,000 sq. ft.)

5. Enhance campus land infrastructure.

The University has a realtor who tracts available land within the Board of Trustees approved footprint for the campus.

6. Provide organized transportation for off-campus students to and from campus.

Initial discussions were held regarding the current Orangeburg transit system through Student Affairs.

GOAL 13: Provide sufficient on and off-campus housing and facilities to meet enrollment growth.

1. Provide adequate campus housing for an additional 2,000 students (approximately 100% increase).

Additional funds are being sought to renovate current unoccupied residence halls.

2. Provide adequate facilities for student life, recreation, sports and leadership activities commensurate with projected enrollment growth.

The University has plans underway to build a wellness center that will accommodate these functions. Although the plans are in the early stages it is expected that by next fiscal year all approvals will be in place to move forward

HUMAN RESOURCES

KEY ISSUE: *Selection, Employment and Retention of Appropriate Personnel*

GOAL 14: *Improve the University's ability to attract, recruit, and retain personnel appropriate to the positions and responsibilities needed by the University.*

1. Develop and implement advertising practices to attract/recruit desired faculty and staff.

The practice of using the *Chronicle of Higher Education* and various job advertisement media for advertising positions was extremely limited this fiscal year due to budgetary constraints. However, the University began the use of the Budget and Control Board Office of Human Resources online employment site (NEOGOV) to attract a wider pool of applicants for selected positions. Advertisement of the Vice President for Finance and Management vacancy on NEOGOV elicited approximately 35 applicants who met the advertised qualifications for that position. Additional applicants were attracted through the University's online employment site (PeopleAdmin) and various other media.

2. Establish competitive salary and benefits policies and practices that promote South Carolina State University as an institutional employer of choice for faculty and staff.

A research incentive bonus plan was implemented for faculty providing bonuses of up to \$3,000.

3. Provide faculty and staff to compensate for increasing student enrollment.

Several additional faculty and staff members were added to the university's personnel to fill vacancies and to promote various university initiatives.

GOAL 15: *Improve the productivity and quality of employees.*

1. Examine roles and responsibilities of staff.

The performance evaluation and position description for staff employees are combined into one document; therefore, when the performance evaluations were submitted in December 2010, it included the updated position descriptions as well.

2. Demonstrate measurable evidence of opportunity for staff participation in governance.

The President of the Staff Senate, as an ex-officio member of the Board of Trustees, participated in each Board meeting held between July 1, 2010 and June 30, 2011, to include its annual planning retreat in June 2011. Additionally, the President of the Staff Senate met with the University's

President during the fiscal year to discuss staff employees concerns. Staff members are represented on all university-wide committees.

3. Promote and utilize a flexible work schedule to meet university needs more efficiently.

Employees continued to utilize alternative work schedules as approved by their supervisors in accordance with the University's Flexible Work Schedule Policy. Work schedules of applicable personnel performing student services functions were adjusted as necessary to meet student delivery needs at key junctures (e.g., during registration personnel in financial aid, the Registrar's office, finance and admission had flexible work schedules).

4. Enhance the general orientation program for new employees.

The general orientation program is being updated based on evaluation results. The online New Employee/Employer Orientation Checklist is accessible through the Professional Development webpage with significant tasks requiring completion within the first thirty days of employment (i.e. process for obtaining parking decals, etc.).

5. Establish a viable employee development program that can address the University's dynamic staffing needs.

The Office of Professional Development publishes the training schedule on the University's website. A needs assessment survey was conducted to ascertain departmental/university training and development needs – course offerings were conducted accordingly.

GOAL 16: Improve customer satisfaction as a result of periodic assessments.

1. Increase campus wide communication for customer week.

The Office of Professional Development assisted departments as requested in addition to the formal Customer Service training workshop. Also, the Director of Quality Assurance distributed several tips on good customer service.

2. Increase staff development opportunities in customer service.

The Office of Professional Development offered workshops to enhance customer service. Some of the titles included: Assisting Veterans, Diversity in the Workplace, Disability Law and Higher Education, and Anti-Harassment (Sexual). Other offerings included various topics on improving technology skills with Banner and Microsoft Word programs.

RESEARCH DEVELOPMENT AND COMMUNITY INVOLVEMENT

KEY ISSUE: *Enhance the role of research in supporting SCSU's internal and external goals.*

GOAL 17: *Build an infrastructure for the University to compete as an HBCU and 1890 land-grant institution with mainstream programs in basic and applied research and extension.*

1. Become more competitive in research.

On-going research workshops and forums are held on campus to encourage continuous proposal writing and submission for faculty. Funding has increased significantly. We are well on our way to reaching our goal of the "50 million by 2015."

KEY ISSUE: *Significantly enhance and improve the university's image through increased community involvement.*

GOAL 18: *Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.*

1. Enhance the University's partnerships with local industries and businesses.

Continuing to develop and maintain partnerships within the city of Orangeburg and play a major role in its economic development. These include the Orangeburg Chamber of Commerce and Orangeburg City Council. The 1890 Research and Extension Program has established and maintains over 70 partnerships with local industries, businesses, faith-based organizations, farmer co-ops, etc.

GOAL 19: *Improve the social, economic and physical well-being of citizens in South Carolina.*

1. Increase the level of inter-disciplinary, community-based participatory research.

Over 90% of the researchers have been exposed to BANNER training to assist them in managing their budgets. Individual and group 1890 Research meetings were held with all principal investigators to assist them in preparing their budgets. Through participation in various conferences, workshops, etc. administrators and staff were informed of funding opportunities from state and federal agencies.

GOAL 20: *Improve the effectiveness of the 1890 Research and Extension Program's integration and support of teaching, research, extension, and public service.*

1. Increase efforts to raise the awareness of 1890 Research and Extension Program Resources.

Requires that all 1890 Research Projects incorporate an 1890 Extension component.
Continuing to use the 1890 Communications Office to publish media releases for newspapers publicizing the research activities of SC State University and 1890 Research and Extension services.
Continuing to publish a Research Calendar and distribute to all funding agencies and SC State supporters.

GOAL 21: Improve the utilization of the James E. Clyburn University Transportation Center's resources and leadership capabilities to advance transportation systems and services in rural and small communities.

1. Use JECUTC's funds to conduct research and provide technical assistance to rural and small communities in South Carolina.

Currently, the JECUTC is seeking funds to restart research and provide technical assistance to rural and small communities in South Carolina.

2. Seek additional funding to continue transportation services.

Continuing to seek funding from the U. S. Department of Transportation/ Research Innovative Technology Administration, U. S. Department of Labor, and the U. S. Department of Energy to continue transportation services.

3. Establish collaborative community partnerships throughout the state to promote and support the development of rural transportation services.

GOAL 22: Improve the quality of life of citizens and the economic development of the region.

1. Enhance faculty and staff involvement in the community – quality of life.

- ◇ Continuing to support faculty and staff to conduct research project within the local community.
- ◇ Uses 1890 Extension staff to implement outreach services throughout the state to enhance the quality of life of the underserved.

2. Assess the needs of the local community and adjust our program activities accordingly.

Continuing to serve the community with workshops and training seminars.

GOAL 23: Improve the effectiveness of the Office of Sponsored Programs in leadership, facilitation and oversight of the University's research program.

1. Maintain a comprehensive information management system that incorporates the research needs and interests of the University, the training and expertise of faculty and staff, and the unique academic (educational) framework of the University.

- ◇ Provided technical assistance to more than 60 faculty members.
- ◇ Updated the appropriate technological resources in the OSP to meet needs of researchers, administrators and students in research.

2. Broaden the research funding base of the University to include a broad spectrum of federal agencies, corporate and private foundations, and state and municipal funding sources.

- ◇ Assisted various faculty members with proposal development and budget preparation.
- ◇ Total funded to date: (July 1, 2010 to April 7, 2011) is \$16.9M, excluding 1890 Research Awards.
- ◇ Total Pending to date: (April 7, 2011) is approximately \$23.0M.
- ◇ Submitted to a broad base of funding entities.
- ◇ Provided technical workshop to faculty members on grant writing and grant management.
- ◇ Completed the Research Incentive Plan, which has been approved by the BOT.

3. Establish mutually beneficial (long-term) research partnerships and collaborations with major corporations and other educational institutions.

- ◇ Monitored the funding opportunities and emerging research needs of federal and state governmental agencies.
- ◇ Worked with the Federal, state agencies and private businesses to identify research opportunities, convey information regarding the SC state's capabilities, and create collaborative arrangements.
- ◇ Assisted researchers in making effective arguments to agencies, foundations, businesses, and other organizations that are potential sources of external funding.
- ◇ Established a numbers of MOU and team agreements with Federal, state agencies and private businesses.

4. Restructure the OSP to be more responsive to the external research environment.

Hired a compliance officer.

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INSTITUTIONAL ADVANCEMENT

KEY ISSUE: *Increase revenues through enhanced fundraising initiatives*

GOAL 24: *Increase fundraising goals to advance the mission of South Carolina State University.*

1. Strengthen Annual Giving Campaigns.

Increased annual giving 35% (\$2.3 million in June 30, 2010 to \$3.6 million through June 30, 2011); increased the number of individual alumni donors to SC State by more than 100% (3,646 on June 30, 2011 as compared to 1,770 on June 30, 2010) – the most improved one-year increase in recent memory.

2. Develop Planned Giving Program.

Recorded estate gift of \$150,000 from Dr. Harold Powell for endowment; initiated \$500,000 endowed scholarship for sciences with former President Dr. Leroy Davis chairing the fundraising project

3. Raise \$30 million in five years.

Submitted preliminary plans for \$15 million endowment campaign over three years, possibly expanding to \$33 million over five year period by including some capital needs

KEY ISSUE: *Identify and promote the University's competitive advantages (niche(s) in academic and non-academic areas of excellence).*

GOAL 25: *Identify and promote SCSU's competitive advantages for marketing and improve SCSU's image to attract more contributions and build donors' confidence.*

1. Continue to utilize appropriate marketing strategies to promote SCSU.

Published University Annual Report (18,000 pieces) to alumni of record, friends and corporations/foundation donors; developed e-news medium to provide quick, concise news of importance to university community and friends; developed mobile-giving campaign to encourage electronic donations and messaging about university; conducted student phonathon to deliver information about university and solicit support for designated areas of alumni interest; increased aggressive fundraising for WSSB campus radio station among alumni and local business (raised approximately \$20,000 for programming and local sponsorships of on-air activity)

2. Identify academic areas that will serve as leads in promoting the University’s academic programs.

- ♦ Working with the deans to utilize the strengths in their respective areas to build an interdisciplinary approach to telling our story.
- ♦ Nuclear Engineering will serve as the lead as it is a one-of-a-kind program in South Carolina and the only one at an HBCU.

3. Identify non-academic areas of the University that help to promote SCSU.

Worked with Coach emeritus Willie Jefferies to identify new donors to increase endowment, including a “bulldog wall” campaign for athletic endowment with a goal of \$250,000 for unrestricted athletic department activity; changed the format of the annual scholarship gala and tribute to more local talent, increasing revenue and decreasing expenses – resulting in over \$200,000 raised for first time in memory of event

4. Improve SCSU image to attract more contributions and build donors’ confidence.

Chartered three new alumni chapters to help market university activity (Northern Virginia, Myrtle Beach/Conway, and Lake City, SC) and build confidence in University activity; developed new partnerships with several companies to help move SC State to greater level of funding and build student internship opportunities (Boeing, SCANAA, BB&T, Nationwide Insurance, Turner Construction, Duke Energy, Progressive Energy, and BMW).

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STUDENT LIFE

KEY ISSUE: *Enrollment Management*

GOAL 26: *Annually increase and retain enrollment at a level that will produce 6,000 students by 2014.*

1. Develop and implement a comprehensive enrollment management plan to reach the 6,000 headcount goal by 2014.

The University continues in the recruitment, enrollment and graduation of the top quartile of academically high performers in the state of South Carolina, our nation and the world. Our goal is 300 to 400 core scholar students annually that represent the very best students academically to enroll here at the University who are Palmetto Fellows, Presidential Scholars, National Hispanic Scholars and Teaching Fellows. By focusing on these groups of students it enhances our Honors Program (College), Nursing Program, College of Education, Humanities and Social Sciences and College of Science, Mathematics and Engineering Technology. In order to stay true to the Land-Grant Mission, the University will continue to provide opportunities for at least 10% of students who may need some additional academic enhancement to achieve their goal of earning a college degree.

GOAL 27: *Improve the diversity of the student body.*

1. Contribute to closing the gap in educational attainment across ethnic group, gender, income levels, and geographical regions of the state.

2. Enhance the participation and involvement of international students.

We are continuing our Hispanic and Afro-Hispanic Initiatives with the support of the Department of English and Modern Languages and our University Honors Program participants. These initiatives include Hispanic group recruitment sessions and Hispanic college fairs in Charlotte, NC and Atlanta, GA. We are coordinating our Hispanic students to support these recruitment activities. Our efforts will also include recruiting international students from countries that have demonstrated a commitment to assist their students to attend colleges and universities in the United States.

KEY ISSUE: *Living and learning environment for students that enhances student productivity*

GOAL 28: *Provide a holistic living and learning environment for students.*

1. Provide global activities for the student body.

The Division of Student Affairs and Residence Life and Housing continues to develop initiatives to assist with the total development of students to be better and more productive students. These efforts include workshops and seminars that provide students with an opportunity to learn and study new trends and techniques in developing relationships, understanding business and community cultural dynamics.

2. Ensure graduate exit interview addresses student centered concerns.

Each Student Affairs office has conducted surveys and focus groups to deliver satisfaction levels and additional needs. Student Life and Leadership has also developed a comprehensive schedule of activities and programs for the year.

GOAL 29: Sponsor a broad-based athletic program that continues to provide opportunities for student-athletes to develop academically and athletically.

1. Maintain full compliance with University, MEAC and NCAA regulations.

Coaches met regularly with the compliance coordinator throughout the year to review the existing and new developments in NCAA, MEAC and institutional rules and regulations. In addition, a part of the agenda of these meetings was the analysis and review of squad lists, practice logs, and travel lists. Coaches and staff were kept apprised of the ongoing developments in athletics and how those developments interfaced with day-to-day performance as athletics employees.

2. Provide support in all areas of student-athlete welfare.

Improvements were begun to the softball field to include grading the outfield, installing new turf and providing landscaping to the field. Painting and new signage were done to the weight room and some infrastructure enhancements were done in the visiting team football/women's track and soccer locker area.

3. Continue to recruit student-athletes who possess reasonable expectations of academic and athletic success.

Coaches continued to recruit the best and brightest student-athletes for the University's athletics' programs. Coaches saw to it that the students they recruited had reasonable chances to be admitted to the University as well as have the best chance to graduate. More than 60 student-athletes received academic honors during this year's Honors and Award Convocation. Further, four teams, football, volleyball, men's tennis and women's tennis, were able to achieve conference championship honors and other teams improved their performance over last year's results. These are tangible indications of the kind of student-athletes the coaches recruit.

4. Maintain a sound financial base through adequate funding and appropriate management of funds.

It is always the goal of the Department of Athletics to prudently manage the funds allocated to it and to maintain a sound financial base. This charge is delegated to the department's business manager who has monthly budget meetings with coaches and staff of the department. These meetings have provided the coaches and staff with the necessary information they need to manage the funds allocated to their programs. The Director of Athletics was then apprised of the results of these meetings.

To bridge the gap between the allocated funds and the needs of the particular sports, the Director of Athletics Marketing and Fundraising sought to bring in additional funds to cover that difference. The marketing director identified tapped and untapped resources that would continue to support the athletics programs during these tight budgeting times.

5. Continue to employ coaches and staff who are consistent with University and Athletics Department philosophy and standards of integrity and moral conduct.

The Department of Athletics experienced a few resignations from among its staff members. However, we continued to fill vacancies with well-qualified individuals who expressed and are proving their commitment to the established philosophy and standards of integrity and moral conduct.

6. Continue to support the educational opportunities offered student-athletes with the ultimate objective of graduating every student-athlete.

The department's commitment to academic excellence remains top priority. The new full-time director of student-athlete support services has assumed the responsibility of overseeing the department's goal to graduate its student-athletes. In so doing, the new director has begun to put in place a plan, with the department's vision, to make sure student-athletes enroll in those courses that are consistent with their academic curriculum, that all student-athletes attend all classes, and when necessary, they participate in those out-of-class activities, i.e., tutoring, study hall, counseling, labs, etc., that will reasonably ensure their academic success.

2010-2011 TEAM LEADERS

Planning, Management and Evaluation

Dr. Rita Jackson Teal, Executive Director of Institutional Effectiveness

Academic Infrastructure

Dr. Joyce Blackwell, Vice President for Academic Affairs

Administrative & Physical Infrastructure

Mr. John Smalls, Vice President for Finance, Facilities & Management
Information Services

Human Resources

Ms. Anna Haigler, Director of Human Resource Management

Research Development and Community Involvement

Dr. Dale Wesson, Vice President for Research & Economic Development

Institutional Advancement

Mr. Anthony Holloman, Vice President for Institutional Advancement

Student Life

Dr. Charles Smith, Vice President for Student Affairs