

Accountability Report Transmittal Form

Agency Name **South Carolina State University**

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South Carolina State University
ORANGEBURG, SOUTH CAROLINA



2005-2006
ACCOUNTABILITY REPORT

SEPTEMBER 15, 2006

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EXECUTIVE SUMMARY

PURPOSE, MISSION, AND VALUES

The 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 an 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.

Values

Access and opportunity

Academic excellence, model citizenship, and cultural and social inclusiveness.

Academic integrity

Individualism and the dignity of all people

Respect for the rights and property of others

Work for the common good of the University in both speech and action

MAJOR ACHIEVEMENTS FOR 2005-2006

- Increased external grant funding by 40%.
- Established the James E. Clyburn Environmental Policy Institute with an initial federal funding earmark of \$2 million.
- In concert with the Student Government Association, raised total funds needed to build a Habitat for Humanity home, only the second built by an HBCU.
- Ranked 4th in the nation by The Washington Monthly on Social Mobility for exceeding the projected graduation rate of Pell Grant recipients.
- Secured funding or obtained approval for over \$126,000,000 in capital improvement and deferred maintenance projects over the next three to five years.
- Upgraded technology through the installation of a \$2.4 million Banner Administrative Computer System.
- The 1890 Extension Mobile Technology Unit toured several counties throughout the state of South Carolina.
- Provided programs and activities to over 12,000 residents in the state of South Carolina through the 1890 Extension services.

CURRENT AND FUTURE STRATEGIC GOALS

The 2005-06 fiscal period was the final year of South Carolina State University's 2001-06 strategic plan. Therefore, from spring 2005 through spring 2006, a thirty-six member team formed the Strategic Planning Council to establish the next five-year strategic plan. The goals in this new plan focus on key issues in each of the university's major administrative and functional areas.

The 2001-06 plan focused on resource development, academic excellence, enrollment, student life, university image, technology, fiscal and administrative management and accountability, facilities development and management, and performance funding. Accomplishments during this period can be found throughout this document in the narratives, tables and graphs. A special insert of the 2001-06 plan is included on page 19. In general, the 2001-06 period experienced significant decreases in state educational and general funds but received greater support through alumni contributions and grant dollars; academic program accreditation increased from 71% to 93%; students excelled within and outside the university; the Washington Monthly cited SCSU as number 4 nationally for social mobility; the Banner administrative software was installed to enhance the administrative infrastructure; new leadership was employed and the academic division was restructured from five schools and 21 departments to three colleges, one school and fourteen departments; approval was received for funds to improve current facilities and build new ones according to the campus master plan; plans were finalized to develop a 755-apartment style living complex for occupancy in fall 2006; and the university maintained an 'Achieves' level of meeting performance funding indicators.

The 2006-2011 plan continues the growth of the university by focusing on each of the major administrative and functional divisions and developing key issues that will be addressed through the accomplishment of the goals, objectives, and action plans developed. The key issues for each

area are listed below. The complete plan with goals, objectives and action plans are listed on pages 20-24. A discussion of how these issues were developed is included in Section III Category 2 Strategic Planning.

Planning, Management and Evaluation

Accountability for implementation of strategic plan and resources to implement

Academic Infrastructure

Alignment of academic programs with market (new, improved, deleted)

Administrative and Physical Infrastructure

Institutional processes and resource allocation

Facilities/Infrastructure to accommodate current and future university needs

Human Resources

Selection, Employment and Retention of Appropriate Personnel

Research Development and Community Involvement

Enhance the role of research in supporting SCSU's internal and external goals.

Significantly enhance and improve the university's image through increased community involvement.

Institutional Advancement

Increase revenues through enhanced fundraising initiatives.

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

Student Life

Enrollment Management

Living and learning environment for students that enhances student productivity

4. OPPORTUNITIES AND BARRIERS

Opportunities and Barriers

South Carolina State University recognizes the opportunities to enhance its academic, physical and technological infrastructures through the development of new programs that meet market trends, more diversity in course offerings and scheduling, more faculty research and grantwriting, increased partnerships and collaborations, better utilization of facilities, such as Camp Harry Daniels and the 1890 Extension mobile unit, and enhanced technology implementation. However, the greatest barrier to addressing many of these opportunities is lack of funding. A cumulative decrease of almost 14% in state Education appropriations and greater competition for gifts impact overall funding of the University. This loss of over \$3 million over a five-year period impacts the employment and retention of quality faculty and staff, as well as the ability of students to afford to attend the University. A major impact on students staying on campus or deciding to enroll relates directly to the academic offerings, faculty, facilities, and lack of maintenance, all of which require adequate funding.

Five-Year Comparison of State Education Appropriations						
	2001-02	2002-03	2003-04	2004-05	2005-06	2001-02 over 2005-06
SCSU	24,349,522	21,734,854	20,887,568	20,210,171	21,040,022	-3,309,500
% Change		-10.7%	-3.9%	-3.2%	+4.1%	-13.6%

Source: 2005-06 South Carolina Higher Education Statistical Abstract, page 109

5. USE OF THE ACCOUNTABILITY REPORT TO IMPROVE ORGANIZATIONAL PERFORMANCE

This accountability report 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. It also allows the university to identify areas that require additional resources needed to fulfill its mission.

ORGANIZATIONAL PROFILE

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

South Carolina State University, an 1890 land-grant senior comprehensive institution of approximately 4,500 students, is committed to providing affordable and accessible quality baccalaureate programs in the areas of business, applied professional sciences, mathematics, natural sciences, engineering, engineering technology, education, arts, 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, service learning, distance learning via video conferencing, blackboard, and compressed video. A list of academic programs offered is listed on the following page.

The University provides a variety of services to its students, the local community and the state. Student services include Career Counseling, Educational Technology Services, Health Services, Personal Counseling, Placement Services, Veterans' Counseling, Writing Center, Tutoring, Housing, Food Services, Extracurricular activities, and Speech and Hearing screening. Community outreach includes tutoring at local schools, speech and hearing screening for local children, programs and services in the areas of agriculture/natural resources, family life, health and nutrition, youth development, community economic development, education and technology. The 1890 Evans-Allen Research program provides seed-based funding to faculty, staff and students to become engaged in organized research efforts/opportunities to build the research capacity of the institution to address problems and issues of concern to limited-resource stakeholders/clientele.

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

The table on page 6 describes the characteristics of SCSU students. Many of these students are from limited-resource families and are first-generation college students. During the 2005-06 academic year, 86% of SCSU students received some form of financial aid..

**ACADEMIC PROGRAMS REPORT
SOUTH CAROLINA STATE UNIV. DEGREE INVENTORY**

UNDERGRADUATE

Accounting, BS	Industrial Education Technology, BS
Agribusiness, BS	Management, BS
Art Education, K-12, BS	Marketing, BS
Biology, BS	Mathematics, BS
Business Education, BS	Mechanical Engineering Technology, BS
Chemistry, BS	Music Education, BS
Civil Engineering Technology, BS	Music Industry, BA
Computer Science, BS	Music Performance, BA
Criminal Justice, BS	Nuclear Engineering, BS
Dramatic Arts, BA E	Nursing, BSN
Early Childhood Education, BS	Nutritional Sciences, BS
Economics/Business Economics, BS	Physical Education Teaching, BS
Electrical Engineering Technology, BS	Physics, BS
Elementary Education, BS	Political Science & Government, BA
English, Professional, BA	Psychology, General, BS
Family and Consumer Sciences Education, BS	Social Work, BSW
Family and Consumer Sciences Business, BS	Sociology, BA
French, BA/BS	Spanish, BA/BS
Health and Physical Education, BS	Special Education, BS
Health Education, K-12, BS	Speech Pathology and Audiology, BA
History, BA	Studio Arts, BA
Industrial Education, BS	

GRADUATE

Agribusiness, MS	Rehabilitation Counseling, MA
Counselor Education, MEd	Secondary Education, MEd, MAT
Early Childhood Education, MAT	Special Education, MEd
Elementary Education, MAT, MEd	Speech Pathology and Audiology, MA
Individual and Family Development, MS	Transportation, MS
Nutritional Sciences, MS	Education Administration, EDS
	Education Administration, EDD

LEGEND

BA – Bachelor of Arts	MAT – Master of Arts in Teaching
BS – Bachelor of Science	MEd – Master of Education
BSW – Bachelor of Social Work	MS – Master of Science
BSN – Bachelor of Science in Nursing	EDS – Education Specialist
	EDD – Doctor of Education

Internal stakeholders include the 13-member Board of Trustees, SCSU administrators, faculty, and staff (See tables below and on next page for faculty and staff information. External stakeholders include alumni, members of various university advisory boards, South Carolina legislators, the local community, S.C. taxpayers, technical colleges, school districts, and the general public.

The expectation of students is to become highly skilled, competent and socially aware graduates who can work and live productively in a dynamic, global society. Students must meet course and program requirements while enrolled and secure employment upon graduation. Faculty and staff are expected to provide appropriate and quality services and support and to stay abreast of changes in their professions and disciplines. Other stakeholder groups are expected to provide appropriate support, services and resources for the students to be successful in their academic pursuits and for the University to accomplish its goals and objectives as it serves the community and state. Internal and external stakeholders are also expected to serve as advocates for the University and to provide input for improvements.

SCSU Student Characteristics in Fall 2005			
		Count	Percentage
Student Level	Undergraduate	3,888	87.45%
	Graduate	558	12.55%
Student Status	Full-time	3,786	85.16%
	Part-time	660	14.84%
Residency	South Carolina	3,704	83.31%
	Non-SC Residents	742	16.69%
Housing	Undergraduates on campus	2,105	47.37%
Race	Black	4,240	95.37%
	White	164	3.69%
	Hispanic	8	0.18%
	Asian	19	0.43%
	American Indian	5	0.11%
	Unknown	8	0.18%
	Non-Resident Alien	2	0.04%
Gender	Female	2,682	60.32%
	Male	1,764	39.68%
Average Age	All Students: 23	Undergraduates: 22	Graduates: 36
Average SAT Score	First-time Freshmen: 822		

Full-Time Instructional Faculty By Rank

RANK	Fall 2003	Fall 2004	Fall 2005
Professor	42	51	36
Associate Professor	45	48	47
Assistant Professor	73	83	83
Instructor	26	24	24
Lecturer	0	3	0
TOTAL	186	209	190

Full-Time Staff Employees

June 30, 2004	June 30, 2005*	June 30, 2006
408	382	387
*Facilities Management and Food Services Operations were outsourced – approximately one-half of the employees in those positions were either transferred or employed by the outsourced company.		

3. Operating locations

Main campus: 300 College Street Orangeburg, South Carolina

Off-site: University Center in Greenville; Denmark, South Carolina

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

4. 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).

5. 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, directly or through its authorized committees, establishes general policies of the University and formulates its program of educational activities. 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.

6. Key suppliers and partners

S.C. State’s suppliers are diverse and many. 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 pool of graduate students. The key supplier for food and facilities management is SODEXHO; Follett textbook company; testing agencies; computer and software companies (Gateway, Apple and Dell key for SCSU); local printing companies such as Sun, Bill Wise, and Sir Speedy; vendors for vehicles, uniforms, office supplies, equipment and office and residence hall furniture; and grounds company.

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. These partners include Claflin University, Orangeburg-Calhoun Technical College, the State Technical College System, the University of Wisconsin, the University Greenville Center, Oak Ridge National Laboratory, and Savannah River Site National Laboratory. Other four-year colleges and universities within the state are also considered partners as we all serve the students and citizens of the state without duplication. In its research component, the University is involved in numerous partnership grants such as USAID, GEAR-UP, and HBCU-UP. In addition, the South Carolina Commission on Higher Education is a key partner for data management through their oversight of institutions of higher education in South Carolina.

7. 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 80% in-state students, the public and private in-state postsecondary institutions are key competitors. Given the more than 95% population of African American students enrolled at SCSU, other HBCUs are also considered key competitors, especially those in South Carolina including Claflin University located here in Orangeburg. As an 1890 institution, other 1890 institutions, including Florida A & M, North Carolina A & T, and Alabama A & M state universities 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.

8. 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 the following:

- Increases in the number of full scholarships
- Enhancing residential life by constructing a 755-bed apartment style housing complex and
- Completed multi-million dollar renovation and upgrade of two student dining/food services buildings.
- Increases in Alumni giving
- Established three University foundations, Advancement, Research & Development and Real Estate.
- Increased staff salaries to 95% of prevailing market value for the region.
- Outsourced facilities management, grounds, and food services resulting in greater efficiency and increased revenue stream to the University of \$1.4 million.
- Secured funding or obtained approval for over \$126,000,000 in capital improvement and deferred maintenance projects over the next three to five years.

9. Key strategic challenges

Providing adequate resources for implementation of the strategic plan
Aligning academic programs with market needs and trends (new, improved, deleted)
Updating the technological infrastructure for improving institutional processes and resource allocation
Providing adequate facilities to accommodate current and future university needs
Selecting employing and retaining highly qualified faculty and staff
Enhancing the role of research in supporting SCSU's internal and external goals.
Significantly enhancing and improving the university's image through increased community involvement.
Increasing revenues through enhanced fundraising initiatives.
Identifying and promoting the University's niche(s) in academic and non-academic areas of excellence
Developing an enrollment management plan that meets today's and future student populations
Creating an appropriate living and learning environment for students that enhances their productivity

10. Performance improvement systems

South Carolina State University's Employee Performance Management System (EPMS) is included in its Personnel Policies and Procedures Manual, which details the policies and procedures that pertain to staff and other non-faculty employees, and includes some policies that also relate to faculty (e.g., benefits, retirement). These policies and procedures are in place to assure equitable treatment of employees, provide effective administration, and ensure compliance with State Budget and Control Board rules and regulations as well as statutory requirements that apply to the University. Faculty are also evaluated by guidelines included in the Faculty Handbook and the Faculty Evaluation System, and student evaluation of instruction results. Faculty evaluation instruments are utilized to assess performance when applying for promotion and/or tenure. A committee of faculty members evaluates applications for tenure and promotion annually. These results are approved by the Board of Trustees. Performance evaluations, professional development, and service activities are reviewed when raises and promotions or job changes are made for all personnel. Supervisors meet with individuals to discuss their progress and to identify objectives that will enhance their performance. Table 7.2.e illustrates examples of employee promotions, reclassifications, or salary increases as results of performance improvement systems during 2005-06.

11. Expenditures/Appropriations Chart

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

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 38,795,673	\$ 15,739,483	\$ 41,744,373	\$ 17,828,149	\$ 45,045,629	\$ 16,280,181
Other Operating	\$ 46,871,226	\$ 2,960,133	\$ 47,412,245	\$ 3,426,585	\$ 53,416,704	
Special Items	\$ 1,288,270	\$ 535,534	\$ 1,288,270	\$ 1,387,872	\$ 1,964,675	\$ 658,146
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 9,775,145	\$ 3,935,154	\$ 10,305,970	\$ 3,935,154	\$ 9,740,911	\$ 4,101,695
Non-recurring						
Total	\$ 96,730,314	\$ 23,170,304	\$ 100,750,858	\$ 26,577,760	\$ 110,167,919	\$ 21,040,022

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

12.

Major Program Areas Chart

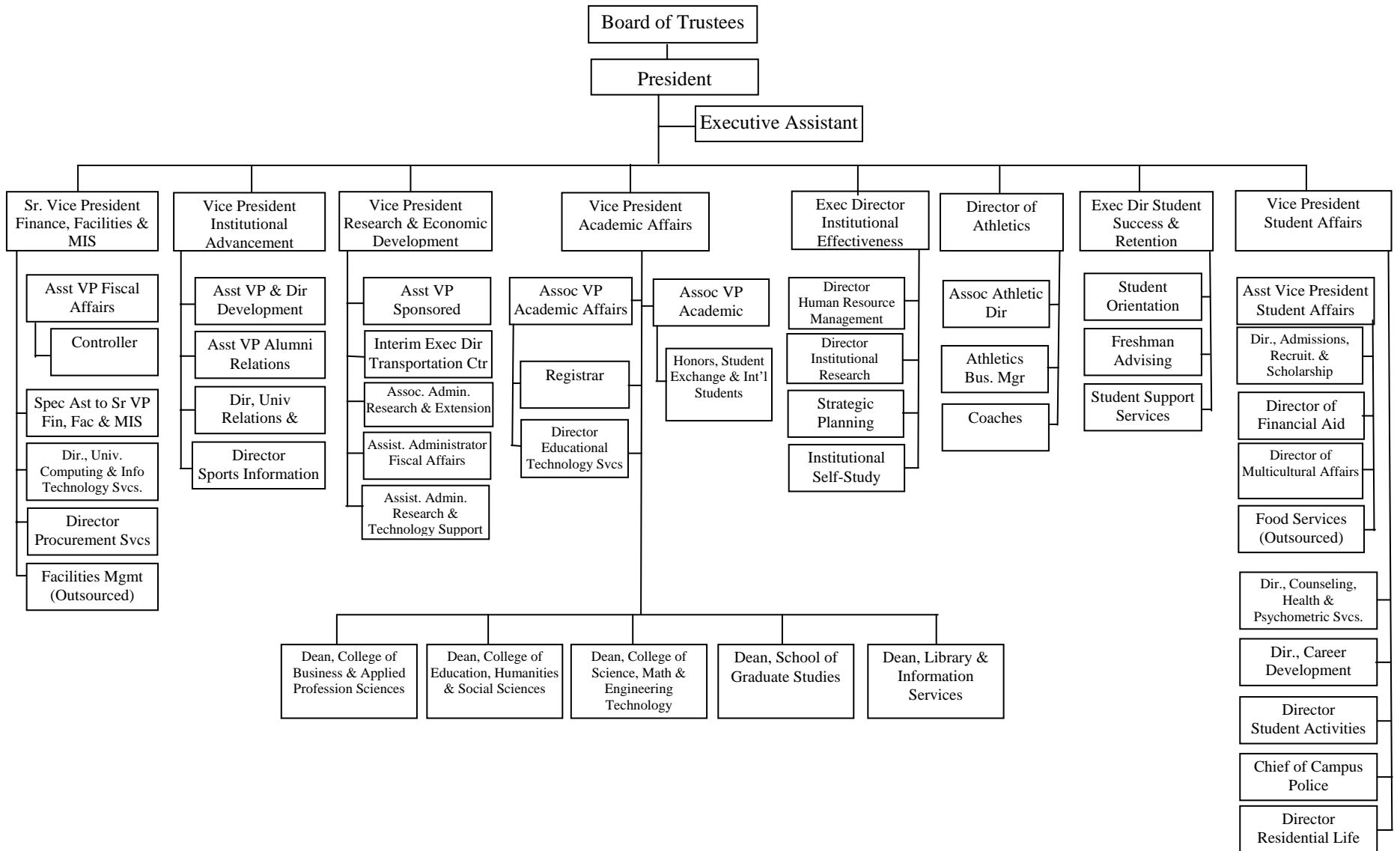
Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results*
02000000	I. Education and General A. Unrestricted	State: 16,275,017.00 Federal: 462,141.00 Other: Total: 16,737,158.00 % of Total Budget:	State: 17,661,121.00 Federal: 535,534.00 Other: Total: 18,196,655.00 % of Total Budget:	7.3, 7.5, 7.6.a
	B. Restricted	State: Federal: 23,812,000.00 Other: 6,915,084.00 Total: 31,194,084.00 % of Total Budget:	State: Federal: 27,863,104.00 Other: 7,654,589.00 Total: 35,517,693.00 % of Total Budget:	7.4.a, 7.5.d 7.6.a
03000000	Auxiliary Enterprises	State: Federal: Other: 10,317,444.00 Total: % of Total Budget:	State: Federal: Other: 10,317,440.00 Total: % of Total Budget:	7.5.b
95000000	III. Employer Contribution	State: 3,935,154.00 Federal: 2,701,166.00 Other: 2,615,323.00 Total: 9,251,643.00 % of Total Budget:	State: 3,935,154.00 Federal: 2,859,505.00 Other: 2,456,984.00 Total: 9,251,643.00 % of Total Budget:	Page 38 7.2.a

Remainder of Expenditures:	State:	State:
	Federal:	Federal:
	Other:	Other:
	Total:	Total:
	% of Total Budget:	% of Total Budget:

* 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.

13. Organizational structure.

**SOUTH CAROLINA STATE UNIVERSITY
ADMINISTRATIVE ORGANIZATIONAL CHART**



SECTION III ELEMENTS OF MALCOLM BALDRIGE AWARD 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 all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values

Senior leaders at South Carolina State University are considered the President, vice presidents, Executive director for Student Success and Retention, Executive Director for Institutional Effectiveness, athletics director, associate and assistant vice presidents and deans. The President’s Cabinet is composed of the president, vice presidents, executive directors and athletics director.

SCSU’s vision and values were developed as a result of forums, surveys, and meetings with students, faculty, staff, board members, alumni, and community representatives. Vision and values are disseminated to S.C. customers, faculty and staff, suppliers and partner and other external stakeholders through department and division meetings, speaking engagements, such as Rotary Clubs or other community organizations, meetings with the Orangeburg legislative delegation and state legislators, joint faculty and staff assemblies, campus radio station (WSSB), and publications (official university publications, magazines, news releases, marketing literature, and various department newsletters). University publications include the Focus, President’s Annual Report, SCSU Review, Student Calendar/Planner, and the student newspaper (the Collegian).

Senior leaders reflect a commitment to the organizational values by exhibiting professional, yet approachable demeanors with faculty, staff, students, and external constituents. Their administrative approach is inclusive by involving staff, faculty, and students in the decision-making process. They encourage personnel to be innovative and creative and initiatives are openly appreciated. They exhibit positive and optimistic attitudes for students and personnel.

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

Senior leaders foster fiscal, legal, and regulatory accountability by ensuring that employees are informed through meetings and workshops. The Staff Development office coordinates a variety of workshops throughout the year for employees that cover the fiscal, legal and regulatory guidelines. Adherence is monitored through employee feedback and performance reviews. The University has an attorney on retainer to respond to legal matters. Finances are audited annually by external agencies and the university’s internal auditor reviews areas based on a set schedule or as issues arise (See audit schedule in Table 7.6.d on page 58). The objectives of these audits

are to: determine the adequacy and effectiveness of internal controls; determine compliance with policies, plans, procedures, contracts, laws, regulations or other requirements; determine the accuracy of reporting; and the safeguarding of assets.

3. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

In the opening general assembly for all faculty and staff, the president of the University gives an overview of the previous year's accomplishments and identifies the goals and objectives of the current year. They are also disseminated through divisions, colleges, schools and departments. Each division formulates objectives that interface and complement the University's overall objectives for the year. Monthly updates and quarterly reports provide progress reports on accomplishments. Reviews of these reports result in modifications, if deemed necessary. All employees have specific objectives as part of their performance management system.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

Senior leaders encourage faculty and staff to take advantage of the numerous opportunities to engage in life long learning. Faculty and staff institutes are held at the beginning of each academic year to engage in learning opportunities that enhance their performance and service to students and constituents. Faculty development grants are available to faculty to pursue their doctorate degrees and to attend professional meetings. Summer workshops that focus on learning new systems, policies and how to apply them are offered for all personnel to stay abreast of technological applications for the classroom and the office. Faculty and staff utilize the tuition waiver policy to earn advance degrees. A number of staff employees at S.C. State have gained bachelors' and masters' degrees as a result. Each division also sponsors annual retreats in which information about the university and all of the units within that division is shared. Faculty also provide lecture series on research topics and teaching strategies.

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

Succession planning at SCSU involves periodic review by senior leaders of organizational accomplishments and personnel growth. Performance backgrounds of faculty and staff are examined for leadership skills, roles in professional organizations, exceptional performance in their duties, and adaptability to change. These reviews have resulted in many persons being promoted internally. Additionally, the University has sponsored the participation of a number of faculty and staff in Leadership Institutes. The ability to grow within the organization is also considered when employing new persons.

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

Senior leaders communicate with faculty and staff through meetings, individual and small group conferences, annual retreats, email and regular reports and written updates. Faculty and staff are empowered and motivated through participation in and leadership over university-wide committees and councils. These committees and councils establish the policies, procedures and guidelines for the academic, admission, and other requirements of the University. They also handle personnel grievance procedures and policies. In addition, the presidents of the Faculty Senate and the Staff Senate serve as ex-officio members of the Board of Trustees. Faculty and staff share in all facets of governance of the University to include developing curricula (faculty), developing and recommending policies, participating in personnel searches, and participating in budget hearings. Faculty committees are also responsible for recommending tenure and promotion of their peers and disciplining faculty.

Reward and recognition by senior leadership are manifested in a variety of ways. Faculty members receive promotion, tenure, and post-tenure status when they achieve specific benchmarks in their professional growth. These achievements result in salary increases and greater job security. A special day and luncheon are set aside annually to recognize the dedication and support of administrative professionals during National Administrative Professionals Day. Faculty and staff members are selected by their peers as faculty of the year from their college or school and staff of the year in each administrative division, with the ultimate prize of being selected “Faculty-of-the-Year” and “Staff-of-the-Year” for the University that includes monetary rewards and plaques. Longevity at the University is also acknowledged and rewarded as faculty and staff members with ten and twenty years of service receive tenure pins at the annual Founders Day Program along with thirty and forty- year employees who receive plaques. Twenty-five year employees are inducted into the university’s Quarter Century Club at a special luncheon in their honor where they receive plaques and gifts and are again recognized at the Founders’ Day Program. In addition to all of these actions, faculty and staff who achieve honors within their professional organizations and/or the community receive accolades from the administration through personal congratulatory letters or special articles that focus on their achievements in the local newspapers and university publications.

7. How does your organization evaluate the performance of your senior leaders, 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 based upon a planning document developed by the Board for the year. President’s Cabinet members are evaluated annually by the president on objectives identified in their planning documents. Those objectives directly relate to the objectives established by the Board for the president. Other senior leaders are evaluated by the vice presidents based on 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. Consultants from the Association of Governing Boards meet with the SCSU board annually to discuss planning and operation of the board.

Senior leaders use performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization to

develop new programs and enhance the old ones. Also, management is able to determine their personal as well as organizational strengths and weaknesses. With this feedback, changes are made in regard to restructuring or shifting positions and/or responsibilities to improve productivity.

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

Administrative divisions hold regular meetings with mid-level managers to discuss progress on goals, objectives and activities. Feedback from these meetings, qualitative and quantitative data provided by the Office of Institutional Research and regular reports alert the managers of possible adverse impacts on programs, offerings, services, and operations. Additionally, the University conducts evaluations of many of its activities and services through customer questionnaires and surveys. Results from these sources also serve as indicators of possible adverse impact. Data from all of the above methods assist in determining different strategies for continuous improvement in the specified areas. The senior leadership establishes and communicates key organizational priorities for improvement by keeping the staff informed of additions and/or changes.

Key compliance related processes, goals, and measures are aligned with 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. SACS COC guidelines are also utilized to maintain institutional accreditation.

9. How do senior leaders actively support and strengthen the communities in which your organization operates?

South Carolina State University is actively involved in local and statewide communities through outreach programs and activities. The 1890 Extension program alone serves forty-four of the state's forty-six counties. Some of the outreach programs include: the Speech & Hearing Clinic; Felton Laboratory School; Upward Bound, Talent Search, Educational Opportunity Center (Trio programs) that serve several counties within the state; The Gullah Institute; campus-wide campaigns for the Red Cross, United Way and Habitat for Humanity; 1890 outreach programs. Based on their level of expertise, senior leaders serve as speakers, program assistants, judges, chaperones, and consultants for community programs. In addition, persons from the community act as volunteers and liaisons for various campus activities and are invited to attend and participate in all special events (i.e., Founders' Day, Homecoming activities, Career Fairs, Career Expos, Graduate and Professional School Day and Educators Day).

Areas of emphasis for organizational involvement and support are determined by regular contact with community leaders and organizations. Community members serve on university advisory boards and committees and several senior leaders serve on community boards and councils. The University President is a member of the county Chamber of Commerce.

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, and competition**
- d. Long-term organizational sustainability and organizational continuity in emergencies**
- e. Ability to execute the strategic plan**

The process that led to the adoption of the 2006-11 Strategic Plan involved extensive consultation with the campus community and external constituents. The Strategic Planning Council (SPC) included personnel from every division of the University, alumni, community representatives, and advisory board members. Over a period of approximately fifteen months, SPC members conducted college, school and division forums to conduct SWOT analyses, identified critical issues and goals, and then developed objectives and action plans for the university. These issues (listed on the strategic plan chart) must be addressed by the university to place it in a more competitive and productive stance within and outside the state. This plan calls for each division to use the goals and objectives as a blueprint for developing annual strategies and timelines, as well as having the option to add objectives specific to their functions that relate to the university's strategic goals.

To address shifts in technology, student and community demographics, markets, and competition, as well as financial, regulatory, and other potential risks, monthly updates with the President's Cabinet and quarterly reports to the Board are built into the operational part of the plan. The strategic planning process is a cyclical, continuous and integrated process in order to provide long-term sustainability and continuity. Personnel and specific timelines have been established to monitor progress. Assessment is ongoing and should provide ample opportunity to address emergencies as they arise. The university's ability to execute the strategic plan is directly aligned with adequate funding and other resources needed to achieve the goals, objectives and action plans. The Budget Committee requires each manager to provide a connection with budget requests and their strategic objectives or action plans.

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

Assessment measures include monthly updates and quarterly reports that help guide the administration in establishing priorities for subsequent years. Results of other assessment measures identify specific achievement levels and assist when making modifications when necessary. 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 resource.

3. What are your key strategic objectives

See Strategic Planning Chart on the following pages.

4. What are your key action plans/initiatives?

See Strategic Planning Chart on the following pages.

5. How do you develop and track action plans that address your key strategic objectives?

After goals and objectives have been established, each division meets with department heads to identify specific action plans to be accomplished to meet goals and objectives. A calendar is developed for each action plan for implementation and/or for completion. Responsible personnel are linked to each action plan. Departments establish regular report cycles and monthly updates and quarterly reports are submitted to track progress on action plans throughout the university. Funds are allocated through the budgeting process mentioned in number 1 above.

6. 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.

7. How do you measure progress on your action plans?

On the division and departmental level regular meetings are held to discuss progress. On the university level, monthly updates and quarterly reports are submitted in writing to track action plans. 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.

8. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

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.

9. Website Address for Strategic Plan.

The University's 2001-2006 is currently listed on the University website. Once all approvals have been received for the 2006-2011 Strategic Plan it will also be placed on the website. The website is http://ir.scsu.edu/Strategic_Plan.pdf.

2001-2006 STRATEGIC PLAN

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
	Resource Development	1. Increase external funding through grants and contracts.	7.4.a
		2. Enhance and increase private gifts.	7.2.a, Graph 7.3.a
	Academic Excellence	3. Enhance undergraduate and graduate academic curricula and programs.	Page 5
		4. Advance the research and outreach infrastructure at the University.	7.4.a
	Enrollment	5. Enhance the recruitment and enrollment process.	7.2.b, 7.2.c
		6. Improve the retention rate of students.	7.2.d
	Student Life	7. Improve the quality of student life.	Pages 47-50
		8. Enhance the living and learning environment.	7.5.b
	University Image	9. Enhance and expand the visibility of the university and its programs.	Pages 51-53
		10. Improve customer service.	No Chart
	Technology	11. Upgrade and expand the infrastructure for telecommunications and technology campus- wide.	7.6.a
		12. Expand the use of technology in all university areas.	No Chart
	Fiscal and Administrative Management and Accountability	13. Improve fiscal management.	Section 7.3 7.6.a
		14. Improve administrative and managerial efficiency and accountability.	Section 7
	Facilities Development and Management Performance Funding Indicators	15. Enhance current infrastructure.	No Chart
		16. Progressively attain the 'Exceeds' category for all applicable performance funding indicators as defined and measured annually by the Commission on Higher Education.	7.5.f

2006-2011 South Carolina State University Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Planning, Management & Evaluation	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.	Pages 17, 18
	2. Establish a Data Warehouse to support evaluation of performance and management decision-making.	1. Establish and charter a special task force to develop procedures for reporting data to organizations that rank and utilize data from SCSU. 2. Establish a data warehouse. 3. Provide data analyses to enhance performance and for usage in management decision-making.	No Chart
	3. Ensure effective communication of the University's mission, vision, and values throughout the organization.	1. Develop comprehensive communication plan that disseminates strategic plan to internal stakeholders so they are knowledgeable of strategic planning issues. 2. In conjunction with the University's Office of Public Information, establish a communications vehicle to ensure that external stakeholders are kept abreast of the status of the strategic planning issues.	Page 18
	4. Improve the level of accountability of employees.	1. Provide regular reports on progress of the Strategic Plan.	Page 18
Academic Infrastructure	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. 2. Utilize the results of the Academic Program review. 3. 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.	No Chart

* Key Cross-References are a link to the Category 7 - Organizational Performance Results.

2006-2011 Strategic Plan

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Academic Infrastructure	6. Prepare students to function effectively in a global society.	1. Increase emphasis on international activities and globalization	No Chart
	7. Increase the utilization of technology for academics.	1. Develop and implement an academic technology plan.	No Chart
	8. Increase access to academic programs through distance learning.	1. Develop an infrastructure to support different modes of instructional delivery.	No Chart
	9. Improve academic quality through enhanced faculty development and scholarly achievements.	1. Create an infrastructure that promotes faculty development. 2. Demonstrate measurable evidence of faculty participation in governance.	Pages 29-31, 52, 56
Administrative & Physical Infrastructure	10. Review and improve institutional processes, procedures and resource allocation.	1. Examine current institutional processes related to allocation of resources. 2. Align resource allocation to the strategic plan.	Page 34
	11. Enhance the use of technology for administrative purposes.	1. Review the current status of technology in supporting the academic infrastructure. 2. Develop on-line learning opportunities for faculty and staff.	No Chart
	12. Meet the current and future facilities/infrastructure needs of the University.	1. Maximize use of current university facilities. 2. Create a class master schedule that meets the program needs of all students. 3. Develop a space utilization plan that incorporates input from all divisions. 4. Construct new facilities. 5. Enhance campus land infrastructure	7.6a
	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) by 2014. 2. Provide adequate facilities for student life, recreation, sports and leadership activities commensurate with projected enrollment growth.	Graphs 7.5b Page 50

* Key Cross-References are a link to the Category 7 - Organizational Performance Results.

2006-2011 Strategic Plan

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Human Resources	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. 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. 3. Provide faculty and staff to compensate for increasing student enrollment.	Pages 6, 7, 25 7.5e, 7.5.f, 7.6b
	15. Improve the productivity and quality of employees.	1. Examine roles and responsibilities of faculty and staff. 2. Demonstrate measurable evidence of faculty and staff participation in governance. 3. Promote and utilize a flexible work schedule to meet university needs more efficiently. 4. Enhance the general orientation program for new employees. 5. Establish a viable employee development program that can address the University's dynamic staffing needs.	Pages 6, 7 Sections 7.4 , 7.5
	16. Improve customer satisfaction as a result of periodic assessments.	1. Increase campus-wide communication for customer service week. 2. Increase staff development opportunities in customer service.	Page 30 7.2f
Research, Economic Development & Community Involvement	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.	Graph 7.4a Table 7.4a
	18. Increase partnerships and collaborative efforts to strengthen community, governmental, and international relations.	1. Enhance the University's partnerships with local industries and manufacturers.	Pages 53, 54
	19. Improve the social, economic and physical well-being of citizens in South Carolina.	1. Increase the level of interdisciplinary, community-based participatory research.	7.4.a Page 53

* Key Cross-References are a link to the Category 7 - Organizational Performance Results.

2006-2011 Strategic Plan

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Research, Economic Development & Community Involvement	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.	No Chart
	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. 2. Seek additional funding to continue transportation services. 3. Establish collaborative community partnerships throughout the state to promote and support the development of rural transportation services.	No Chart
	22. Improve the quality of life of citizens and the economic development of the region.	1. Enhance faculty and staff involvement in the community—adding to the quality of life. 2. Assess the needs of the local community and adjust program activities accordingly.	Section 7.5
	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. 2. Broaden the research funding base of the University to include a broad spectrum of federal agencies, corporate and private foundations, state and municipal funding sources. 3. Establish mutually beneficial (long-term) research partnerships and collaborations with major corporations and other educational institutions. 4. Restructure the OSP to be more responsive to the external research environment.	Graph 7.4a Table 7.4a

* Key Cross-References are a link to the Category 7 - Organizational Performance Results.

2006-2011 Strategic Plan

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
Institutional Advancement	24. Increase fundraising goals to advance the mission of South Carolina State University.	1. Raise \$30 million in 5 years. 2. Strengthen Annual and Planned Giving Campaigns. 3. Develop Planned Giving Program.	7.2.a
	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. 2. Identify academic areas that will serve as leads in promoting the University's academic programs. 3. Identify non-academic areas of the University that help to promote SCSU. 4. Improve SCSU image to attract more contributions and build donors' confidence.	Section 7.5
Student Life	26. Annually increase and retain enrollment at a level that will produce 8,000 students by 2014.	1. Develop and implement a comprehensive enrollment management plan to reach the 8,000 headcount goal by 2014	Sections 7.1, 7.2 Table 7.5d
	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	Section 7.1, 7.2
	28. Provide a holistic living and learning environment for students.	1. Provide global activities for student body. 2. Ensure graduate exit interview addresses student centered concerns	Pages 37, 38 Sections 7.1, 7.2
	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. 2. Provide support in all areas of student-athlete welfare. 3. Continue to recruit student-athletes who possess reasonable expectations of academic and athletic success. 4. Maintain a sound financial base through adequate funding and appropriate management of funds. 5. Continue to employ coaches and staff, consistent with University and Athletics Department 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.	Pages 38, 48 Section 7.1

* Key Cross-References are a link to the Category 7 - Organizational Performance Results.

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 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?

Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is one method for keeping listening and learning methods current with changing student and stakeholder needs and expectations. Personal contact with students and stakeholders and individual and small group discussions and surveys are also key. In addition, attendance at conferences and meetings, and review of literature such as academic journals and magazines, *Diversity Issues in Higher Education*, and the *Chronicle of Higher Education* also provides current trend data reflecting the changing needs of 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 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 and serves as a link to continuous involvement. Their input provides sufficient information to determine the relevancy 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?

Student and stakeholder satisfaction is measured by the number of persons that continue to participate in the programs and services. A climate of open communication encourages instant feedback during and after university events. Additionally, student and stakeholder satisfaction are determined through class evaluations, senior exit surveys; graduate follow-up, and alumni and employer surveys. 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.

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.

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?

Positive relationships with customers and stakeholders are built over time by being truthful, honest, and accessible. 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. The Student Government Association focuses on outreach to potential students with the annual Spring Bulldogfest that centers around the recruitment of future students and the retention of the current enrollment. SGA members also serve as mentors to local high school student councils. Other means used to increase the visibility and to build positive relationships include fliers, media (radio programs), and distribution of university paraphernalia at county fairs, conferences, youth camps, etc. The number of scholarships has been increased to attract and retain academically talented students. The Student Success and Retention Program has been developed to increase the retention rate by

identifying student needs, offering advisement and tutorial services, and referring students to appropriate divisions to receive additional resources and assistance.

Students and stakeholder interaction and exchanges drive our student- and customer-centered approach. Forums or group meetings are held with them to discuss issues and gain input. The offices of Admission and Recruitment and Student Success and Retention Program (SSRP) provide initial information about the University to new students and their parents and the SSRP offers support to students with academic difficulty. Personal, social, and financial aid counseling are provided by the various offices. To assume a wholistic approach to student development, the Department of Intramural Sports conducts organized, diversified programs of sports and games and cultural programs are sponsored by the Lyceum Committee.

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. Each course has success criteria that provide the knowledge and skills students need to reach their program and career goals.

The University's student body is diverse, consisting of males, females, regular college-age students (18-23), nontraditional students (older adults), international students, military veterans, and students outside SCSU's majority race. A few students enroll with physical disabilities which are addressed by the Office of Student Disabilities. Resources on campus are available to assist each of these groups of students.

Students who excel are rewarded through inclusion on the deans' list in their respective colleges and by 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. Students who are underprepared academically are referred to the Student Support Services Program, if they meet federal requirements, or to the Student Success and Retention tutorial program. Periodic followup is made on these students to monitor their progress.

CATEGORY 4 MEASUREMENT, ANALYSIS AND REVIEW OF ORGANIZATIONAL PERFORMANCE

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

The operations, processes and systems selected to measure student learning are established by each program guide and accrediting bodies (Table 7.6.c) that approve many of the academic programs on campus and have specific student learning outcomes. In addition, the SC CHE has 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. The SC CHE gathers information that meets performance funding criteria (see Table 7.5.f). Additionally, the strategic plan monthly and 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 their federal five-year plan of work and the university strategic plan.

2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

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. 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 identifies physical resources that are under utilized or are at the maximum usage level, thereby providing input into changes for space allocations.

3. What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

- Academic and other credentials of faculty
- Accreditation of Degree-Granting Programs
- Enrollment and Retention
- Graduation Rates, 150% of Program Time
- Results of Professional Examinations
- Fund-Raising (grant-writing, gifts, development)
- Student and Faculty FTE (full-time equivalency)
- Financial resource allocation
- Program productivity

The above measures are reviewed by department chairs, deans, appropriate directors, and senior leaders throughout the year at set intervals. 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?

Data integrity and accuracy are ensured through professional development of personnel and periodic review by supervisory managers. Security systems are in place that limit data access to personnel on a need-to-know basis. Information systems have built-in safeguards and controls to ensure that data is not compromised. A calendar for data review, updates, and reports is established annually to ensure timeliness and availability for decision-making.

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. 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 and employee knowledge are collected through development of books, articles, publications, newsletters, email, intranet, campus radio station as well as 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, self study 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. Employees, in general, transfer knowledge with one another through meetings and workshops, the intranet, university website, publications, and announcements. 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; Seventh Family Leadership Institute by the Department of Family and Consumer Sciences; Volunteer Income Tax Assistance (VITA) by the Accounting

area; the Executive Speaker Series for business majors; activities of the Small Business Development Center; and numerous professional presentations by the faculty in the Faculty Forum. 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 FACULTY AND STAFF FOCUS

1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans? How do you evaluate and improve your organization and HR processes?

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. HR processes include annual review of job duties, procedures, and HR forms by senior leaders and mid-managers. This structure allows evaluation of university operations to be determined from a broader perspective due to the diversity in membership of the committees and teams. Human resource processes are evaluated through regular surveys, attendance patterns, and complaints and grievances.

2. How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

SCSU thrives on a culture of cooperation, initiative, empowerment and innovation. Work is organized and managed at the unit, department, division, and university level. 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. University-wide committees, which establish and monitor policies and procedures, are composed of personnel from different areas on the campus. As leaders of these committees, personnel are empowered to provide those services and recommendations that best meet the needs of the organization. As members of the university community individual initiative is key to implementing new ideas, new programs, and new services.

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

The University utilizes all available communication outlets; i.e. intranet, e-mail, mail, telephone, printed materials, and individual and small group meetings to share information and updates with faculty and staff. 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 workshops and meetings.

4. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

All faculty and staff 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. The objectives on which these evaluation plans are made relate to the objectives and action plans of the university. The ratings for staff range from Substantially Exceeds (SE) Requirements, Exceeds (E) Requirements, Meets (M) Requirements, to Below (B) Requirements. These are assessed through self-evaluation and supervisor evaluation. Ratings for faculty are Exceeds, Meets, and Needs Improvement and include results from self-evaluation, student evaluation, and chair evaluation.

Feedback to faculty and staff 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 SE and E 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. Therefore, faculty and staff recognize the benefit of having high performance work.

5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

Effective succession planning is accomplished after a thorough review of current university needs and future projections. The strategic plan identifies the goals and objectives for the next five years and the vision establishes the direction of the university beyond those five years. Thus, to first 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.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Organizational needs are addressed by providing opportunities for continuous training of faculty and staff. The results of this training are evaluated by outcomes in the respective areas. Constant feedback with employees is significant in implementing new strategies and employing different skills and knowledge.

7. How do you motivate faculty and staff to develop and utilize their full potential?

Faculty and staff are motivated to develop and utilize their full potential through access to professional development which often leads to promotional opportunities and additional

compensation. 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.

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

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. Residence hall managers are specially trained in emergency preparedness guidelines. 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 Services personnel develop a variety of activities and information pamphlets throughout the year to encourage personal health habits. Some of these activities are listed in Table 7.5.e Campus dining facilities offer healthy alternatives to breakfast, lunch and dinner meals.

9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

Individual and small group discussions, staff meetings, emails, letters and telephone calls 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.

10. How do you use faculty and staff 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.

**CATEGORY 6
PROCESS MANAGEMENT**

1. How do you determine, and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?

The key learning-centered processes that deliver the educational programs, offerings, and student services at SCSU are determined by the mission and needs of the students and communities served, student performance, and feedback from students and stakeholders. The mission is to

provide affordable and accessible quality undergraduate and graduate degree programs; have collaborative efforts with local, rural, and statewide businesses, public education, colleges and industry; to provide life-long learning opportunities for the citizens of the state and qualified students of varied talents and backgrounds; to engage in research that stimulates intellectual growth, enhances and facilitates student learning and adds to the scientific knowledge base of the academy. As an 1890 land-grant institution, SCSU must provide service activities, which related 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.

Key learning-centered processes are listed in the following table.

Educational Programs & Offerings	Student Services
Courses	Financial Aid
Degree programs (undergraduate and graduate)	Career planning and placement
Research	Registration
Internships and Cooperative Education	Food Services
Library and information technology	Housing
Outreach programs	Health Services
Certificate programs	Counseling
Academic Advising	Leadership workshops
Tutoring	Sports (intercollegiate and intramural)
Small business development workshops	Cultural enrichment activities
Extension services to rural and limited resource communities	Student Organizations (academic, greek, and social)

2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

Feedback from employers, former students, current students, faculty, staff, stakeholders, suppliers and partners is evaluated and adjustments are made based on the mission of the university and adequate resources. Additionally, accrediting and other oversight agencies specify certain processes that must be employed for the university to maintain accreditation and compliance. Input from advisory boards is critical in identifying the processes needed to produce highly qualified graduates who meet the needs of the job market and are socially competent graduates.

3. 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. 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 greater efficiency 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. New technology is generally introduced by this unit, but other faculty and staff have also provided new technology ideas. 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.

4. What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

Key performance measures or indicators 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 enrollment, classroom participation, grade distributions, test performance, activity evaluation results, student evaluations, graduation rates, and survey results also provide data that is used to control and improve learning-centered processes over semester or annual 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.

5. How do you systematically evaluate and improve your learning-centered processes?

Those learning-centered processes that relate to a specific activity or program are evaluated either immediately following the completion of the activity or program through a written evaluation, observation, and/or oral feedback. Learning-centered processes that apply to courses or other longer-term activities are evaluated semesterly or annually by evaluating performance as compared to trend data or competitors. Information derived from the above assessments will identify areas that need improvement.

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

Key support processes include the following:

- | | |
|-------------------------------------|------------------------|
| human resource management | food services |
| finance and accounting management | public relations |
| student financial aid | student housing |
| records management | facilities management |
| external and internal auditing | printing services |
| computer and information technology | administrative support |

The above support processes are evaluated based on performance over time, either monthly, quarterly, semesterly or 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 will be 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 education related initiatives?

Once the vice president for Finance determines allocations for the University, a budget preparation schedule is established. 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. Much discussion is involved in the final budgets among the senior leaders to ensure 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

Additional tables and graphs of institutional data for South Carolina State University are located on the SCSU Institutional Research website at <http://ir.scsu.edu/>

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?

Student performance in courses, in academic programs, among their peers (internally and externally), on standardized tests, program completion, and employment measure student learning and improvements in student learning.

Table 7.1.a

SCSU Presidential Scholars for the Past Three Years

Presidential Scholars - Bronze, Silver and Gold Medallions For the Past Three Years						
Fall 2004	Freshman	Sophomore	Junior	Senior	Transfer	TOTAL
Bronze	129	95	76	202	2	504
Silver	36	28	26	58	0	148
Gold	11	34	17	50	0	112
Total Number for 2004	176	157	119	310	2	764
Senior 4-Year Gold - Included in Total				12		
Fall 2005	Freshman	Sophomore	Junior	Senior	Transfer	TOTAL
Bronze	142	99	101	197	4	543
Silver	63	21	28	51	2	165
Gold	11	16	29	54	0	110
Total Number for 2005	216	136	158	302	6	818
Senior 4-Year Gold - Included in Total				13		
New Freshmen with 4.0 GPA Included in Total	10					
Fall 2006	Freshman	Sophomore	Junior	Senior	Transfer	TOTAL
Bronze	125	117	92	171	1	506
Silver	54	40	24	54	1	173
Gold	16	20	21	63	0	120
Total Number for 2006	195	177	137	288	2	799
Senior 4-Year Gold - Included in Total				30		
New Freshmen with 4.0 GPA Included in Total	13					

Table 7.1.b.

Title II Report, 2004-2005 Cohort

Single Assessment Pass-Rate Report	South Carolina State University 87 Candidates in the Cohort			Statewide 2210 Candidates in the Cohort		
	Total	Number Pass	Percent Pass	Total	Number Pass	Percent Pass
Elementary Ed: Curriculum Instruction and Assessment	20	20	100%	425	375	88%
Elementary Ed: Content Area Exercises	20	20	100%	424	395	93%
Early Childhood Ed	37	37	100%	373	368	99%
Speech Language Pathology	11	11	100%			
Basic Skills	87	87	100%	2210	2210	100%

Reporting Note: Because of confidentiality, federal guidelines do not permit data to be reported for individual exams that have less than 10 examinees.

Table 7.1.c Professional Examinations Performance Data (2004-05)

(Indicator 7D)			
Results from Apr 1, 2004 - Mar 31, 2005			
	# Passing	# Tested	% Passing
The Citadel	89	111	80.2%
Coastal Carolina University	154	179	86.0%
College of Charleston	404	429	94.2%
Francis Marion University	66	103	64.1%
Lander University	42	54	77.8%
SC State University	49	60	81.7%
USC Aiken	175	190	92.1%
USC Upstate	322	377	85.4%
Winthrop University	360	377	95.5%

Source: SC Commission on Higher Education website
(http://www.che.sc.gov/Finance/Perf_Fund/Perform/Data/2005-06/PFYr10_7D.pdf)

Table 7.1.d Graduation Rates at Public Senior Institutions

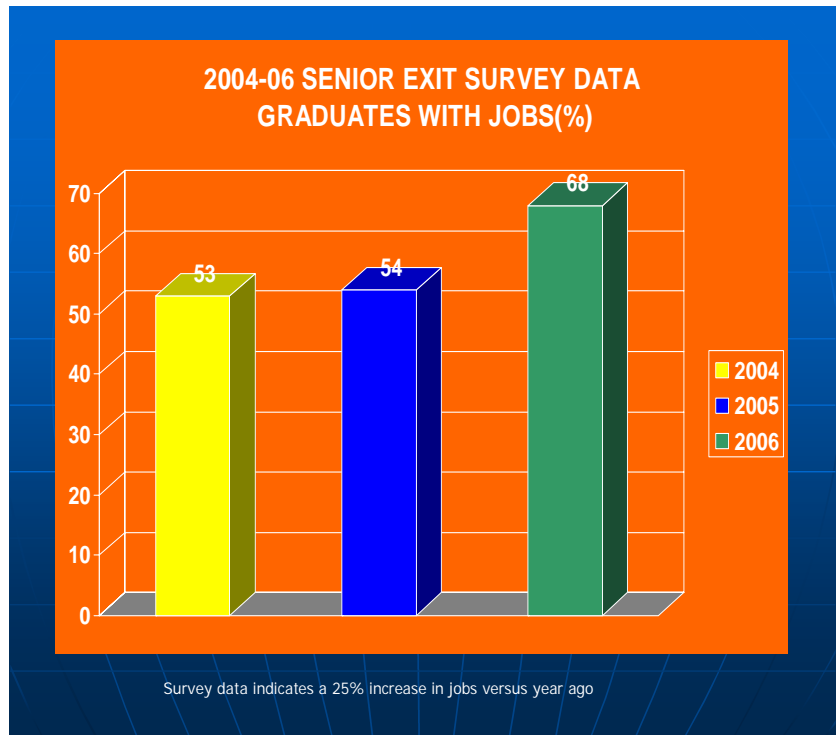
Number and Percent of Degree-Seeking, First-time, Full-time Freshmen Entering in Fall 1999 and Graduating With a Bachelor's Degree Within 150% of Normal Time for Completion*					
Institution	Initial Bachelor's Cohort	Allowable Exclusions	Final Cohort	Completers in 150% of Normal time	Percent Graduating Within 150%
The Citadel	517	2	515	334	64.9%
Coastal Carolina	758	1	757	326	43.1%
College of Charleston	2,067	2	2,065	1,188	57.5%
Francis Marion	570		570	213	37.4%
Lander University	494		494	239	48.4%
South Carolina State	680		680	318	46.8%
USC Aiken	393	1	441	194	44.0%
USC Upstate	537		540	216	40.0%
Winthrop	966		966	578	59.8%
Total ***	6,982	6	7,159	3,606	50.4%

* For Bachelors' degrees awarded through Summer 2005.

Source: 2006 South Carolina Higher Education Statistical Abstract, page 76.

Graph 7.1.a 2004-05 Graduates with Jobs

Graduates who enter job market in field related to major:
within six months of graduation: 90%;
within one year of graduation: 10%



External Academic Competition Results

Honda Campus All-Star Challenge

South Carolina State’s Honda Campus All-Star team took first place at the Aggie Invitational in Greensboro. Competing against 14 other HBCUs, the S. C. State team went 6-0 in this annual “pre season” tournament sponsored by North Carolina A&T State University.

SCSU Honors Program delegation wins national awards in academic competitions

A delegation of students from the South Carolina State University Honors Program has claimed two 1st place awards in academic competition at the National Association of African American Honors Programs (NAAHP) Conference held November 2-5, 2005, in Jackson, Mississippi. Approximately 30 Historically Black Colleges and Universities were represented at the annual NAAHP Conference. SCSU Honors Program students won first place among seven other HBCUs in the Academic Quiz Bowl Competition.

SCSU Music Major Wins National Songwriting Award and \$5000 Scholarship

South Carolina State University student, Chriss Odom, a sophomore Music Industry major placed second in the 2005 BMI John Lennon 7th Annual Songwriting Scholarship program. The national program is sponsored by the National Association for Music Education, in collaboration with the South Carolina Music Education Association (SCMEA). The 2005 BMI John Lennon Songwriting Scholarship program recognizes the best and brightest young songwriters between the ages of 15 and 24 and offers a 1st place award and \$10,000 scholarship; 2nd and 3rd place winners each receive \$5,000 scholarships. The scholarships are awarded to college students who

write the best original compositions for vocal-instrumental performance with the broadest popular appeal. One of over 141 entries received nationwide, BMI's foundation president Ralph Jackson announced South Carolina State's Odom as the recipient of the 2nd place honors and presented him with a \$5,000 scholarship for his song On Me, Nothing for Free.

Athletics

- Thirty-nine (39) student-athletes were named to the MEAC Commissioner's All-Academic Team
- Twelve (12) student-athletes earned the prestigious Arthur Ashe Sports Scholars Award
- Graduation rates – From the latest cohort of student-athletes, the 1998-1999 cohort, 76% of the student-athletes graduated

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?

- Enrollment increased by 3.5% from fall 2004 to fall 2005 (4,294 to 4,446)
- During the 2005 football season, the University set an attendance record for a five-game home schedule with over 71,00 people (an average of over 14,200 fans per game)
- Established a campus-wide retention effort, Student Success and Retention Program, which resulted in an 84.6% retention rate exceeding the national average of 73.6%.
- The Class of 1962 donated \$18,000 to purchase a new basketball scoreboard that has been installed in the Smith-Hammond-Middleton Memorial Center.
- Because of its past promotion of health awareness activities (hosted the HBCU HIV/AIDS Summit, statewide HIV/AIDS Training for Faith Leaders, Roundtable Discussions with HBCU Presidents and the Legislative Black Caucus, etc.) Brooks Health Center was awarded a \$30,000 grant from the South Carolina Department of Environmental Control, Office of Minority Health to “develop a model for enhancing the capacity of HBCUs to plan and provide HIV/AIDS prevention education, and training activities for administration, faculty, students and community-based organizations”.

• **2005 SCSU Key Employers**

South Carolina Dept of Education continues to provide the most job opportunities for SCSU graduates.

SC Department of Education	Military	Wal-Mart	Milliken
Wells Fargo	Federal Mogul	Disney	TIC
UCTIS\BWXT-Y12	Pal Health Alliance	Verizon	Pfizer
Lehman Brothers	Barclay's Capital	BellSouth	USDA
UBS Investment			

7.2.a Three year alumni giving trend

2003-04	2004-05	2005-06
\$568,809	\$1,031,069	\$848,338

7.2.b

Five-Year Analysis of Total Fall FTE

Total Fall Full-time Equivalent (FTE) Enrollment						
Teaching Institutions	2001	2002	2003	2004	2005	2005 over 2004
The Citadel	3,089	3,094	3,061	2,992	3,031	1.3%
Coastal Carolina	4,487	5,095	5,795	6,141	6,576	7.1%
College of Charleston	9,732	9,947	9,860	9,942	9,883	-0.6%
Francis Marion	2,834	2,962	3,063	3,126	3,321	6.2%
Lander	2,226	2,422	2,455	2,524	2,427	-3.8%
SC State University	3,845	3,924	3,949	3,976	4,164	4.7%
USC Aiken	2,569	2,676	2,737	2,761	2,648	-4.1%
USC Beaufort	650	680	723	832	916	10.1%
USC Upstate	3,320	3,703	3,852	3,794	3,991	5.2%
Winthrop	5,015	5,287	5,454	5,459	5,438	-0.4%
Subtotal	37,768	39,789	40,948	41,548	42,394	2.0%

Source: 2006 South Carolina Higher Education Statistical Abstract, page 16

Table 7.2.c. SCSU Headcount Enrollment Trends 2000-2005

FALL SEMESTERS 2000-2005						
	2000	2001	2002	2003	2004	2005
Undergraduate	3,639	3,487	3,553	3,585	3,704	3,888
Graduate	886	980	1,015	881	590	558
TOTAL	4,525	4,467	4,568	4,466	4,294	4,446
Full-Time	3,632	3,386	3,477	3,506	3,604	3,786
Part-Time	893	1,081	1,091	960	690	660
TOTAL	4,525	4,467	4,568	4,466	4,294	4,446

Table 7.2.d. SCSU Student Retention Rates

Fall 2003 to Spring 2004	Fall 2004 to Spring 2005	Fall 2005 to Spring 2006
80%	83%	87%

Note: Information provided by Office of Institutional Research

Table 7.2.e. Accountability Report Employee Data

	FY 2003-04	FY 2004-05	FY 2005-06
Grievances	7	10	1
Promotions/Reclassifications	36	41	25
Salary Increases for Additional Duties/Responsibility	30	6	8

Source: Office of Human Resource Management

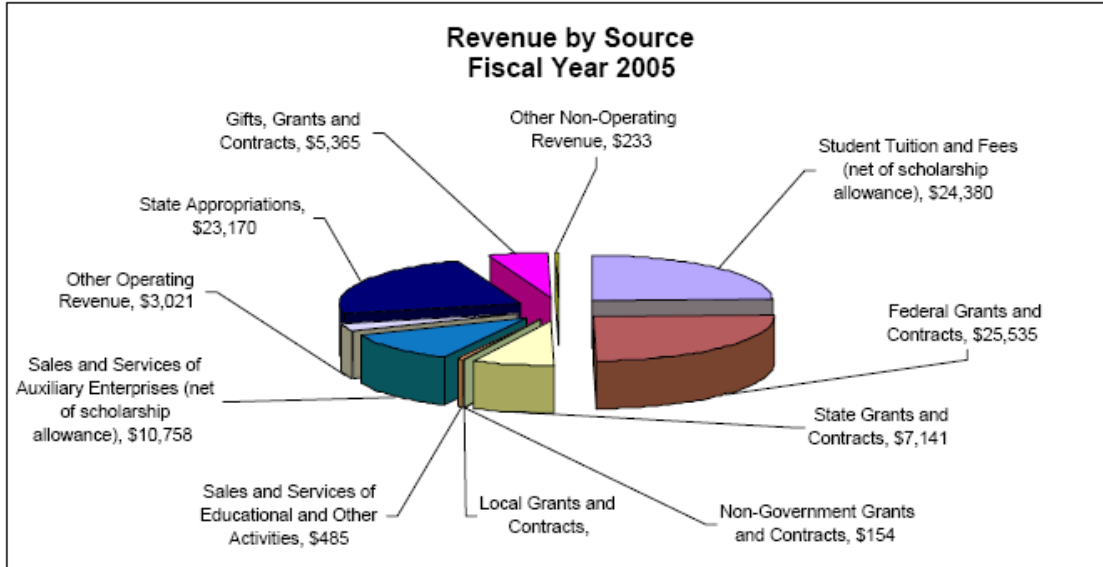
Table 7.2.f. 2005-2006 Staff Development & Training

Professional Development	No. Sessions	No. Participants	General Comments
Motivational Speakers	5	250+	Thoroughly enjoyed speakers and sessions were uplifting
Bloodborne Pathogens Training	12	80+	Great information for all to know, especially facilities, health care givers and parents with young children
Ergonomics	3	32+	Very informative session, learned a lot to prevent headaches and carpal tunnel syndrome in the workplace.
Teambuilding	6	47+	It really helps you know the team and know one's self. Very good presentation.
Sexual Harassment	8	61+	Presenter was excellent, great information provided --sexual harassment in the work place and steps to file complaint.
Diversity Training	4	21+	Enjoyable session—eye opener, learned to appreciate diversity in the workplace. Presenters Outstanding.
Pass and Indication of Alcohol	3	27+	Great – learning session will assist in problems encounter on campus with students
Time Management	1	16+	Superb Presenter, time management information was great and the Presenter was very engaging.
Microsoft Office Suite Basic, Intermediate Advance	22	179+	Enhanced skills in Word, Excel, Power Point, Access and Outlook
Employee Performance Management System	05	38+	Assisted in completing EPMS and managing employees performance

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

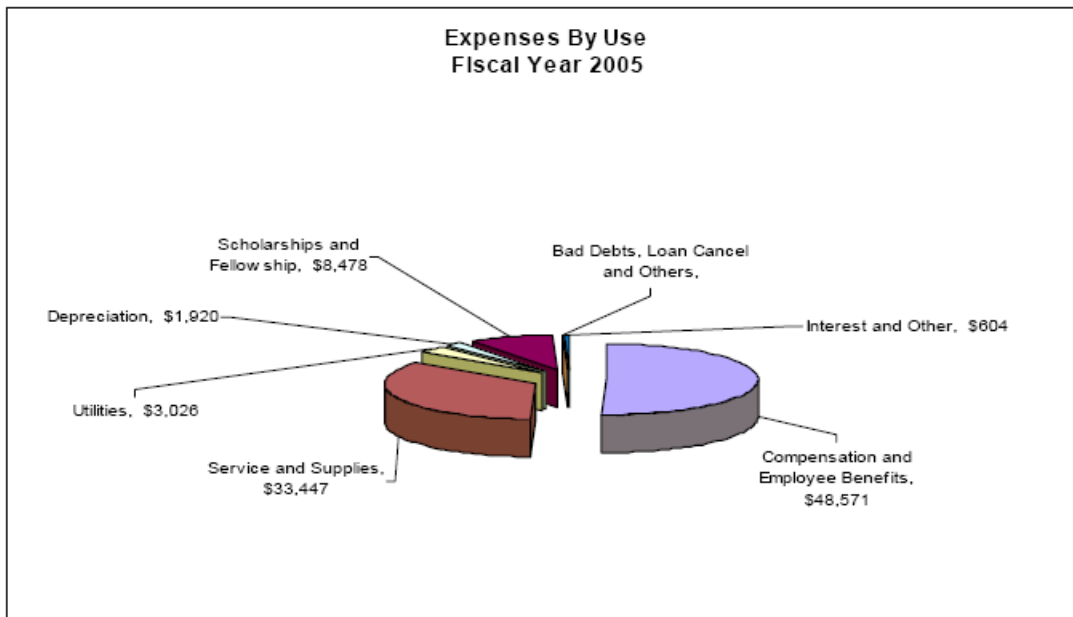
- The University strengthened its financial management resulting in a 75% reduction in audit findings and the establishment of a \$2 million contingency fund.
- Fund raising – As a result of hiring a director of marketing and fund raising, the Athletics Department has been able to increase funds raised from corporate and private donors.

Graph 7.3.a Revenue by Source Fiscal Year 2005



Amounts expressed in thousands

Graph 7.3.b Expenses by Use Fiscal Year 2005



Amounts expressed in thousands

Source: The Audited Financial Statements of South Carolina State University for the years ended June 30, 2005, 2004, 2003, and 2002, 2001

Table 7.3.a Condensed Statement of Revenues, Expenses and Changes in Net Assets

Condensed Statement of Revenues, Expenses and Changes in Net Assets				
	<u>2005</u>	<u>2004</u>	<u>Increase (Decrease)</u>	<u>Percent Change</u>
Operating Revenues	\$ 71,473,571	\$ 56,889,262	\$ 14,584,309	25.64%
Operating Expenses	<u>95,442,035</u>	<u>80,722,415</u>	<u>14,719,620</u>	18.23%
Operating Loss	\$ (23,968,464)	\$ (23,833,153)	\$ (135,311)	0.57%
Non-Operating Revenues (Expenses)	<u>\$ 28,478,228</u>	<u>\$ 26,936,945</u>	<u>\$ 1,541,283</u>	5.72%
Increase in Net Assets Before Rev., Exp., Losses	4,509,764	3,103,792	1,405,972	45.30%
CIB, Capital Gifts, & Loss on Disposal of Assets	115,782	1,600,167	(1,484,385)	-92.76%
Indirect Costs remitted to State General Fund	<u>(167,173)</u>	<u>(190,088)</u>	<u>22,915</u>	-12.05%
Increase (Decrease) in Net Assets	\$ 4,458,373	\$ 4,513,871	\$ (55,498)	-1.23%
Net Assets at Beginning of Year,				
As Previously Reported	\$ 49,382,673	\$ 46,733,701	\$ 2,648,972	5.67%
Prior Period Adjustments	<u>231,410</u>	<u>(1,864,899)</u>	<u>2,096,309</u>	-112.41%
Net Assets at Beginning of Year-Restated	<u>49,614,083</u>	<u>44,868,802</u>	<u>4,745,281</u>	10.58%
Net Assets at End of Year	\$ 54,072,456	\$ 49,382,673	\$ 4,689,783	9.50%

**Table 7.3.b. Cost of Full-time Undergraduate Students Per Academic Year
(Teaching Sector Universities)**

	In-State	Out-of-State	Dormitory/ Board ^{1,2}
The Citadel	6,522	15,918	4,840
Coastal Carolina University	6,860	15,100	6,280
College of Charleston	6,668	15,342	6,948
Francis Marion University	5,984	11,833	5,130
Lander University	6,668	13,608	5,624
SC State University	6,480	13,288	6,028
USC Aiken	6,128	12,270	6,600
USC Beaufort	5,214	12,130	Not Applicable
USC Upstate	6,636	13,474	5,195
Winthrop University	8,756	16,150	5,352

Source: 2006 SC Higher Education Statistical Abstract, page 94

Table 7.3.c. 2005-2006 Appropriations for Higher Education Institutions Including Pay Increases

	<i>2004-2005</i>	2005-2006	2005-2006	2005-2006
Institution	<u><i>Appropriations</i></u>	<u>Appropriations</u>	<u>MRR Calculation</u>	<u>Operating Appropriation as % of MRR</u>
	[1]	[4]	[5]	[6]
Citadel	14,166,497	14,754,261	16,586,205	88.96%
University of Charleston	27,039,523	27,601,686	41,008,748	67.31%
Coastal Carolina	11,785,709	12,252,967	27,049,775	45.30%
Francis Marion University	13,191,647	15,193,435	18,593,922	81.71%
Lander University	9,285,405	9,695,866	15,069,447	64.34%
SC State University	20,210,171	21,040,022	27,060,816	77.75%
USC-Aiken	9,578,918	10,021,980	16,216,207	61.80%
USC-Beaufort	2,026,215	2,609,487	4,598,130	56.75%
USC-Upstate	10,775,082	12,283,834	21,632,820	56.78%
Winthrop University	19,963,829	20,922,640	33,734,185	62.02%

Source: SC CHE website http://www.che.sc.gov/New_Web/ForInstitutions/MRR.htm

**Table 7.3.d Comparison of Average Salary for Full-Time Teaching Faculty by Rank
ACADEMIC YEAR 2003-2004 THRU 2005-2006**

	Professor	Associate Professor	Assistant Professor	Instructor
2003-2004	\$55,282	\$51,394	\$44,375-	\$35,829
2004-2005	\$62, 599	\$56,815	\$47,811	\$40,962
2005-2006	\$64,848	\$58,297	\$49,066	\$38,422
% Increase 2005/06 over 2003-04	17.3%	13.4%	10.6%	7.2%

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Faculty members in the Department of Education and Biology Department participated with the Dean of Education, Humanities, and Social Sciences to develop science, chemistry, and physics books and materials for African Schools.

The Middle Level Teacher Education was approved by the SC Department of Education and the Commission on Higher Education to be offered in fall, 2005.

From the Registrar's Office: Bulldog Connection sessions are offered to academic personnel for self improvement and to better serve new and returning students with advisement and registration. - Academic and Registration Training Sessions were provided to faculty and staff during the year, i.e., Scheduling, FERPA, On-course Degree Audit, WEB for Faculty, WEB for Students and SISPLUS.

Technology is being upgraded through the installation of the \$.4 million Banner Administrative Computer System.

Graph 7.4.a Five-Year Comparison of Total Research Funding 2002-2003FY – 2006-2007 Projected

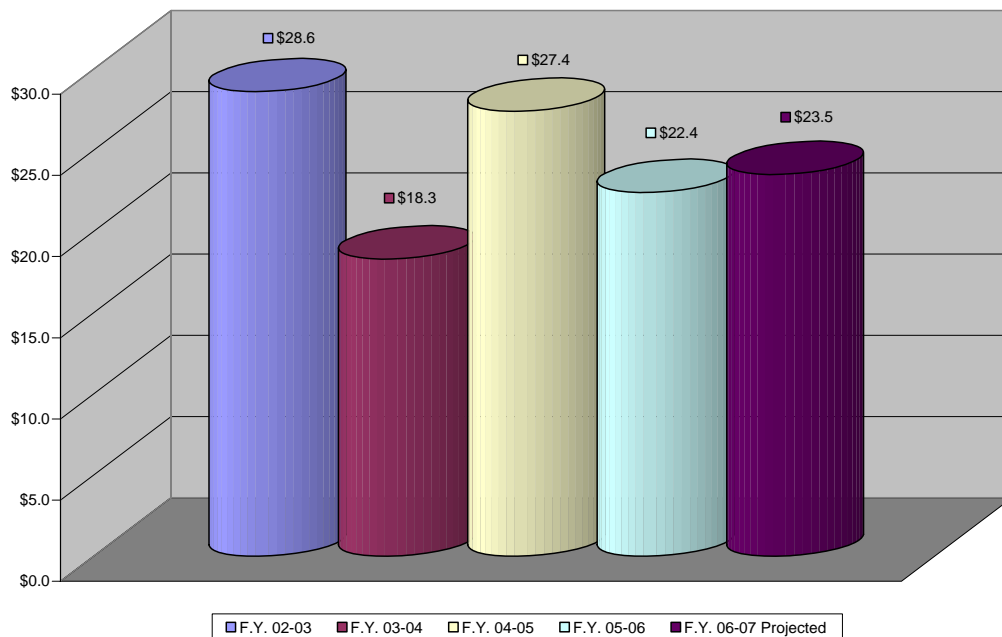


Table 7.4.a Sponsored Program Activity by Schools /Departments /Divisions

ADMINISTRATION				
Department	Number of Proposals	Education/Training Projects	Research Projects	TOTAL
		Amount Funded:		
Math and Science HUB	7	\$699,820	\$0	\$699,820
Institutional Research Development Center	1	\$94,932	\$0	\$94,932
Division of Student Services	1	\$235,689	\$0	\$235,689
Title III	1	\$3,082,435	\$0	\$3,082,435
Subtotal	10	\$4,112,876	\$0	\$4,112,876
COLLEGE OF BUSINESS AND APPLIED PROFESSIONAL SCIENCES				
Accounting, Agribusiness and Economics	1	\$167,770	\$0	\$167,770
Family and Consumer Sciences	2	\$201,585		\$201,585
Small Business Development Center	6	\$0	\$460,044	\$460,044
Subtotal	9	\$369,355	\$460,044	\$829,399
COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES				
Department of Social Sciences	2	\$6,480	\$40,000	\$46,480
Educational Administration	1	\$157,634	\$0	\$157,634
Felton Laboratory School	1	\$40,000		\$40,000
Teacher Education	1	\$250,000		\$250,000
Subtotal	5	\$1,815,552	\$40,000	\$1,855,552
COLLEGE OF SCIENCE MATHEMATICS AND ENGINEERING TECHNOLOGY				
Biological and Physical Sciences	10	\$1,096,000	\$1,060,528	\$2,156,528
Civil and Mechanical Engineering	9	\$19,900	\$1,988,877	\$2,008,777
Industrial and Electrical Engineering	2	\$0	\$547,259	\$547,259
SUBTOTAL	23	\$1,115,900	\$3,973,716	\$5,089,616
DIVISION OF RESEARCH AND ECONOMIC DEVELOPMENT				
Research and 1890 Programs	9	\$1,816,979	\$122,000	\$1,938,979
SUBTOTAL	16	\$7,322,173	\$3,241,308	\$10,563,481
GRAND TOTAL	65	\$15,035,856	\$7,715,068	\$22,450,924.00

Table 7.4.b. Accountability Report Employee Data

<u>TUITION WAIVER</u>	<u># Employees Taking Undergraduate Courses</u>	<u># Employees Taking Graduate Courses</u>
Spring Semester 2002	14	19
Fall Semester 2002	10	36
Spring Semester 2003	11	27
Fall Semester 2003	9	19
Spring Semester 2004	9	11
Fall Semester 2004	3	15
Spring Semester 2005	4	13
Fall Semester 2005	7	16
Spring Semester 2006	8	16

Source: Office of Human Resource Management

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance?

National Rankings:

Washington Monthly College Rankings
Top 30 National Universities - #4

**Table 7.5.a Top 100 Degree Producers 2006
Diverse Issues in Higher Education- June 1, 2006**

AREA	RANKING
Doctorate in Education	6
Mathematics and Statistics	13
Education	19
Biological and Biomedical Sciences	19
English	32
Computer and Information Sciences	38
Master's in Education	46

Student Performance and Development:

- The annual Voter Awareness and Education Sessions were a shared campus-wide initiative. This effort was shared by several chartered student organizations (SGA, NAACP, Young Democrats, and the Pan Hellenic Council, etc.)
- Annual Student organizations conducted Voter Registration Drives on campus, O-W High School and at the Prince of Orange Mall. Voter Awareness and mentoring sessions were conducted at the local Boys and Girls Clubs.
- The annual Christmas Tree Lighting has recipients from the Orangeburg - Calhoun - Bamberg – Allendale Action Agency’s Child Development Centers.
- Miss South Carolina State University, SGA President and the Cheerleading Squad supported the local elementary schools with the “Read Across America” campaign.
- Assisted with organizing Hurricane Katrina Spring Break Trips for 2 (two) student groups.
- Fifteen (15) students participated in “Million Person March” in Washington, DC – Fall 2005. Five (5) advisors chaperoned the groups.
- The United Voices of Christ, the university’s gospel choir, was named the National Gospel Choir of the Year in 2005 and 2006.
- Funding by Title III for the Leadership Development Project was extremely instrumental in providing the opportunity for mentoring to take place for SCSU college students and middle school students participating in Project Flava. The college students served as mentors during a Civil Rights Tour of Atlanta and Savannah Georgia, also Selma and Montgomery, Alabama. This event was during the public school break Spring 2006. This experience provided a wealth of knowledge regarding the Civil Rights Movement and the impact it had on African American history.

**Table 7.5.b Students Participating in Sponsored Research
Fall 2005 Measure**

Number of Students Participating in Sponsored Research	
Upper Division, Undergraduate Students	40
Graduate Students	12

SCSU Gospel Choir takes top spot in national competition for the 2nd straight year!
ORANGEBURG, SC – For the second year straight, the South Carolina State University United Voices of Christ (UVOC) was named the 2006 National Collegiate Gospel Choir, raising a total of \$1,800 for the University. The 29th National School Gospel Choir Competition was held April 1-2 at the Klintgord Auditorium in Brooklyn, NY. Choirs from across the United States competed for monetary awards, trophies, and recognition for excellence in the performance of choral gospel music. Although over 45 schools participated, none could top the unique style of UVOC who, after their win last year, changed the face of the competition. Last year, UVOC stood out by wearing military fatigues to represent soldiers on the battlefield for the Lord and paying tribute to the men and women in the armed forces. (04/05/06)

SCSU Tennis Teams Capture HBCU Titles; Cruz wins Second Title

ATLANTA, GA — The South Carolina State men and women’s tennis teams captured titles at the nine-team, four-day recent Historical Black Colleges and Universities (HBCU) Championship played Sept. 22-25, 2005 at the Sugar Creek Golf and Tennis Complex. The SCSU women dominated play by winning every flight in both singles and doubles with Lady Bulldog sophomore Mirian Cruz defeating teammate Marcela Rodezno for the Flight “A” singles title and her second tournament of the year. The two teamed up to grab the doubles title as well. In men’s action, SCSU was also dominant, winning every doubles flight and all but one flight in singles. Both teams, which won Mid-Eastern Athletic Conference championships and berths in the NCAA Championships, return to action Friday when they travel to Jacksonville State for the two-day Jacksonville State Invite. (09/27/05)

South Carolina State University’s Marching 101 Band Is Honored, Waycross, GA. — The South Carolina State University Marching 101 Band who was recently honored by the City of Waycross, GA. While traveling to Jacksonville, FL for the Gateway Classic, the Marching 101 stopped at Ware County High School (WCHS) in Waycross to perform for and recruit band students during a high school football game against Lowndes County High School (LCHS) from Valdosta. After a stunning post-game performance, Waycross’ mayor, John N. Fluker, presented the Marching 101 with a proclamation naming September 16, “**South Carolina State University Marching Band Day.**”

The South Carolina State University Students in Free Enterprise (SIFE) Team consists of a group of students lead by a faculty advisor, who develop community outreach projects that reach SIFE's five educational topics: Market Economics, Success Skills, Entrepreneurship, Financial Literacy, Business Ethics At competition, SIFE teams present the results of their educational outreach projects and compete to determine which team was most successful at creating economic opportunity for others. SIFE is located on more than 500 campuses and in 40 countries. The SCSU record over the past 5 years is as follows:

<u>Regional Competition</u>	<u>National Competition</u>
2002 First Runner Up	
2003 Regional Champion	
2004 Regional Champion	
2005 First Runner-Up	2 nd Place National Ethics Competition
2006 First Runner-Up	

Examples of SCSU SIFE Projects include a “A Young Enterprising Student” Afterschool Program for elementary school kids, entrepreneurship camps for middle and high school students, financial management seminars for high school and college students, ethics training for high school and college students, a “Dress to Impress” Shop, a Swap Trade Mart for Kids, a SEED Program (Students Engaged in Entrepreneurial Development), computer buddies for disadvantaged kids, etc.

Responsiveness to Student Needs:

- Purchased new uniforms and instruments for the marching band (150+ members)
- Purchased new robes for the Concert Choir

Fall 2005 Scholarships

- * Thirty-nine (39) incoming freshmen were awarded full academic scholarships to attend the University for the 2005-06 academic year.
- * Twenty (20) of the incoming academic scholars were from South Carolina. Offers were made to every student from South Carolina who qualified for a full academic scholarship.
- * The top out-of-state recruit had a SAT score of 1320 and the top in-state recruit had a SAT score of 1220.
- * Ten (10) freshmen had scores of 1200 or higher.

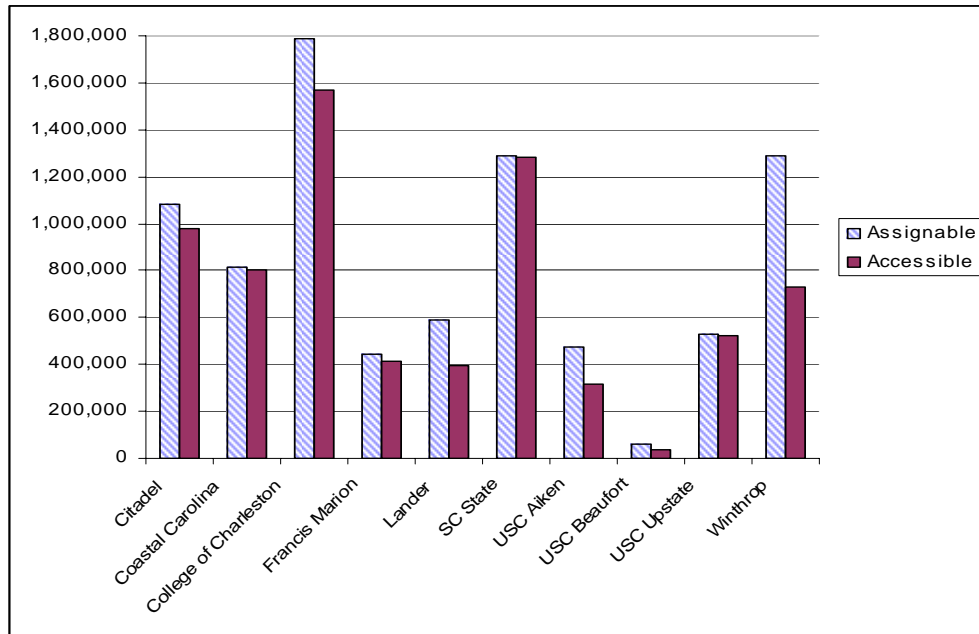
Table 7.5.c Academic/Merit Scholarship

3-Year Academic/Merit Scholarship Report			
	2003-04	2004-05	2005-06
Hope	128	164	167
Life	371	464	480
General & Presidential	166	164	153
Source: SCSU Office of Financial Aid			

Table 7.5.d Financial Aid Awarded 2005-06

Awards	No. of Students	Amount
Pell	2,642	7,845,281
SEOG	497	653,188
Federal Work Study	319	391,170
P-13 Job	327	821,046
Total Grants & Work Study		
Hope Scholarship	167	413,549
Life Scholarships	480	2,299,727
SC Need Based Scholarships	729	638,300
Palmetto Fellows	2	13,400
SC Teaching Fellows	11	62,700
Total State Grants & Scholarships		
Loans*	4,080	28,153,511
Athletic Scholarships**	252	2,663,219
Institutional Scholarships***	664	3,645,777
Other Financial Aid****	789	2,582,308
Total Number of Unduplicated Students: 4,568		
Total Amount of Financial Aid Awarded: \$50,183,176		
C Student Load Corp, AA Teacher Loan and SC Teacher Loan.		
**Athletic Scholarships include: Football, Basketball (Men and Women), Track (Men and Women), Tennis (Men and Women), Volleyball, Softball, Trainer, Golf, Bowling, Soccer and Athletic Abatements.		
***Institutional Scholarships include: Band, Choir, General, Presidential, School of Business, Packard AA Teacher Loan, EIA, Other Race Grant, Wal-Mart, Maceo Nance, NSF, ROTC, Parler Belcher, Eisenhower Fellowship, Family & Consumer Science, Mobility of the Blind, Personnel Training, Education Administration, Human Services and others.		
****Other include: Tuition Waver (Honors, SGA, Senior Citizen, and Employees), IET, SCAMP, Dick Horne, SC Voc Rehab, Miscellaneous, Alumni and DC Tuition.		
Source: Office of Financial Aid		

Graph 7.5.a Fall 2005 Percentage of Accessible Area to Mobility Impaired



Campus Housing

Students living in college-owned, operated, or affiliated housing: 85%

Assistance in finding off-campus housing if on-campus housing is provided.

Types of campus housing available: women's dorms, men's dorms, apartment for single students

Percentage of college-owned, operated, or affiliated housing units that are:

Singles: 40% Doubles: 35% Triples/Suites: 20% Apartments: 5%

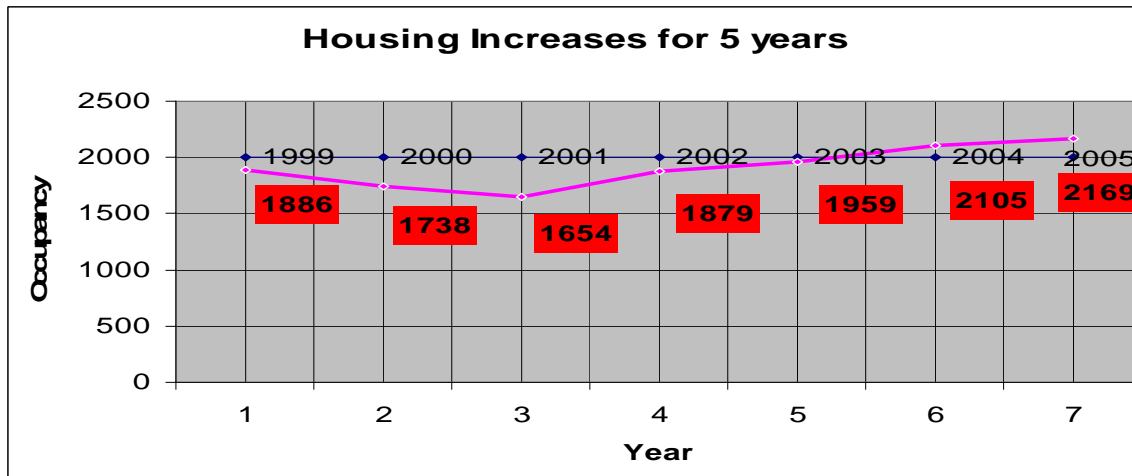
Number of college-owned, operated, or affiliated housing buildings: 13

Percentage of college-owned, operated, or affiliated housing buildings equipped with:

Sprinkler system: 100% Fire alarms: 100%

Percentage of college-owned, operated, or affiliated housing units wired for high-speed Internet access: 100%

Graph 7.5.b Housing Enrollment Trends for Fall



Responsiveness To Employee and Stakeholder Needs:

- Built the first “Bulldog” Habitat for Humanity House. The Student Government Association and the Pan Hellenic Council contributed funds and manpower. This is the first Habitat House to be built by an HBCU in South Carolina.
- The annual Christmas Tree Lighting has recipients from the Orangeburg - Calhoun - Bamberg – Allendale Action Agency’s Child Development Centers.
- In October 2005, the Admissions Office hosted the President’s Annual Appreciation Luncheon for South Carolina High School Guidance Counselors. Principals, other school officials and counselors were on hand for this program.
- The University has purchased 1890 Mobile Technology Unit, a customized Winnebago with a 12-station internet ready computer lab, a child development classroom, dual generators, a satellite and an instructor work station that will deliver services to the community.
- Partnered with Council on Aging to sponsor elderly individual for Meals on Wheels.
- SCSU has been cited by the United Way for an extraordinary increase of 100% in donations.
- The 1890 Extension personnel provided programs and activities to over 12,000 residents in the state of South Carolina. Some of the programs/activities included workshops/classes on health and nutrition, youth development, family life, small farms, community and economic development, and computer technology. Through the community development cooperation, the 1890 Extension Program staff provided services to over 80 individuals in the areas of home ownership counseling, owner occupied minor/major rehabilitation, as well as weatherization opportunities.
- **The Midlands Mathematics and Science Regional Center** - Bamberg-Calhoun-Orangeburg Site (BCO Site) and Midlands Improving Math & Science Site (MIMS Site) <http://www.bcohub.scsu.edu/> through an infrastructure of eight regional centers the **Office of Curriculum and Standards** of the **South Carolina State Department of Education** provides statewide leadership and services to schools and districts in the areas of mathematics and science. These **regional centers** are operated by the Mathematics and Science Unit of the Department. The Midlands Mathematics and Science Regional Center serves schools located in **Bamberg, Calhoun, Orangeburg, Lexington and Richland** counties. The Center supports mathematics and science education in South Carolina through a variety of programs.

TRIO PROGRAMS

Student Support Services –
Upward Bound Math/Science –
Upward Bound
Talent Search
Educational Opportunity Center

General “Positive Enhancements” For Employees In Last 3 – 5 Years

- ✓ Personnel Policy available on University web page allowing them to easily access/learn University and State personnel policies and procedures
- ✓ Implementation of a Universal Review Date for staff performance evaluations which results in higher number of evaluations being completed and more timely completion of evaluations
- ✓ A Market Analysis was conducted to assess employee salaries as they compare to the market averages for similar positions – a Staffing Analysis is currently being conducted to assess the

staffing levels of University positions as well as the knowledge, skills and abilities of incumbent staff

Table 7.5.e 2005-06 Faculty and Staff Health and Wellness Activities

Aerobics classes	Mon – Thurs. 5:30-6:30pm	500+ visits
Kickboxing	Thursday 7pm-8pm	100+ visits
Bulldog Shrinkdown (6 weeks)	March-May	50 participants
Mammogram Screening	April	20 participant
Blood Drives	Fall and Spring	
HIV/AIDS education & testing	February (Black HIV/AIDS Day)	
	June (HIV Testing Day)	100+
	December (World AIDS Day)	
Flu Campaign	Fall	75+
Diabetes Awareness	November	30 participants
Worksite Screening (State Plan Prevention Plan)	Spring	30 participants
Periodic Blood Pressure screening (ongoing)		50+
Monthly Health Tips (Prevention Partner)		mass e-mail and hard copies placed in Post Office

Faculty and Staff Accomplishments:

- William “Bill” Hamilton, Director of Sports Information, was recognized by NAFEO (National Association for Equal Opportunity in Higher Education) as a Distinguished Alumni
- Mr. Bernard Haire, Assistant Director of Student Life, serves as Mayor Pro Tem of Orangeburg
- Mrs. Charlene M. Johnson, Director of Athletes, was chosen as the Chairperson of the Directors of Athletics in the MEAC, the first female to hold this position
- Shirley B. Caldwell was named 2006 outstanding female State Employee of the Year by the South Carolina State Employees Association
- Dr. Christopher Mathis, Jr., research scientist, 1890 Research and Extension at South Carolina State University, received second place at the Association of Research Directors and Association of Extension Administrators meeting in New Orleans, LA., for the competitive paper presentation, “Assessing Temporary Assistance of Needed Family Programs for Hispanics in South Carolina.”
- Mr. Charles Guess, the Associate Registrar, serves on the City of Orangeburg Planning Commission.
- Mr. Lonnie Hosey, Coordinator of the Office of Continuing Education, serves in the South Carolina House of Representatives.
- Dr. Frederick M. G. Evans, Assistant Director of ETS, is serving a second four-year term as a gubernatorial appointee to the State Board of Barber Examiners.
- The 14th Biennial Research Symposium was held in Atlanta, Georgia on April 1-4, 2006. South Carolina State University had 43 participants to present paper and/or poster presentations. Seven of the participants were students.

- Library staff revised the CHEC (Community Higher Education Council) interlibrary loan agreement with Claflin University and Orangeburg-Calhoun Technical College.
- Library staff added 5 workstations to the faculty/staff lab to assist with bibliographic instruction classes for students.
- The paper Faculty Class Roll Action process has been eliminated – The Registrar’s Staff developed and implemented an online web process for faculty to verify Class Lists and process registration drops/adds for efficiency, accuracy and to save time.
- *Platform Migration in Educational Technology Services*. There has been at least a 95 percent migration from the SOCKET® platform to Blackboard™. This migration has substantially increased productivity and efficiency in the assessment of student and faculty performance, and in efforts to manage distance education.
- SCSU outsourced ground maintenance to a minority firm, Enviro Ag.
- SCSU outsourced food services to Sodexo with minority partner FDY.
- SCSU outsourced facilities management to Sodexo with minority partner Clement Wynn.
- SCSU Career Center initiatives resulted in phenomenal success highlighted by three major accomplishments: 25% increase in permanent jobs for graduates; 31% increase in Co-op and Internship Positions; and Implemented SCSU Business & Industry Cluster.

Center for NASA Research & Technology

Obliterating Myths About Minority Institutions by Philip J. Sakimoto and Jeffrey D. Rosendhal
Physics Today - September 2005

Describes a multiyear NASA initiative, the Minority University and College Education and Research Partnership Initiative (MUCERPI), for developing research partnerships in space science and demonstrates that such programs can have great success in attracting minorities to science. SCSU successfully competed nationally in 2000 and 2003, winning MUCERPI awards both times they were offered. These awards funded research, education and outreach in astronomy, and astrobiology at SCSU and at its partner institutions.

University Partnerships/ Collaborations

Memorandum of Understanding with University of South Carolina for the Nuclear Engineering Program.

Memorandum of Understanding with the Medical University of South Carolina with Project Export.

Collaborated with University of South Carolina in the Kellogg Project to increase minorities in the health professions.

Collaborated with Clemson University along with Claflin, Benedict, Morris and ten Technical Colleges with the Call Me Mister Program to encourage African American males to major in Elementary and Early Childhood Education.

Memorandum of Understanding with the newly designated Savannah River National Laboratory.

Memorandum of Understanding with BWXT Y-12 which resulted in the executive loan of research/project manager in Nuclear Physics to serve as Dean for two years at no cost to the University. The estimated value of the executive loan program is \$450,00.

Memorandum of Understanding with Homeland Protection Institute.

Memorandum of Understanding with NASA Langley Research Center for \$360,000 over 3 years.

Memorandum of Understanding with the South Carolina Nutrition Research Consortium to address the Issues of Poor Nutrition in South Carolina.

Table 7.5.f PERFORMANCE FUNDING

INDICATOR		2001-02	2002-03	2003-04	2004-05	2005-06
MISSION FOCUS						
1B	Curricula Offered to Achieve Mission	95%	96%	99%	89%	
QUALITY OF FACULTY						
2A	Academic and Other Credentials of Professors and Instructors	91.0%	86.8%	86.3%	93.4%	95.7%
2D	Compensation of Faculty					
	Assistant Professor	\$45,001	\$44,676	\$44,375	\$47,811	\$49,066
	Associate Professor	\$50,748	\$52,725	\$51,394	\$56,815	\$58,297
	Professor	\$57,496	\$56,611	\$55,282	\$62,599	\$64,848
CLASSROOM QUALITY						
3D	Accreditation of Degree-Granting Programs	71%	71%	71%	93%	93%
3E2b	% students passing PRAXIS II – Specialty Area Exams	90.6%	80.0%	100.0%	100.0%	100%
3E3a	% teacher ed. graduates in critical shortage areas	42%	36%	38%	31%	NA
3E3b	% teacher ed. graduates who are minority	96%	95%	91%	93%	NA
ENTRANCE REQUIREMENTS						
6A/B	Combination of Indicators 6A (SAT and ACT Scores of Student Body) and 6B (High School Class Standing, Grade Point Averages and Activities of Student Body)	35.5%	41.5%	47.3%	49.9%	46.8%
GRADUATES' ACHIEVEMENTS						
7A	Graduation Rate	45.2%	50.9%	48.6%	52.8%	46.8%
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests	88.2%	78.8%	82.7%	96.3%	77.8%
USER-FRIENDLINESS OF THE INSTITUTION						
8C Accessibility to the Institution of All Citizens of the State						
8C1	% of the undergraduate SC citizens enrolled who are minority (headcount)	96.9%	97.9%	98.0%	98.2%	98.3%
8C2	Annual retention rate of SC degree-seeking undergrads who are minority	83.6%	84.2%	82.5%	77.8%	77.3%
8C3	% graduate students who are minority (headcount)	62.7%	61.8%	69.4%	84.7%	83.2%
8C4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	71.4%	76.3%	72.0%	69.0%	77.3%

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

SCSU Board to Extend President Hugine's Contract

The South Carolina State University Board of Trustees voted to extend the contract of Dr. Andrew Hugine Jr., the University's ninth president during their annual board retreat being held in Charleston, S.C. The unanimous vote will extend Hugine's contract through 2010. "Dr. Hugine has done an outstanding job in leading this institution over the past two years," said Maurice Washington, board chairman. (06/10/05)

South Carolina State University's Financial Report Is Certified Excellent

South Carolina State University's senior vice president for Finance and MIS, John E. Smalls, received notification that the 2005 comprehensive annual financial report (CAFR) for the fiscal year ended June 30, 2005, qualified for a Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada. The Certificate of Achievement is the highest form of recognition in governmental accounting and financial reporting and its attainment represents a significant accomplishment by a government and its management. (06/14/06)

South Carolina State University waives tuition for displaced Gulf Coast students

ORANGEBURG, S.C. — South Carolina State University announced today that it will accept and provide assistance to undergraduate and graduate students who attended colleges or universities in the states of Louisiana, Mississippi and Alabama, who have been displaced as a result of Hurricane Katrina. Transportation assistance will also be offered to ensure that students arrive on campus safely and begin matriculation during the current fall semester which started nearly three weeks ago. Although, the University has no students from the affected areas, it will provide support for members of the University family (students, faculty and staff) who may have relatives in areas devastated by the hurricane. South Carolina State is also encouraging students, faculty and staff to volunteer with local community organizations. In addition to assisting affected students, South Carolina State University is also reaching out to displaced faculty members. Opportunities to continue their research and adjunct teaching assignments consistent with the needs of the University will be made available to faculty. (09/06/05)

SC State's 1890 Extension Program TechBridge Summer Computer Camp "Bridges the Gap in the Digital Divide" in Anderson, Charleston, Hampton, and Orangeburg

The 1890 Extension Program at South Carolina State University, in collaboration with Henkels & McCoy, Inc., will reward more than 60 students for their commitment and dedication during this summer's **TechBridge Build to Keep Computer Program**, by presenting them with brand new computers. The computers to be given were completely built for and by the students who will take them home during award receptions.

Table 7.6.a Approvals from the SC Budget and Control Board and General Assembly:

FUNDING APPROVAL (2003-2006)	
Amount	Project
\$126,000,000+	Capital improvement and deferred maintenance projects over the next 3 to 5 years
\$26,000,000	Secured Phase I funding for the Congressman James E. Clyburn Transportation, Research, and Conference Center Complex
\$42,000,000	Loan from the U.S. Department of Education to construct a 755-bed apartment style housing complex for students
\$14,500,000	General Assembly passage of special legislation for additional funding for deferred maintenance
\$74,000,000	General Assembly passage of special legislation for approval of loans and bonds*
\$1,400,000	Secured for design and construction of the Chestnut Street entrance to the campus
\$1,500,000	Set-aside to expand the footprints of the university through the acquisition of property included in the master plan

Table 7.6.b South Carolina State University Full-Time Teaching Faculty

Year Ended June 30	Professors	Associate Professors	Assistant Professors	Lecturer & Instructor	Total	Percent With Tenure
2005	51	48	83	29	211	61%
2004	42	45	73	26	186	45%
2003	50	57	83	26	216	44%
2002	49	55	84	25	213	34%
2001	56	53	73	29	211	66%

Table 7.6.c Institutional Accreditations

South Carolina State University	Southern Association of Colleges and Schools Commission on Colleges
Program	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 for 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
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))

7.6.d - Category 1.3
South Carolina State University Office of Internal Audit
3-Year Audit Plan as of September 20, 2005*

			Rating	2006	2007	2008
1	Athletics Programs	Athletics	290	X		
2	Grant Programs	Fiscal Affairs	257	X		
3	1890 Research Programs	1890	256	X		
4	Cashier's Office	Fiscal Affairs	253	X		
5	Construction Contracts	Fiscal Affairs	252			
6	University Computing & Information Technology	Fiscal Affairs	252	X		
7	Fixed Assets	Fiscal Affairs	242		X	
8	Student Financial Aid	Student Affairs	241	X		
9	Disaster Recovery	Fiscal Affairs	237		X	
10	Housing	Student Affairs	237		X	
11	Procurement	Fiscal Affairs	235		X	
12	Facilities Management	Fiscal Affairs	232		X	
13	Supplies and Other Services		220		X	
14	Admissions	Student Affairs	215		X	
15	Payroll	Fiscal Affairs	212		X	
16	Business Continuity Plan		209			
17	Debt Reserves	Fiscal Affairs	207			X
18	Sponsored Programs - 1890	1890	207			X
19	Accounts Payable	Fiscal Affairs	204			X
20	Work Study Program	Student Affairs	204			X
21	Emergency Evacuation Plan		202			X
22	Transportation Center	1890	202			X
23	Registrar	Academic Affairs	200			X
24	Compensation	Human Resources	199			X
25	University Center - Greenville	Academic Affairs	199			
26	Educational Technology Services	Academic Affairs	197			
27	Accounts Receivable/Billing	Fiscal Affairs	192			
28	Felton Child Care Program	Academic Affairs	192			
29	Felton Laboratory School	Academic Affairs	192			
30	Loan Management	Fiscal Affairs	187			
31	Account Reconciliations	Fiscal Affairs	186			
32	Budget Process	Fiscal Affairs	184			
33	Lease Agreements	Fiscal Affairs	184			
34	Postal Center	Fiscal Affairs	178			
35	Campus Security	Student Affairs	175			
36	Benefits	Human Resources	174			
37	Public Relations	Institutional Advancement	174			
38	Bookstore	Fiscal Affairs	173			
39	Food Services	Student Affairs	169			
40	Print Operations	Institutional Advancement	169			
41	Employee Travel	Fiscal Affairs	166			

* List only includes items 41 of 56 and areas may be revised based on priority annually.