

September 15, 2010

Office of State Budget  
**Attention: Ms. Karen Rhinehart**  
1201 Main Street, Suite 870  
Columbia, SC 29201

Dear Ms. Rhinehart:

Enclosed is the 2009-2010 South Carolina State University 1890 Research and Extension Program Accountability Report. Four (4) copies of the Accountability Report are submitted for your perusal. An e-mailed version of the report was also submitted today to your email address at [Krhinehart@budget.sc.gov](mailto:Krhinehart@budget.sc.gov).

If further information is needed, please contact Mrs. Sharon Wade-Byrd, Office of Accountability, at (803) 536-8697 or e-mail: [swadel@scsu.edu](mailto:swadel@scsu.edu).

Sincerely,

G. Dale Wesson, Ph.D.  
Vice President for Research and  
Economic Development and Executive  
Director for 1890 Research and Extension

Enclosures: 4

Cc: Mrs. Sharon Wade-Byrd

# **Accountability Report**

**Fiscal Year 2009-2010**

**SC STATE**

**South Carolina State University  
1890 Research & Extension**

**July 1, 2009 – June 30, 2010**

**Date Submitted: September 15, 2010**

## Accountability Report Transmittal Form

Agency Name South Carolina State University

Date of Submission September 15, 2010

Agency Director Dr. G. Dale Wesson

Agency Contact Person Sharon L. Wade-Byrd

Agency Contact's Telephone Number (803) 536-8697

## I. EXECUTIVE SUMMARY

There are two land-grant universities in the State of South Carolina; Clemson and South Carolina State University. The Land Grant Universities have a pivotal role in the community and economic development of the nation. As part of the land-grant mission, the objective of the 1890 program is to raise the educational consciousness and awareness of national issues that impact limited resource clientele, in order to improve their quality of life. Overall, the mission of the 1890 Research and Extension Program at South Carolina State University is to promote an organized research and extension system that addresses quality of life opportunities for limited-resource communities and provides effective stakeholder outreach programs and services in the areas of extension, agriculture/natural resources, family life, health and nutrition, youth development, community economic development, education and technology. The organization values the integration of research, teaching and public service. Individually, the 1890 Evans-Allen Research mission 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. The mission of the 1890 Extension Program is to deliver research-based programs/activities designed to help stakeholders/clientele enhance their quality of life in order to respond to environmental changes. The 1890 Research and Extension Units work together to benefit the citizens of South Carolina.

The major achievements from the past year (July 1, 2009 – June 30, 2010) for 1890 Research and Extension include the following:

- Two hundred seventy-two livestock producers participated in the 1890 Extension Small Farm Project. Eighty-seven percent adopted recommended practices and 25% planned to adopt based on participants' feedback. One hundred percent gained knowledge and improved their management skills, while 75% increased production and 35% increased income. In addition, 39 small vegetable producers were actively engaged in the Integrated Pest Management (IPM) Project. Ninety-seven adults and 36 youth were provided training in the area of vegetable production and home gardening. Sixty-two percent adopted practices, while 28 percent planned to adopt. One hundred percent gained knowledge and skills. Thirty-one percent increased their income.
- After participating in 7 nutrition classes, 437 participants increased their knowledge in food and health issues. Also, 473 participants increased their knowledge in health, after attending 8 classes on health related issues. The Color Me Healthy program has reached over 600 youth and their families. The information was sent home for the participants to use to implement new healthy eating activities. As a result of the health education program, 95% of the seniors agreed to carry their medical ID card at all times.
- TechBridge Summer Academy distributed 72 new student built computers to rising 7<sup>th</sup> and 8<sup>th</sup> grade students in a 5 week program. A total of 323 student built computers have been distributed for use in homes/communities across the state in the last five years. One hundred percent of the participants gained technological advances by receiving the computer.
- Fifty hours of free on-site training for 72 participants in areas of child growth and development, curriculum and administration were conducted. Thirty-eight child care

centers in 7 counties were represented. The average cost of one course was \$30. A savings of \$21,060 to child care providers was generated.

- Six thousand three hundred fifty one youth increased their knowledge as a result of participating in the summer enrichment program.
- The 1890 Research and Extension Program secured nearly \$2 million in non-1890 appropriated external grants from federal and state agencies. Grants were received from agencies such as the U.S. Department of Agriculture, U.S. Department of Housing and Urban Development, U.S. Department of Education, South Carolina Housing Finance and Development Authority, and Federal Home Loan Bank of Atlanta.
- The Family Life Extension Agents conducted 332 workshops with participants in the area of nutrition education and wellness. Based on the pre and post evaluations collected of the 2,704 program participants, 90% indicated that they had gained new knowledge and 94% stated they planned to adopt the demonstrated practices. After a follow-up review, 85% actually adopted the practices.
- Agents provided services to over 856 persons. As a result of the education provided and funding leveraged, 8 families received home rehab services. In addition, 8 families/individuals received affordable rental housing. Also, a participant was able to secure a \$3,000 grant to establish a new business. Several K-12 educators were provided training on the youth entrepreneurship curriculum throughout the state of South Carolina.
- The 2009 Plan of Work Report and the 2011-2015 Plan of Work Review Update were approved by USDA for another fiscal year. This marks the eighth consecutive year the reports have been reviewed and approved without required revisions.
- During the reporting period, Evans-Allen Research funded 23 research projects. The research focus areas included: sustainable agriculture, food safety & nutrition, community leadership, economic development, engineering, education reform and transportation as well as youth and family development.

The key strategic goals for the present and future years are governed by the five national goals established in the National Institute of Food and Agriculture (NIFA) Agency Strategic Plan and aligned to the five national goals within the Research, Education and Economics (REE) Mission Area of the U. S. Department of Agriculture. The national goals are (1) to promote an agricultural system that is highly competitive in the global economy, (2) to provide a safe and secure food and fiber system, (3) to develop a healthy, well-nourished population, (4) to generate greater harmony between agriculture and the environment and (5) to enhance economic opportunity and quality of life for Americans.

To coincide with the five national goals, the 1890 Research and Extension Program goals focus on (1) agriculture and production systems, (2) youth and family development, (3) rural life and rural opportunities and (4) environment, health and human nutrition. The 1890 Research and Extension Program continue to provide outreach services to their targeted audience of rural and urban limited-resource individuals.

The key strategic goals of 1890 Research and Extension for the present and future years are as follows:

1. To increase external funding to support programmatic and operational initiatives.

2. To make Camp Harry E. Daniels in Elloree, South Carolina an operational facility for programs and activities.
3. To establish an 1890 Research Farm Demonstration Laboratory at Camp Harry Daniels.
4. To secure land and construct community centers. To solicit acquisitions for land to build four 1890 Extension Community Centers across the state of South Carolina. The centers will be equipped with office and multi-purpose spaces designed to engage clientele and communities with an array of on-site community programs, projects and activities.
5. To increase the number of interdisciplinary research projects by engaging faculty/staff within the university to strengthen research collaboration across departments and disciplines and encouraging the development of an international component for research, teaching, and extension programming.
6. To expand internal and external collaborations and partnerships to build the land-grant capacity by exploring and developing more collaborative partnerships within and outside of the university, with particular focus on non-land grant partners, instructors, community development agencies, etc.
7. To expand Mobile Technology Center Outreach.
8. To continue to place more emphasis on the integration of research projects and Extension programs and activities.
9. To develop nutrition and health programs across the state.
10. To become more involved in developing a paraprofessional base, which provides development of clientele skills to assist in program delivery and evaluation within communities.
11. To strengthen strategic planning preparation of extension agents and outreach staff in the delivery of programs based upon environmental screening relative to GIS enhancements.
12. To help academic areas develop new and innovative programming, degree and non-degree, in strengthening the promotion of the land grant philosophy of the University through increased research opportunities and program development in Extension.
13. To continue to expand professional development training for Research and Extension staff; thereby, strengthening the skill level and expertise base for program delivery.
14. To develop expanded emphasis on grant development to support Extension outreach programs and activities.

15. To establish niche areas in Research and Extension for program development to highlight the strength of Research programming within the University.

The key strategic challenges (i.e., mission, operational, human resource, financial and community-related strategic challenges) that may affect 1890 Research and Extension's success in fulfilling its mission and achieving its strategic goals consist of the following as opportunities: (1) appointment of an 1890 Research and Extension executive director, (2) utilizing the mobile unit to expand the technology focus to assist counties across the state with our programs, (3) assist academic areas in developing new and innovative programs/activities, (4) help to develop an international programming focus at South Carolina State University, (5) expand the professional development training for Research and Extension staff, (6) emphasize the land grant tradition of public service, (7) strengthen program development, (8) provide an opportunity to strengthen and develop more collaborations and partnerships across the state with various entities and (9) build the Geographic Information Management System (GIS) within 1890 to enhance 1890 Research and Extension and better serve areas with specific concerns and needs.

The main challenge that would affect 1890 Research and Extension Program's ability to fulfill its mission and achieve its strategic goals is based primarily on funding. The 1890 Program receives federal formula funds each year for the 1890 Research and Extension Program. The Farm Security and Rural Investment Act of 2002 (H. R. 2646) requires a match percentage annually. As of 2007, the mandated matching requirement is 100 percent. If the required Annual State Public Service Activities (PSA) Match, as stipulated in the Farm Security and Rural Investment Act of 2002, is not met we will lose 50 percent of our federal formula funds. The lost funds would be redistributed to states that meet the federal match requirement. If funding is cut, the 1890 Research and Extension activities/programs would have to be scaled back and/or eliminated, which would be detrimental to the limited-resource people we serve. In addition, the 1890 Program would not have the ability to increase or expand new and innovative programs/activities to the limited-resource communities served by 1890. However, by fulfilling the mission and achieving the strategic goals, the 1890 Research and Extension Program would have an opportunity to flourish, becoming more visible and accessible to the constituents. Also, by enhancing our collaborative efforts and partnerships, we are able to provide outreach services to more individuals.

The accountability report is used to improve organizational performance for the 1890 Program as an evaluation and/or assessment tool. The accountability report ensures that 1890 Research and Extension is in compliance with all the rules, regulations and reporting systems governed by USDA requirements. The report provides an avenue to identify strengths and weaknesses within the organization as well as a review of programs/activities. It allows the organization to examine the programs/activities that work and also reflect upon needed services/programs in the targeted areas. Data collection, through surveys, evaluations, etc., is implemented to help assess and improve programs/activities. Through partnerships, programs have expanded enrichment and educational opportunities for children, youth and families statewide. The accountability report is a tool used by the leadership to assess current programs/services and develop future programs/services.

## Section II - ORGANIZATIONAL PROFILE

- The organizational profile is a fact-based description of the 1890 Research and Extension Program. 1890 Researchers identify the main products, services and primary methods by which 1890 Extension delivers and conducts business. The 1890 Program Outreach areas include 4-H Youth Development, Adult Leadership and Community Development, Environment and Natural Resources, Small Farm Assistance and Outreach, Family Life, Technology and Data Management and Nutrition, Food Safety and Wellness. USDA within the reporting cycle developed five national priority areas of focus. The 1890 Research and Extension Program has geared its outreach and research to include the priority areas, which are global food security and hunger, climate change, sustainable energy, childhood obesity and food safety. The primary methods of service delivery are through hands-on instruction, workshops, peer-to-peer trainings, on-site demonstrations, surveys, evaluations, community education classes, etc. conducted by 1890 Extension staff and established partnerships.
- The key customers, groups and their key requirements/expectations are limited-resource individuals and their families that are not traditionally served through outreach services. The customer focus is on the underserved. The key customers are provided access to programs and services in a fair and equitable manner. Services are extended to everyone, whether they are an adult, youth and/or child. Youth/Children, senior citizens and farmers take advantage of the programs/activities offered by the 1890 Research and Extension Program.
- The key stakeholder groups (other than customers) are the local, state and federal entities, members of the advisory board, faith-based organizations, educational institutions, businesses, private industries and non-profit organizations.
- The key suppliers and partners for the 1890 Research and Extension Program include local businesses, corporations, school districts, faith-based initiatives, child-care centers and foundations.
- The 1890 operating locations are represented across the state. The main office is located on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex. Staff are housed in the Research facility, the Extension Annex and the John W. Matthews, Jr. Extension Center. County staff is located in various sites throughout the state. Three offices are located within the counties of Orangeburg, Marlboro and Hampton. Each cluster office serves multiple counties. The Orangeburg Cluster consists of Bamberg, Calhoun, Dorchester and Orangeburg counties. The Marlboro Cluster serves Dillon, Florence, Marion and Marlboro counties. The Hampton Cluster includes Allendale, Colleton, Hampton and Jasper counties. The Orangeburg, Marlboro and Hampton Clusters all house full-time staff members. The 1890 Cooperative Extension Program employees share office space with Clemson in two counties (Greenwood and Williamsburg). In the Anderson Cluster, at Westside



Community Center, 1890 Extension has one youth agent and one Children, Youth and Families at Risk (CYFAR) program assistant. An agricultural agent is housed in the Greenwood Cluster. One youth/agriculture senior extension director provides leadership for programs/activities in the Williamsburg Cluster. The Cluster, also, employs one agriculture specialist.

- The 1890 Research and Extension Program employees approximately 170 staff members, which include permanent, temporary and student employees. The employee categories are segmented as 21 classified, 34 unclassified, and 117 temporary.
- The regulatory environment under which 1890 Research and Extension operates (i.e. occupational health and safety regulations, certifications, financial and service requirements) is governed by the state of South Carolina and/or federal governments (USDA, NIFA, etc.).
- The performance improvement system(s) for 1890 includes progress relative to strategic objectives and action plans as well as adhering to the goals and objectives within the Five Year Plan of Work. Data/information analysis is used to provide effective support for decision making. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways, in order to provide effective support for decision making. First and foremost, program evaluations are conducted on a continual basis. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers develop evaluations, surveys and questionnaires tailored to their targeted audiences. A sign-in sheet or a personal data collection form is utilized for each program/activity. To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/researchers conduct pre and post test. On occasion, agents/researchers request the services of the Information Technology (IT) division or Accountability Office to assist in the preparation of evaluation methods. The IT Division is also responsible for securing and analyzing the data, once it has been collected.

Research projects utilized both applied and basic research methods which focused on agricultural, human and rural economic development efforts. The analyses of the data sets were conducted by utilizing the appropriate statistical technique package(s). Analyses entailed both non-parametric and inferential statistical analysis such as logic modeling and regressions. The findings from the research projects were published in final bulletins. One pagers were designed and developed for easy reading for legislators and stakeholders. In many instances, brochures were produced and utilized by Extension personnel for distribution to their clientele in areas where there was a need to assist with program development. Some publications and/or manuscripts were submitted to peer reviewed journals.

Several methods are utilized in order to make appropriate decisions relative to comparative data and information such as the use of secondary data (e.g., Census data to identify tracts of potential clientele to be served by the Extension agents and Geographic Information System (GIS) to illustrate where the small farm tracts are located.) The management of accumulated organizational knowledge that was collected was secured by the division's Information Technology component. The data was stored on a dedicated server with tape back-up which was password protected. It was distributed and/or transferred through the Assistant Administrator for Extension and then to the sectional leaders (county supervisors), who in turn shared the information with agents.

- **Organizational Structure:** The overall governing body of the organization is the South Carolina State University (SCSU) Board of Trustees and the University President. There is a vice president for research and economic development which heads the division. The National Institute of Food Administration (NIFA) and USDA govern the 1890 Program executive director/administrator. The executive director/administrator directly supervises an administrative coordinator II, administrative assistant, director of accountability and plan of work, assistant administrator of fiscal affairs, extension administrator and research administrator. for research and extension. The assistant administrator of fiscal affairs is responsible for the supervision of two positions (an administrative assistant and a fiscal analyst III). The extension administrator supervises the overall unit of the Extension Program which includes administrative assistants, senior extension directors, agents, extension P-14's, P-13's and P-13S's. The research administrator manages the overall unit of the Research Program. The individual supervises administrative assistants, data management staff, Geographic Information System (GIS) Laboratory, tecjmp;pgu support and Evans-Allen Research Scientists. The director of accountability and plan of work supervises the director of public relations and communications and an administrative assistant.

## Accountability Report Appropriations/Expenditures Chart

### Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$2,429,770	\$532,640	2,425,570	\$528,440	\$2,425,570	\$528,440
Other Operating	\$3,242,741	\$2,266,991	\$2,333,130	\$1,316,056	\$2,700,546	\$1,316,056
Special Items	\$	\$	\$	\$	\$	\$
Permanent Improvements	\$	\$	\$	\$	\$	\$
Case Services	\$	\$	\$	\$	\$	\$
Distributions to Subdivisions	\$	\$	\$	\$	\$	\$
Fringe Benefits	\$667,239	\$226,133	\$669,661	\$226,954	\$669,661	\$226,954
Non-recurring	\$370,028	\$370,028	\$500,000	500,000	\$500,000	\$500,000
<b>Total</b>	<b>\$6,709,778</b>	<b>\$3,395,792</b>	<b>\$5,928,361</b>	<b>\$2,571,450</b>	<b>\$6,295,777</b>	<b>\$2,571,450</b>

### Other Expenditures

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

**Major Program Areas**

<b>Program Number and Title</b>	<b>Major Program Area Purpose (Brief)</b>	<b>FY 08-09 Budget Expenditures</b>	<b>FY 09-10 Budget Expenditures</b>	<b>Key Cross References for Financial Results*</b>
1221 – Sustainable Agriculture, Natural Resources and Environment	Sustainable agriculture, Natural Resources and Environment. (To assist small farmers with their land.)	<b>State:</b> 998,466.00 <b>Federal:</b> 1,223,395.00 <b>Other:</b> <b>Total:</b> 2,221,861.00 <b>% of Total Budget:</b> 33%	<b>State:</b> 806,757.00 <b>Federal:</b> 1,120,103.00 <b>Other:</b> <b>Total:</b> 1,926,860.00 <b>% of Total Budget:</b> 32%	7.1 7.2 7.3 7.4 7.5
1222 – Nutrition Education, Diet, and Health	Nutrition Education, Diet and Health. (To provide nutrition education that promotes healthy living.)	<b>State:</b> 221,533.00 <b>Federal:</b> 321,328.00 <b>Other:</b> <b>Total:</b> 532,861.00 <b>% of Total Budget:</b> 8%	<b>State:</b> 199,629.00 <b>Federal:</b> 327,513.00 <b>Other:</b> <b>Total:</b> 527,142.00 <b>% of Total Budget:</b> 9%	7.1 7.2 7.3 7.4 7.5
1223 – Youth and Family Development	Youth and Family Development. (To provide family, resource management and educational programs to improve quality of life.)	<b>State:</b> 742,004.00 <b>Federal:</b> 880,833.00 <b>Other:</b> <b>Total:</b> 1,622,837.00 <b>% of Total Budget:</b> 24%	<b>State:</b> 577,294.00 <b>Federal:</b> 964,308.00 <b>Other:</b> <b>Total:</b> 1,541,602.00 <b>% of Total Budget:</b> 26%	7.1 7.2 7.3 7.4 7.5
1224 – Community Leadership and Economic Development	Community Leadership and Economic Development. (To provide leadership and economic development initiatives to communities.)	<b>State:</b> 418,668.00 <b>Federal:</b> 554,668.00 <b>Other:</b> <b>Total:</b> 973,336.00 <b>% of Total Budget:</b> 15%	<b>State:</b> 368,963.00 <b>Federal:</b> 514,617.00 <b>Other:</b> <b>Total:</b> 883,580.00 <b>% of Total Budget:</b> 15%	7.1 7.2 7.3 7.4 7.5
1225 - Administration	Administration (To provide overall operation of programs/activities.)	<b>State:</b> 1,025,121.00 <b>Federal:</b> 333,762.00 <b>Other:</b> <b>Total:</b> 1,358,883.00 <b>% of Total Budget:</b> 20%	<b>State:</b> 618,807.00 <b>Federal:</b> 430,370.00 <b>Other:</b> <b>Total:</b> 1,049,177.00 <b>% of Total Budget:</b> 18%	7.1 7.2 7.3 7.4 7.5

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

<b>Remainder of Expenditures:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>
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• Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

### **III. ELEMENTS OF MALCOLM BALDRIGE CRITERIA**

#### **Category 1 – Senior Leadership, Governance and Social Responsibility**

Senior leaders set, deploy and ensure two-way communication throughout the organization and with customers and stakeholders as appropriate for short and long term and organizational direction and priorities by keeping staff members informed and aware of decisions and policies. Staff input is requested on occasion. The leadership role has been entrusted to the senior leaders of each unit, as recommended by the vice-president for research and economic development and 1890 executive director. The senior leaders use a team approach to maintain and enhance the level of professionalism and productivity they were accustomed to providing regarding leadership. Employees are also expected to perform with the highest level of integrity and professionalism. The senior leaders, constantly, communicate with the vice-president on decisions affecting their particular areas. The senior leaders are approachable and employees are at liberty to make appointments to review and discuss any issues. However, an appointment is not necessary or mandatory. Employees may visit senior leaders in their offices, at any time, to ask questions or make comments. The senior leaders have an open door policy in respect to the employees.

The performance expectations of the employees are high, yet achievable. Staff members are given independent job assignments and are encouraged to be innovative, assertive and creative. Showing initiative, in regards to management and task completion, is appreciated. Within the organization, honesty is always the best policy. The senior leadership and staff are aware of the professional values needed to function with the organization. Staff development continues to be high on the priority list. The administration promotes training/learning for their employees. When brochures, pamphlets and flyers are received, the information is provided to employees to encourage educational enhancement. Workshops, seminars and training opportunities allow employees to keep abreast of the latest findings in their fields of professionalism. Professional growth is always encouraged. Ethical behavior is held in high regard. Employees are expected to be loyal and dedicated to their jobs and take pride in the work they do. Policy manuals are available to staff for review at anytime. The policies and procedures manual is available online via the internet. Any changes in the policies are distributed to the employees via e-mail as well as hard copies made available. In addition to the policy of the University, 1890 Research and Extension is mandated by federal and state guidelines.

The senior leaders establish and promote a focus on customers and other stakeholders that utilize the organization's programs/activities through a stakeholder input process. Section 102 © of the Agricultural Research, Extension and Education Reform Act of 1998 (AREERA) requires that land grant institutions gather and provide information related to stakeholders. The Act specifies that information on 1) actions taken to seek stakeholder input that encourages their participation and 2) a statement of process used by institutions to identify individuals and groups who are stakeholders and to collect input from them.

South Carolina State University 1890 Research and Extension seeks stakeholder input from 1) the community at-large, 2) County Advisory Committee Members, 3) Research and Extension administrators, 4) Extension Agents, and 5) 1890 Research and Extension staff. The 1890

Program also gets valuable information through collaborative efforts and partnerships that assist in the delivery of services.

The organization addresses the current and potential impact on the public of its programs, services, facilities and operations, including associated risks by reviewing the qualitative and quantitative data collected from various program sources, from the public. The output and outcome indicators provide valuable information regarding the services and programs. In regard to risk factors, the university has in place an Institutional Review Board (IRB) that reviews all surveys and programs that involve human subjects. Before data is collected, the research protocol or program offerings must go through the IRB for approval.

Senior leaders maintain fiscal, legal and regulatory accountability by having staff members in positions that constantly monitor the actions of the organizations. Personnel are aware of the rules and regulations. Updates are constantly provided to the personnel when new information is received. A check and balance system is in place to monitor the fiscal activities of the various programs. The university has an attorney on retainer to respond to legal matters.

Senior leaders regularly review performance measures to inform them on needed actions through collecting data through surveys, questionnaires, evaluations, and sign-in sheets. Senior leaders implemented an internal reporting system to allow staff an opportunity to keep an account of the daily programs/activities. On occasion, focus group sessions are held with various participants. Log sheets as well as sign-in sheets are also collected to provide accurate records of program participation and to make future contact.

The senior leaders use the organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization, including the head of the organization and the governance board/policy making body. Management is able to determine their personal as well as organizational strengths and weaknesses. With the feedback, changes may be made in regard to restructuring or shifting positions and/or responsibilities.

Senior leaders promote and personally participate in succession planning and the development of future organizational leaders by giving staff members administrative responsibilities and providing opportunities for growth, such as representation for senior leaders on committees, at meetings, etc. By gradually increasing the roles and responsibilities of employees that demonstrate potential leadership qualities, the senior leaders develop successors. In the absence of senior leaders, a successor is able to fill-in and respond, accordingly. 1890 Research and Extension is growing leaders/successors. The agency has several young, energetic and educated individuals on staff that is capable and competent to fill the positions of senior leaders. Also, names of staff members are submitted for leadership training. Several senior leaders have participated in the Leadership Orangeburg Program as well as Leadership South Carolina.

The senior leadership creates an environment for performance improvement and the accomplishment of strategic objectives by keeping the staff informed of various additions and/or changes within the organization. Meetings are held with department heads and they, in turn, meet and discuss key organizational priorities with the division staff. Department heads

schedule monthly meetings with their staff, as well as have one-on-one meetings. The team approach has been a very effective measure when discussing goals, objectives and programming issues. Updates to the strategic objectives are made quarterly. A final report is submitted at the end of the year.

Senior leaders create an environment for organizational and workforce learning by providing training and workshops that are beneficial to the staff. On occasion, staff members submit requests for educational enhancement they have received by emails, brochures, etc.

Senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization by providing a forum for staff to express themselves in meetings as well as submit proposals for initiatives in which they want to be involved. Staff members are urged to seek out external grants and other resources that would enhance their program area. Senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization. A performance bonus, on occasion, used to be awarded. However, due to budget cuts, the organization was not able to continue such an initiative. Also, staff are given the opportunity to recognize and submit the names of staff from the Research and Extension Program for Staff Employee of the Year representing the unit. The winning candidate is then chosen from a pool of University representatives to be the University Employee of the Year. For the first time since its inception, an 1890 Research and Extension employee won the Staff Employee of the Year for the University. Outstanding performances or accomplishments are featured in the 1890 community brochure as well as the media releases through the university. An impact document was developed and published highlighting many of the impacts made during the reporting period.

The senior leadership actively supports and strengthens the communities in which the 1890 Program operates by involving the community in all the 1890 activities/programs. Persons from the community act as volunteers and liaisons for the organization. Community meetings are, also, held with residents. Areas of emphasis are identified and determined by county agents as well as the senior leadership. The senior leadership, periodically, goes into the community and gets involved with whatever programs/activities that may be sponsored by 1890 Research and Extension. Based on their level of expertise, members of the senior leadership team deliver programs to the community and serve as program assistants and chaperones. Community classes and workshops are held across the state to provide citizens an opportunity to get hands on learning. Brochures are distributed, on a quarterly basis, identifying programs/activities offered by the 1890 Program.

## Category 2 – Strategic Planning

### Strategic Planning

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal/Objective</b>	<b>Related FY 09-10 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
1221- Sustainable Agriculture, Natural Resources and Environment	To establish an agricultural system that is highly competitive in the global economy	<ul style="list-style-type: none"> <li>~ Provide trainings/workshops</li> <li>~ Establish marketing outlets</li> <li>~ Increase farmer profitability</li> <li>~ Establish on-going technical assistance programming</li> <li>~ Promote greater harmony with agriculture &amp; the environment</li> </ul>	<ul style="list-style-type: none"> <li>~ Participate in trainings/workshops/hands-on activities</li> <li>~ Progress with farm retention</li> <li>~ Assess the impact of knowledge base (surveys)</li> <li>~ Publications/Pamphlets</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1222 – Nutrition Education, Diet and Health	To insure a safe and secure food system	<ul style="list-style-type: none"> <li>~ Teach lessons on basic sanitation and food safety</li> <li>~ Increase food safety awareness</li> <li>~ Promote lifestyle behavior changes</li> </ul>	<ul style="list-style-type: none"> <li>~ Follow-up and evaluate client implementation lessons</li> <li>~ Food preparation (washing hands and food)</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1223 – Youth and Family	To promote a healthy, well-nourished population	<ul style="list-style-type: none"> <li>~ Implement a healthy nutrition education</li> <li>~ Increase participants' consciousness of food safety and nutritious eating habits</li> </ul>	<ul style="list-style-type: none"> <li>~ Documented personal changes</li> <li>~ Number of clients who adopted healthy eating/cooking habits</li> <li>~ Reading labels</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1224 – Community Leadership and Economic Development	To establish a greater harmony between agriculture and the environment	<ul style="list-style-type: none"> <li>~ To promote effective water quality strategies</li> <li>~ To provide natural resource and environment education programming in limited resource communities.</li> </ul>	<ul style="list-style-type: none"> <li>~ Provide knowledge about regulations for effective measures then conduct a pre and post test</li> <li>~ Adopting practices</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1225 - Administration	To enhance economic opportunity and quality for Americans	<ul style="list-style-type: none"> <li>~ Increase collaborations and partnerships to increase research efforts addressing issues of poverty and economic development</li> <li>~ Assist academic areas in developing new and innovative programming</li> </ul>	<ul style="list-style-type: none"> <li>~ Developed an Impact Document</li> <li>~ Evaluate new program initiatives that are implemented to assess impact</li> <li>~ Provide success stories</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>

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



The strategic development process includes the entire staff in the 1890 Research and Extension Program. A representative group of senior leaders was selected to develop a strategic plan that focused on the Research and Extension area, in order that the 1890 plan could be reflected into the overall university strategic plan. A Plan of Work was implemented and integrated into the institution's individual functions of research, extension and higher education. A planning process was implemented using a team concept with stakeholder involvement, representation and cooperation in the planning process, both at the county and cluster levels. The results focused on a plan and utilization of appropriate resources where needed. With the implementation of the new five year Plan of Work, each year a new annual plan is added.

Using information gathered through program experts, stakeholder input, programs and research projects were selected in order to meet the goals, trends, issues and program needs of the clientele. The strategic plan focused on each program area and delineated some of the strategic issue areas and critical problem areas under each program. A representative/agent from each targeted county area has contact with the senior leaders.

The agents/representatives develop and track action plans that address the key strategic objectives and goals of the plan of work. The staff and administration are provided access to all of the resources they need to fulfill their job responsibilities. The staff prepares requisitions for purchases needed to carry out the operation of their job. If resources are not available on the campus of South Carolina State University, contacts are made to seek and find whatever is needed in order to accomplish an end result. Resources are allocated to ensure the accomplishments of the 1890 Program action plans are followed through by preparing line item budgets and planning, in advance, programs and activities.

The strategic objectives, action plans and related performance measures are communicated and deployed by the staff. For years, all staff members have been made aware of the Plan of Work Reporting System. The expectations of the employees were conveyed in relationship to completing the various performance goals. A copy of the Plan of Work was distributed to all personnel responsible for programming and implementing programs. USDA sends out a monthly newsletter updating the accountability director on information pertaining to the POW. The accountability director, in turn, relays the newsletter to senior leaders for distribution to their staff. The Office of Accountability keeps several copies of reports and publications on hand for distribution. Progress is measured on the agency's action plans through surveys, trainings, adoption of knowledge practices, etc. The strategic objectives address the strategic challenges identified in the Organizational Profile by making sure that all programs and activities are matched to a specific required USDA national goal. The 1890 Program evaluates and improves its strategic planning process by reviewing the progress made throughout the year. Data is collected and documented, then placed into an Annual Report for review by USDA. The staff is aware that strategic objectives, action plans and performance measures are required for the Plan of Work, especially when reporting time is due. The agency's strategic plan is made available to the public through the university's internet homepage. The website address is [www.scsu.edu](http://www.scsu.edu). For information specifically pertaining to 1890 Research and Extension, the website address is [www.scsu.edu/1890](http://www.scsu.edu/1890).

### **Category 3 – Customer Focus**

The 1890 Research and Extension Program customers are determined by law. The 1890 Research and Extension Program's market segment is mandated by the land-grant mission to serve the citizens of South Carolina, with a special emphasis on the underserved communities. The customer focus for 1890 Research and Extension is obtained through stakeholder input. Our objective is to raise the educational consciousness and awareness of issues that impact limited-resource persons, in order to improve their quality of life.

To keep the listening and learning methods current with changing customer/business needs and expectations, successful efforts were made to work with Clemson University in developing one state stakeholder Advisory Council for 1890 and 1862 schools. Joint meetings were held with the 1862 Council to move toward one Advisory Council. The 1890 and 1862 Advisory Councils completed the merger in 2005-2006. With the merger, the stakeholder input process was enhanced to increase customer participation and program delivery. In August 2007, South Carolina State University hosted its first joint meeting of the Advisory Council, which was held on campus during the reporting period – a first for the Council. Concentrated efforts of developing on-going assessment tools such as reporting stakeholder and clientele feedback through weekly reporting on activities conducted in workshops and forums within cluster areas served help determine which market segments 1890 Research and Extension will pursue and offer current and future educational programs, offerings and services. The joint Advisory Council Meeting continues to be rotated between South Carolina State University and Clemson.

The State Extension Advisory Council is made up of 34 members, two from each cluster and six (6) at-large members. Membership is for three years. As a member of the state council, the role and function is much broader than the service on a local committee. Members are kept fully informed on Extension programs through regular meetings and written materials submitted by the 1890 and 1862 directors. Members chosen for inclusion on the overall Council are not only leaders and innovators in their field, but community leaders as well. They are individuals deeply involved in their community and respected by their peers and by the community at-large.

Nomination for Council membership comes from local committees, from the advisory board itself and from at-large nominations. A request for at-large nominations will be sent to the system by October of each year. The cooperative extension service directors will issue an invitation to serve. Officers of the Council will include a chairman, vice chairman, and secretary. Standing committees include: executive, program, budget and finance, and recognition. The Executive Committee shall consist of all officers and committee chairs. The Council elects the officers and the chairman appoints the committee chairs. Council chairman serves as chair of the Executive Committee. The council chairman appoints a Nominating Committee for report prior to the last regularly scheduled meeting each year. Officers are elected by majority membership present at voting. Terms of council membership, officers and committee appointments are by calendar year.

In addition, the agency's listening and learning methods are kept current with changing customer/business needs and expectations by constantly keeping in touch with the program

participants. Having an open door policy where customers will feel welcome to stop by the offices or approach individuals as they travel throughout the communities to voice their concerns drives our customer centered approach. Customers have to feel that the people they are working with are approachable. Forums or group meetings are held to discuss issues and gain input. Staff members also attend various town/county meetings. Focus groups were held with participants to acquire information about their quality of life as well as their community.

Customers/stakeholders satisfaction is measured by the number of persons that adopt or participate in the programs as well as the increase in program participation. The request for additional continuing education classes is a positive sign that the agency is doing something right and helps provide for continuous improvement. The 1890 Program measures customer/stakeholder satisfaction and dissatisfaction and uses the information to improve by listening to its people. The customers do not hesitate to inform the agency, verbally or in writing, when they are satisfied or dissatisfied with the outcome of services they receive or would like to receive. Also, data collection through surveys, evaluations, etc. are conducted to identify the customers' level of satisfaction/ dissatisfaction with the programs/activities offered.

The information received from customers/stakeholders to keep services or programs relevant and provide for continuous improvement is used to enhance old programs/activities as well as develop new and innovative programs/activities. The data that is received from the constituents is very helpful toward the development of new services/programs. The agency is able to provide for continuous improvement when the funding is available and impact is made.

Positive relationships with customers and stakeholders are built over time by being truthful and honest with them, as well as being accessible when needed. When we are able to assist customers/stakeholders in accomplishing something they have attempted to do, it benefits them as well as our organization. Although different customer groups do not approach situations in the same manner, the issues are oftentimes similar, which may sometimes require modification of the program or activities to fit the needs of the customer/stakeholder groups.

#### **Category 4 – Measurement, Analysis and Knowledge Management**

The 1890 Research and Extension Program follows the goals and objectives within the five year Plan of Work which governs the operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans. Data/information analysis is used to provide effective support for decision making throughout the organization. The data/information analysis is used to direct areas of programming. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways, in order to provide effective support for decision making.

First and foremost, program evaluations are conducted on a continual basis as a key measure of performance. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers develop evaluations, surveys and questionnaires that were tailored to the targeted audiences. A sign-in

sheet or a personal data collection form is utilized for each program/activity. In Research, the key measures for collecting data/information are through qualitative as well as quantitative means. Data is collected through interviews (face-to-face, telephone, mail, etc.), laboratory experiments, second-hand data, etc. based on the research conducted and analyzed.

Key comparative data and information to support operational and strategic decision making and innovation is selected and used through secondary data (e.g., Census data to identify tracts of potential clientele to be served by the Extension agents and Geographic Information System (GIS) to illustrate where the small farm tracts are located). The management of accumulated organizational knowledge that is collected is secured by the division's Information Technology component. The data is stored on a dedicated server with tape back-up which is password protected. It is distributed and/or transferred through the assistant administrator for Extension and then to the sectional leaders (county supervisors), who in turn share the information with agents.

To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/ researchers conduct pre and post test. Agents/Researchers request the services of the Information Technology (IT) division or Accountability Office to assist in the preparation of evaluation methods. The IT Division is also responsible for securing and analyzing the data once it has been collected. Discussions continue to take place to develop and implement an electronic reporting system that mirrors the one used by USDA, which would provide statistical data in a matter of minutes.

Organizational performance review findings are translated into priorities for continuous improvement through impact of Research projects and Extension programs/activities. Research utilized both applied and basic research methods which focused on agricultural, human and rural economic development efforts. The analyses of the data sets are conducted by utilizing the appropriate statistical technique package(s). Analyses entail both non-parametric and inferential statistical analysis such as logic modeling and regressions. The findings from the research projects are published in a final bulletin. In many instances, brochures are produced and utilized by Extension personnel for distribution to their clientele in areas where there is a need to assist with program development. Some publications and/or manuscripts are submitted to peer reviewed journals.

In collaborative effort, South Carolina State University's 1890 Evans-Allen Research and Extension Program and Clemson University began addressing the requirements of the AREERA Act of 1998 by developing and conducting a planning process using the following three basic principles:

- 1) Partnership is essential to the delivery of effective programming.
- 2) Proper planning and program delivery require information sharing, evaluation, and analysis of outcomes and results.
- 3) Stakeholder involvement is the key to program development, priority setting and effective programming.

The 1890 Research Program has a Peer Review System in place to analyze and critique all proposals that are submitted for funding. The Peer Review Committee at South Carolina State University is composed of four subcommittee's representative of the four research problem areas to which the 1890 Evans-Allen Research Program is committed. A five-member panel exists for each subcommittee, with the 1890 assistant administrator for Research holding the position of chairperson for each subcommittee. The subcommittees, with the assistance of other peer professionals, evaluate project proposals, which are developed for funding consideration departmentally from academic areas of the university.

Upon receipt of a project proposal to the assistant administrator for Research, the project proposal is submitted to the appropriate Peer Review Subcommittee for review. After the subcommittee reviews the merits of a project proposal, its findings are submitted to the assistant administrator for Research who, then, communicates with the proposal writer at the Department levels as to findings of the review, and further action.

If the subcommittee recommends approval of a proposal, the assistant administrator for Research will then submit the project proposal to the State Experiment Station. After approval of the State Experiment Station Review, the 1890 Research Director then reviews the proposal status for preparation and submission to National Institute of Food and Agriculture (NIFA), USDA for final review and official approval. If approved by NIFA, USDA, authorization is then given to the 1890 research director to fund the proposal, if Evans-Allen funds are available at the station level to do so.

In regard to the 1890 Extension Program process, South Carolina State University and Clemson University are in the process of combining to form one Merit Review System. The Merit Review Panel membership will consist of 12 members as follows:

- One program coordinator
- Two county agents
- One professor from the School of Education or the School of Business
- One instructor/professor from the Department of Family and Consumer Sciences
- Two persons representing agencies or organizations who work with limited resource customers
- Three persons from county advisory councils
- Two persons involved in 1890 Research

The 1890 executive director serves as the committee chair. Members have staggered two to four year terms with one fourth being rotated off and replaced each year. The panel's responsibility is to conduct reviews for the duration of the five year Plan of Work. They meet once per quarter to review programs and projects and determine if curriculums are appropriate to provide the desired educational experiences. The group's focus is on changes in social, economic or environmental conditions, or the development of/or modifying a curriculum in order to obtain the desired outcome as prescribed in the Plan of Work. Such a panel has the support of the 1890 Research and Extension administrator and the university administration to provide service as a requirement of the AREERA Act of 1998.

The Plan of Work illustrates impact to stakeholders and the effectiveness of program management. The Plan of Work involves the continual cooperation between South Carolina State University and Clemson University, as both institutions continue to strengthen the collaboration in meeting the national goals within the research, education, and economic mission areas of the U.S. Department of Agriculture. The plan of work is an integrated plan within the functional areas of research, extension and higher education.

The 1890 Program collects, transfers and maintains organizational and employee knowledge by producing newsletters, brochures, pamphlets, etc. Reports are constantly submitted documenting the work performed. Statistical data is collected through monthly reports and kept on file. Participants and employees increased their knowledge through trainings and various other learning styles. The best practices are identified and shared by establishing memorandums of understanding, making presentations, having discussions, and involving others in the work process. CDs and DVDs have, also, been developed, disseminated and archived for future reference.

### **Category 5 – Workforce Focus**

The 1890 Research and Extension Division organize and measure work to enable employees to develop and utilize their full potential through a plan of work delivery system that evolves around the five national goals. Employees have the opportunity to develop and implement ideas that will make their work exciting as well as productive. Office equipment continues to be updated. All equipment necessary to accomplish their job tasks was provided. Excuses as to why employees could not do their jobs were eliminated. All program related persons were housed in the same office areas/buildings to promote cooperation and cohesiveness among staff members.

The staff was asked to submit their resumes and identify areas in which they are proficient. From working with various employees through the years, the administrator(s) are aware of certain employee strengths and weaknesses. On occasion, employees will request training or improvement in areas that they feel they are weakest. Within the past year, employees have participated in conferences, workshops, trainings and classes that would allow them the opportunity to increase their knowledge/skill base. The university constantly offers staff development and training programs. The Staff Development Liaison solicits input from staff as to the kind of workshop/training the employee may need that is not necessarily represented in the series of trainings offered by Staff Development.

To achieve effective communication and knowledge/skill/best practice sharing across departments, jobs and locations, employees receive e-mails and other correspondences of information sharing to make persons aware of various activities/opportunities. Also, outlines and guidelines have been written and documented to provide information to faculty/staff. Occasional, meetings are held with departments to inform faculty/staff information. For example, a quarterly brochure is prepared and disseminated locally and across the state to inform individuals of available services. Jobs are advertised, depending on the job location, across the state as well.

Management recruits, hires, places and retains new employees by going through the procedures identified from Human Resources. Job advertisements are placed in various media sources. An interview process is conducted and individuals are hired. Barriers the organization may encounter are individuals not wanting to move to a small town, the pay is not enough or the individual may not meet the specified requirements.

To assess the 1890 Program workforce capability and capacity needs, including skills, competencies and staffing levels employees have been evaluated based on the information included in their employee performance management form. Employees are assessed based on their job performance. Program teams have been developed based on areas of job performance. The teams meet on occasion to discuss areas of concern and conduct needs assessments.

The workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of the action plans by conducting mid-year evaluations, perform monitoring visits and stay in constant communication with the director and/or staff regarding issues that affect their areas. Recommendations for improvement are welcomed.

Key developmental and training needs are identified and addressed by the employee as well as senior leaders. Requests are usually made about trainings that the employee or senior leader has heard about or received information. The effectiveness of the education and training are evaluated based on a written and/or verbal report that was received. Also, whether the employee is able to implement the education or training received. On-the-job use of the new knowledge and skills are encouraged by allowing the employee to demonstrate their knowledge by teaching/showing others, implementing programs/activities, etc. Also, essential and marginal jobs functions are included in the planning stage of the annual position description.

Employee training plays a major role in the achievement of the agency's action plans. Training keeps the employee knowledgeable of the latest information. It provides insight into new and innovative ways of conducting agency business.

The university's employee performance management system (EPMS) including feedback to and from employees supports high performance and contributes to the achievement of the agency's action plan by allowing the supervisors to give an employee an "exceed performance" rating on the annual performance appraisal. By receiving an "exceed" rating, the supervisor has to provide written justification as to what made the employee's job performance outstanding/exceptional. All employees are evaluated annually.

The EPMS evaluation consists of two stages (planning stage and evaluation stage). In the planning stage, the supervisor and employee discuss the job functions, objectives and performance characteristics from which the employee will be evaluated. The evaluation stage is completed prior to the review date. The form is to be completed by the employee's supervisor and the next higher supervisor, called the reviewer, before the appraisal is discussed with the employee.

The agency's employees are motivated to develop and utilize their full potential by providing

educational opportunities, staff development and training. The administrators are encouraged to review their staff's position descriptions and conduct mid-year reviews. Salary equity was addressed in hopes of boosting morale and rewarding employees for their job performance. A Division Employee of the Year is selected each year from the Division of Economic Development and 1890 Programs. The Division Employee of the Year receives a monetary gift and receives recognition at a luncheon. Also, the Division Employee of the Year competes with other Division Staff Employees of the Year for the title of University Staff Employee of the Year.

The formal and/or informal assessment methods and measures used to determine employee well being, satisfaction and motivation may be determined by the attendance rate, overtime, job performance, volunteering for assignments and the years of experience staying with the agency. The low or high volume of complaints, if any, which may be brought against the organization, is also an indicator of an employee's job satisfaction. Wage increase is always a motivating factor for employees to perform their job duties. The time employees report to work is another factor in relationship to their job satisfaction.

The Office of 1890 Research and Extension maintains a safe and healthy work environment by reporting any maintenance issues to Facilities Management. Employees do not hesitate to report any condition they deem a hazard to employee's safety and well being. An employee from Facilities Management will make visits to the 1890 Research and Extension Complex. The facilities are smoke-free within the buildings and smoking containers are placed outside in various areas for smokers. A fire alarm system is throughout the Complex and fire extinguishers are located in the buildings. A workplace preparedness task force was developed to prepare policies and guidelines in emergency and disaster situations.

## **Category 6 - Process Management**

South Carolina State University 1890 Research and Extension Program is the organization in South Carolina for unique educational programs and problem-solving techniques designed to assist diverse rural and urban limited-resource audiences. The 1890 Program is a leader in South Carolina for providing educational and outreach opportunities to urban and rural limited-resource communities by helping them to achieve social and economic success, and to facilitate and enhance their ability to improve the quality of life with the most economically competitive and environmentally sound food and agricultural systems.

The 1890 Research and Extension Program implements educational programs which address critical issues and needs through:

- Current state of the art technologies for program delivery
- A diverse, proficient and visionary staff
- An accessible information system
- Sufficient human and financial resources to support program implementation
- An effective combined Research and Extension unit which proactively addresses critical issues of limited-resource audiences.



The organization is guided by federal mandates, state rules and regulations and university policies. In addition, the program planning process is implemented at the community level to ensure participation of customers/stakeholders in the decision making process. The organization has embraced the challenges and opportunities through focused community programming on high priority issues facing the targeted audiences (limited resource families) as their needs continue to grow in complexity. Through both internal and external assessments, farmers, families, youth and staff have participated in the overall program implementation directions.

The 1890 Research and Extension Program continue to rely on the following beliefs and values:

- Ensures that services, programs and resources are provided without bias or discrimination.
- Provides useful, research-based educational programs that respond to the changing needs of partners and clients.
- Utilizes clientele advisory committees to set program priorities, allocate resources, and evaluate program outcomes.
- Values the dignity and worth of employees and customers, as partners, in the fulfillment of its mission.
- Encourages imaginative, original, and inventive analysis in the creation and delivery of educational programs.
- Is committed to providing opportunities for both personal and professional achievement.
- Values and supports diversity and pluralism in employment and implements programs to meet the needs of diverse audiences.
- Targets research and educational resources to address the changing needs of partners and customers.
- Is committed to transferring knowledge, technology and skills to customers, enabling them to set their own priorities and to make informed decisions about issues, so that they have control and sustained economic well-being.

The 1890 Research and Extension Program determines the resources it needs to meet current and projected budget and financial obligations based on the five year plan of work.

## **Category 7 – Results**

**(7.1)** The 1890 Research and Extension performance levels and trends for the key measures of mission accomplishment/product and service performance that are important to our targeted audience is exemplified by the success stories and impact statements of the programs/activities. Two hundred sveenty-two livestock producers participated in the 1890 Extension Small Farm Project. Eighty-seven percent adopted recommended practices and 25% planned to adopt based on participants' feedback. One hundred percent gained knowledge and improved their management skills, while 75% increased production and 35% increased income. In addition, 39 small vegetable producers were actively engaged in the Integrated Pest Management (IPM) Project. Ninety-seven adults and 36 youth were provided training in the area of vegetable production and home gardening. Sixty-two percent adopted practices, while 28 percent

planned to adopt. One hundred percent gained knowledge and skills. Thirty –one percent increased their income. The 1890 organization is planning to implement a web based reporting system designed to provide an evaluation tool to measure program delivery and impact. To determine program effectiveness and feasibility, 1890 Research and Extension continues to standardize curriculums across the Extension system. A community education brochure describing programs and activities was produced and distributed across the state. Staff members were responsible for providing weekly and monthly reports. Several staff members served on national Extension committees, which enhanced the agency’s ability to share ideas and resources across the land-grant system. A community stakeholder was elected Chairman of the State-Wide Joint Extension Advisory Council.

**(7.2)** The performance levels and trends for the key measures of customer satisfaction are very high within the 1890 Research and Extension Program. Customer satisfaction is exemplified as we see our customers' roles increasing at meeting sites or more participants inquiring about the various services we offer. Customer satisfaction is a very important factor to our organization. The performance levels and trends for the key measures of customer satisfaction rank high on the 1890 Research and Extension priority list. If our customers are not pleased with the programs/services we render, the organization is not fulfilling its mission to assist its constituents. We believe that we are doing our jobs right when we have customers calling or stopping by the office to request services that they have heard about or participated in. Regardless of where the customer may see an employee (grocery store, office, etc), they may inquire about our programs/services. The continuing education brochure was an added bonus for program/activity success with customers. The brochure allowed the customers to review programs/activities offered by the 1890 Program and decide if the programs/activities would benefit them or not. Each continuing education class has an evaluation component (surveys, pre-test/post-test, etc.) built into the programs/activities being taught.

The university has a customer service program that monitors and evaluates the treatment of the public as well as the employees. The Customer Service Program is initiated through the Office of the President. Each quarter, the Customer Service Committee acknowledges their appreciation of constituents by distributing a variety of incentives that are donated from divisions across South Carolina State University's campus. There is a week long celebration known as Customer Service Week once or twice a year. All divisions at the University are asked to participate in the activities. A variety of incentives are donated and distributed to students, employees as well as community persons.

Some of the results include participating in seven nutrition classes, in which 437 participants increased their knowledge in food and health issues. Also, 473 participants increased their knowldege in health, after attending 8 classes on health related issues. The Color Me Healthy program has reached over 600 youth and their families. The information was sent home for the participants to use to implement new healthy eating activities. As a result of the health education program, 95% of the Seniors agreed to carry their medical ID card at all times. The Family Life Extension Agents conducted 332 workshops with participants in the area of nutrition education and wllness. Based on the pre and post evaluation collected of the 2,704 program participants, 90% indicated that they had gained new knowledge and 94% stated they planned to adopt the domonstrated practices. After a follow-up review, 85% actually adopted the practices.

**(7.3)** In regard to performance levels for the key measures of financial performance, the 1890 Research and Extension Program receives federal formula funds each year. The Farm Security and Rural Investment Act of 2002 (H. R. 2646) requires a match percentage annually. Beginning in 2007, the mandated matching requirement is 100 percent. If we do not receive the required annual State PSA match as stipulated in the Farm Security and Rural Investment Act of 2002 (H. R. 2646), we will lose 50 percent of the federal match requirement, which would have a devastating effect on our programs/activities.

Some of the funds were used toward fifty hours of free on-site training for 72 participants in areas of child growth and development, curriculum and administration. Thirty-eight child care centers in seven counties were represented. The average cost of one course was \$30.00. A savings of \$21,060 to child care providers was generated. Six thousand three hundred fifty one youth increased their knowledge as a result of participating in the summer enrichment program. TechBridge Summer Academy distributed 72 new student built computer to rising 7<sup>th</sup> and 8<sup>th</sup> grade students in a five week program. A total of 323 student built computers have been distributed for use in home/communities.

**(7.4)** The performance levels and trends for the 1890 Program key measures of workforce engagement, workforce satisfaction, the development of its workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security are centered around the component employees. The employees approach their work from a team approach where appropriate. The workforce satisfaction is received when a proposal is accepted for funding or a project has been completed and the clientele are satisfied with the services received. In terms of workforce retention, employees usually remain with the 1890 Program for years. There is not a rapid turnover of employees with 1890, once the individual becomes employed. The workforce is conducive for healthy relationships and work environment. Safety precautions are implemented throughout the program. Security measures are in place to make sure that the work environment is not hazardous to the employees.

The 1890 Research and Extension Program secured nearly \$2 million in non-1890 appropriated external grants from federal and state agencies. Grants were received from agencies such as the U.S. Department of Agriculture, U.S. Department of Housing and Urban Development, U.S. Department of Education, South Carolina Housing Finance and Development Authority, and Federal Home Loan Bank of Atlanta. Agents provided services to over 856 persons. As a result of the education provided and funding leveraged, 8 families received home rehab services. In addition, 8 families/individuals received affordable rental housing. Also, a participant was able to secure a \$3,000 grant to establish a new business. Several K-12 educators were provided training on the youth entrepreneurship curriculum throughout the state of South Carolina.

**(7.5)** The performance levels and trends for the key measures of Human Resource Results at South Carolina State University is the Employee Performance Management System (EPMS) that is used to evaluate employees once a year. A planning stage is also agreed upon between the employee and supervisor. The key measure of employee satisfaction, involvement and development is illustrated when employees come to work on time and are enthusiastic about doing the tasks before them. They become engrossed in their work and time is not a factor. The employee does not concern himself/herself about the rewards of the assignment, but does

it anyway. Retention is not an issue. A satisfied employee remains loyal and dedicated to the organization through the years.

The 2009 Plan of Work Report and the 2011-2015 Plan of Work Review Update were approved by USDA for another fiscal year. This marks the eighth consecutive year the reports have been reviewed and approved without required revisions. During the reporting period, Evans-Allen Research funded 23 research projects. The research focus areas included: sustainable agriculture, food safety & nutrition, community leadership, economic development, engineering, education reform and transportation as well as youth and family development.

**(7.6)** Our performance levels and trends for the key measures of regulatory/legal compliance and community support is emphasized through the 1890 outreach services to communities that continue to be at the forefront of 1890 Research and Extension. The Plan of Work will be utilized as the guiding instrument to make sure 1890 Research and Extension comply with all rules, regulations and reporting systems. Staff is encouraged to continue to seek professional training and development in their areas of expertise. We will continue to seek better facility office space for county staff.

Moreover, the 1890 Program will continue to pursue external funding to supplement programmatic areas as well as develop a marketing strategy for the family life unit. Mentoring/Internships/Volunteer programs for students will be on-going. External and internal collaborations/partnerships, especially with SC State University's faculty and 1890 Researchers will be sustained and further developed. The process of implementing an operational budget for the county clusters has been reviewed.

1890 Facility Grant Funds have been received to re-build Camp Harry Daniels, which will provide programs such as: community leadership training, residential facilities, nutrition/health activities, the establishment of an 1890 Research Farm Demonstration Laboratory, etc. The increased utilization of paraprofessional support staff in the counties will reduce some of the programming responsibilities of county directors and provide a method of shared governance between 1890 and the communities we serve. All of the aforementioned projections will be delivered in accordance to the Plan of Work delivery system.

During the 2009-2010 reporting period, programmatic delivery was provided in all of the five national goals. Increased efforts were provided to incorporate the priority areas into the mainstream of programs and activities. The agency continued to solicit stakeholder input. Mr. Kevin Gadsden was elected Chairman of the State-Wide Joint Extension Advisory Council. Of the forty-two seats on the Advisory Board, eight of the seats belong to South Carolina State University 1890 Extension. Meetings are being rotated between the two universities (SC State University and Clemson). The new five year Plan of Work was approved for another five years. The additional one year plan was also approved. Therefore, the Plan of Work is approved until 2015.