Accountability Report Transmittal Form

Agency Name ___South Carolina State University_____

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SOUTH CAROLINA STATE UNIVERSITY

2011-2012

ACCOUNTABILITY REPORT

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SECTION I - EXECUTIVE SUMMARY

1. Purpose, Mission, Vision, and Values

Purpose

Located in Orangeburg, S.C., South Carolina State University was founded in 1896 as a land-grant college and the state's sole public college for black youth with a mission of providing education and service to the citizens of the state. In its first century, SC State was a leader in education and continues to lead the way into the next century. It has been home to generations of scholars and leaders in business, military service, government, athletics, education, medicine, science, engineering technology and more.

Mission

South Carolina State University (SC State) is a historically Black public 1890 land-grant senior comprehensive institution of approximately 4,500-6,000 students. Located in Orangeburg, South Carolina, SC State University 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, and humanities. A 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.

SC State University prepares highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.

Vision

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

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

2. Major Achievements

- Students and faculty members at South Carolina State University will participate in the NASA Satellite Mission project, part of a multi-million dollar award to the University of Michigan. Participants will be engaged in cutting-edge research in atmospheric science," that is both exciting and will directly impact the lives of South Carolinians through better hurricane prediction."
- SC State University received the $50,000, ***Coca-Cola First Generation Scholarship***, which benefitted four students who are the first in their immediate family to attend college.
- Felton Laboratory School in conjunction with members of the National Aeronautics and Space Administration (NASA) Space Grant Program and the Partnership in

Observational and Computational Astronomy (POCA) funded by the National Science Foundation (NSF) hosted a historical moment in time, the Transit of Venus Viewing, on Tuesday, June 5, 2012.

- Eight HBCU College Presidents congregated at SC State University for the United States Department of Energy-Environmental Management/Historically Black Colleges and Universities (U.S. DOE-EM/HBCU) Conference on Wednesday, April 11, 2012.
- SC State University, Claflin University and Orangeburg-Calhoun Technical College sponsored the annual CHEC (Community Higher Education Council) Career Expo held in SC State's Smith-Hammond-Middleton Memorial Center. This year's Career Expo, was host to over 50 companies.
- On Sunday, February 12, 2012, SC State's Office of University Relations and Marketing was notified that they were the recipients of the prestigious CASE Award for their 2009-2010 Annual Report. CASE, the Council for Advancement and Support of Education, is an international association of educational institutions.
- The SC State University Division of Student Affairs, in conjunction with the Student Government Association (SGA), partnered with *USA TODAY* to launch the Collegiate Readership Program. SC State is launching this initiative to broaden students' awareness of current issues through newspaper readership and to help students become more informed and engaged citizens.
- ETV Radio Featured SC State University's Brass Quintet on Wednesday, November 30, 2011

  The group participated in the festivities for the grand opening of the company's new state-of-the-art facilities. They performed a wide variety of classical music from the Renaissance through the 20th century. They also included jazz music and excerpts from *'Westside Story'* .
- *G.I. Jobs*, the premier magazine for military personnel transitioning into civilian life, recently named SC State University a Military Friendly School. The 2012 Military Friendly Schools list honors the top 20 percent of colleges, universities and trade schools that are doing the most to embrace America's military service members and veterans as students.
- SC State University's photography professor, Scotty Peek, and a selection of his students will be included in the 2011 Scholastic Invitational in Greenwood, S.C. The exhibit is part of the annual Click 646 event, a photographic collective that celebrates and promotes the art and experience of image making. SC State students included in the exhibit are Tiziana Collins, Larry Frazier, Dennis Waring and Stephanie Williams.
- SC State faculty, staff and students can now access library databases 24 hours a day due to a collaborative effort between the Miller F. Whittaker Library and University Computing and Information Technology Systems (UCITS). Implemented in July 2011, the new easy proxy server gives users electronic access to hundreds of databases which provides historical data, a plethora of research and statistical information, archives and much more.
- The NCATE Board of Examiners' Team in its April 25, 2012 Preliminary Report scored all Standards as Met for all undergraduate and graduate programs with two areas for improvement. Additionally, all State of South Carolina Standards scored as Met.
- The 2011 Governor's Award in the Humanities was presented to the I.P. Stanback Museum and Planetarium at SC State University. The I.P. Stanback Museum and

Planetarium was recognized not only as a major educational and teaching resource for the University but also as a cultural leader known for creating community-based programs that promote public understanding of issues and ideas related to the humanities. As the only art museum with a planetarium at any historically black college or university and one of just a few in the country, the Stanback is a unique facility that reaches a diverse and extensive audience from the community and beyond.

- The 1890 Extension office at SC State held a total of 1,271 workshops/trainings across the State of South Carolina to assist underserved populations on various topics. Workshops/Trainings were held on estate planning, land-use, alternative farm enterprises, risk education, etc.
- Defensive Back Christian Thompson was the only HBCU player to be selected in the 2012 NFL Draft.
- The Women's Tennis team captured its eighth straight league championship and their eighth consecutive appearance in the NCAA Championships.
- Senior Maria Cracium played in the prestigious NCAA Singles Championship, a first for the University.
- The Men's Tennis team won their eighth championship in nine years.
- Coach Hardeep Judge was selected the Outstanding Tournament Coach in both Men's and Women's Tennis at the MEAC Tennis Championships.
- The Women's Golf Team set three school records and sophomore Tiana Jones took first place at the prestigious PGA National Minority College Championship in Port St. Lucie, FL.
- The Women's Soccer Team was recognized nationally for academic excellence by the National Soccer Coaches Association of America (NSCAA) for the second straight season, and one player was named to the NSCAA Academic Scholar Team.
- Sixty-two student-athletes were named to the Commissioner's MEAC All-Academic Team.

3. Key Strategic Goals

The 2011-2016 SC State University strategic plan identifies five major areas to emphasize as follows:

- Promote and Sustain a Student-Centered Environment
- Strengthen the University's Performance Through Enhanced Accountability and Efficient and Effective Processes
- Enhance Academic Programs and Academic Support Services to Meet Student and Other Stakeholder Needs
- Expand and Increase University Resources to Ensure Fiscal Viability and Growth
- Foster Partnerships and Collaborations that Mutually Benefit and Support the University, Local, State and Global Communities

4. Key Strategic Challenges

SC State University's key strategic challenges include insufficient financial resources as it continues its quest for academic excellence, increased research productivity and state-wide outreach services. This financial inadequacy results in: decreasing enrollment due to the inability to provide sufficient financial assistance to students who qualify for need-based aid; decreasing scholarship funds to provide adequate financial support for better academically prepared students; employment and retention of qualified faculty and staff due to higher salaries offered by competitors; addressing deferred maintenance; and impeding the progress in acquiring and updating a technology infrastructure that will improve administrative and educational operations.

5. Use of the Accountability Report to Improve Organizational Performance

Information contained in this document is derived from input by administrators in the various divisions of the University. Data from annual reports is utilized in this report to demonstrate how the University operates, manages its resources and meets the needs of its students and the community, along with identifying those areas that need to be addressed by the administration for continuous improvement. It also serves as a vehicle for sharing the university's vision, goals and needs with the legislature and community in a concise manner.

SECTION II – ORGANIZATIONAL PROFILE

1. Main Educational Programs, Offerings, and Services and Primary Methods of Delivery

SC State University provides baccalaureate, master's, educational specialist, and doctoral degree programs through lecture, discussion, role playing, internships, cooperative learning, and distance learning via video conferencing, blackboard, and compressed video.

II.1 Degree Programs

UNDERGRADUATE	
Accounting	Family and Consumer Sciences Education
Agribusiness	History
Art, Studio	Industrial Engineering Technology
Art Education	Industrial Technology
Biology	Mathematics
Biology Education	Mathematics and Computer Science[2]
Business Administration	Mathematics Education
Business Economics	Mechanical Engineering Technology
Business Education	Middle Level Education
Chemistry	Modern Languages/ Spanish
Chemistry Education	Music Education
Civil Engineering Technology	Music Industry
Communications	Nuclear Engineering
Computer Science	Nursing
Criminal Justice	Physical Education
Drama	Physics
Drama Education	Political Science
Early Childhood Education	Professional Land Surveying
Electrical Engineering Technology	Psychology
Electrical Engineering Technology & Physics[1]	Social Studies Education
Elementary Education	Social Work
English	Sociology
English Education	Special Education
Family and Consumer Sciences	Speech Pathology and Audiology

DEGREE	GRADUATE
MA	Rehabilitation Counseling, Speech Pathology and Audiology
MBA	Agribusiness, Entrepreneurship
MAT	Biology/General Science Education, Early Childhood Education, Elementary Education, English Education, Mathematics Education,
MED	Counselor Education, Elementary Education, Secondary Education, Special Education
MS	Individual and Family Development, Nutritional Sciences, Transportation
Specialist	Educational Administration
EdD	Educational Administration
GRADUATE CERTIFICATE PROGRAMS	
	Environmental Monitoring and Restoration (Post Baccalaureate)
	Human Development Consultant (Post Masters)
	Orientation and Mobility Specialist (Post Masters)

1 Five-Year Program 2 Double-Major

2. *Key Student Segments, Stakeholder Groups, and Market Segments and their Key Requirements/ Expectations*

Segment/Group	Requirements/Expectations
• South Carolina high school graduates • Out-of-state high school graduates • Technical college transfers and graduates • Nontraditional students throughout South Carolina.	Access to undergraduate and graduate programs and support services that enable them to become productive and proficient in their academic fields
• Residents and businesses in the counties throughout South Carolina • South Carolina school districts • Alumni	Qualified graduates to meet market needs; excellent customer service; support and economic development
• SC State Board of Trustees • South Carolina legislators • Advisory boards • Federal funding agencies • Accreditation agencies	Effective and efficient administrative services; support and economic development; adherence to compliance requirements (state, accreditation agencies, etc.)
SC State University employees	Safe and secure working environment, professional development, policies and procedures that are clear and precise, sufficient technology to operate efficiently and effectively.

3. *Operating Locations*

Main campus: 300 College Street, Orangeburg, South Carolina
An additional 286 acres are located at Camp Harry E. Daniels in Elloree, South Carolina
University Center in Greenville (UCG) in Greenville, SC,
Savannah River Site, Aiken, SC
1890 Extension Cluster offices: counties of Orangeburg, Marlboro, and Hampton.
Orangeburg Cluster consists of Bamberg, Calhoun, Dorchester and Orangeburg counties.
Marlboro Cluster serves Dillon, Florence, Marion and Marlboro counties.
Hampton Cluster includes Allendale, Colleton, Hampton and Jasper counties.
The 1890 Cooperative Extension Program employees share office space with Clemson in two counties (Greenwood and Williamsburg).

4. *Number of Employees by Faculty and Staff as of November 30, 2011*

II. 4-1 Full-Time Faculty and Staff by Salary Class

FULL-TIME SALARY CLASS	No.
FT Faculty	216
Executive Admin/Managerial Staff	35
Primarily Public Service	0
Other Professionals (Support/Svc)	300

Technical and Paraprofessionals	8
Clerical and Secretarial	84
Skill/Craft	7
Service/Maintenance	15

II. 4-2 Part-Time/Temp Staff by Salary Class

PART-TIME- SALARY CLASS	No.
Part-time Faculty	63
Executive Administrative/Managerial Staff	2
Other Professionals (Support/Service)	9
Technical and Paraprofessionals	9
Clerical and Secretarial	9
Skill/Craft	0
Service/Maintenance	0

5. Regulatory Environment

- South Carolina State Legislature
- The Southern Association of Colleges and Schools Commission on Colleges (SACS COC) is the regional accrediting body
- South Carolina Commission on Higher Education (SC CHE)
- National program accrediting agencies
- Federal agencies as a recipient of federal funds

6. Governance System

The authority and responsibility for the governance of South Carolina State University is vested in the SC State University Board of Trustees. The President, selected by the Board, administers through vice presidents and executive directors, who form the President's Cabinet. Assistant vice presidents, associate vice presidents, and deans complete the administration core for the University. Shared governance is expressed through the utilization of university-wide and special committees, the Faculty Senate, the Staff Senate, and the Student Government Association.

7. Key Suppliers and Partners

- South Carolina high schools and technical colleges are key suppliers of students.
- Local businesses, UNICCO, SODEXHO; Follett textbook company, computer and software companies, and local printing companies support administrative services.
- Program advisory boards
- Agencies with which the University shares Articulation Agreements or Memoranda of Understanding.

- Other four-year colleges and universities within the state are considered competitors and partners as we all serve the students and citizens of the state without duplication.
- In its land-grant and academic research components, the University is involved in numerous federal and state partnership grants such as NSF, USDA, NIH, USDOE, USAID, GEAR-UP, HBCU-UP, and TRIO programs.

8. Key Competitors

South Carolina colleges and universities, other HBCUs, and 1890 land-grant institutions
Other agencies and institutions seeking grants and funds from the same sources

9. Principal Factors that Determine Competitive Success and the Key Changes that are Taking Place That Significantly Impact Competitive Situation

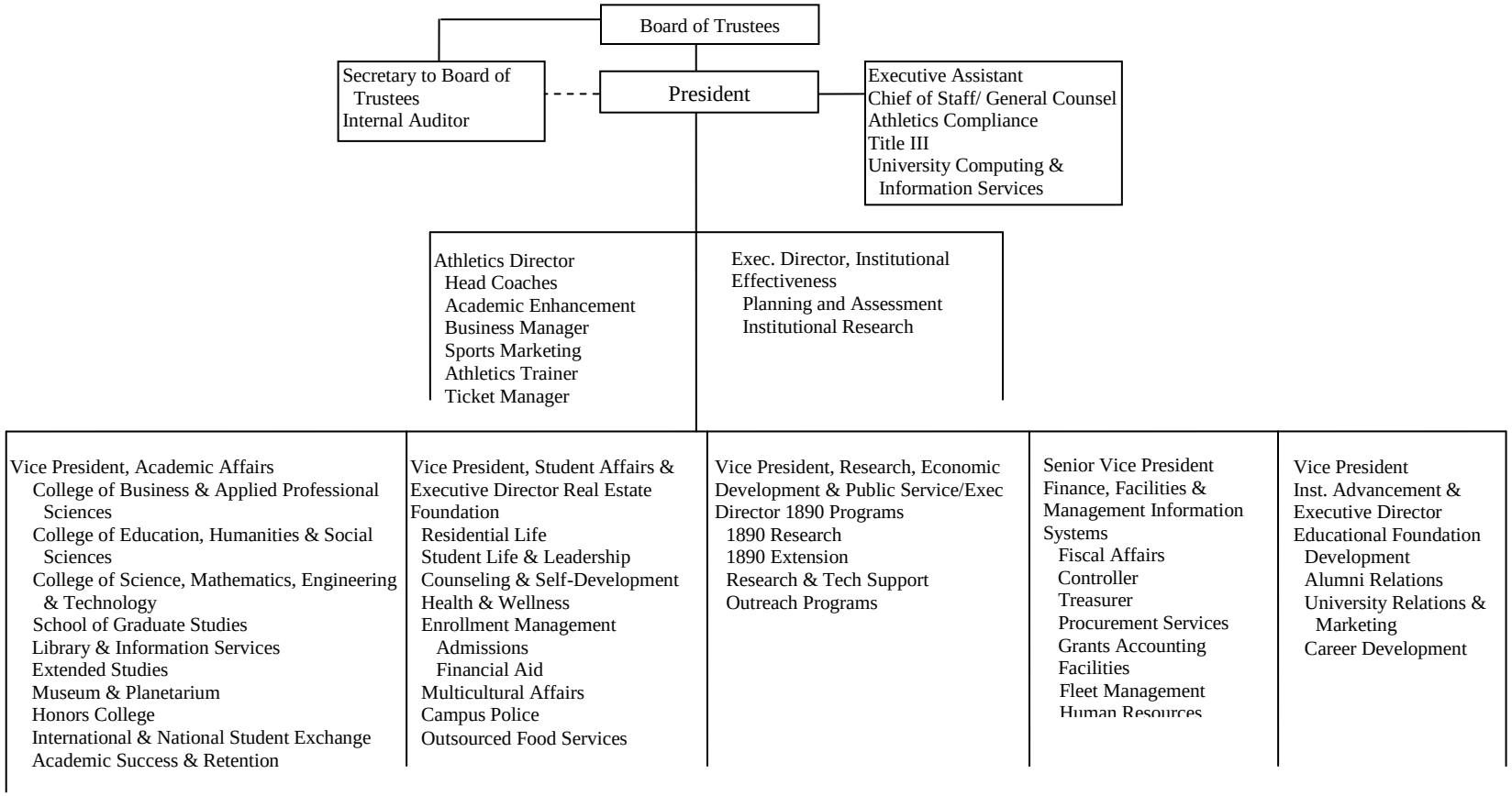
- Maintaining accreditation of all accreditable academic programs
- Performance on professional and licensure exams by graduates
- Faculty productivity through research
- Academic programs that meet today's market needs and prepare graduates for post-graduate study
- Retention and Graduation rates

SC State University focuses on maintaining accreditation of its accredited programs; upgraded its admission procedures to focus more on the utilization of technology and the reduction of paper applications and materials; provides special peer and computer –assisted tutorials in preparation for professional and licensure exams; continues to provide more workshops on grant writing and expanding research opportunities for faculty; and utilizing Advisory Boards and Business Clusters to ensure that the University continues to meet the needs of students to become successful whether in the workplace or graduate studies.

10. Performance Improvement Systems

SC State University employs a comprehensive performance improvement system through the utilization of the Employee Performance Management System (EPMS); and awards programs for faculty, staff and student. Each major unit of the University participates in an annual assessment of its performance, which is reviewed by administrators for continued impovement.

11. SC State University Organizational Structure



12. Expenditures/Appropriations Chart

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriation Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 46,752,315	$ 8,712,378	$ 44,139,708	$ 9,240,818	$ 47,935,272	$ 9,214,876
Other Operating	$ 84,086,434	$ -	$ 78,895,414		$ 87,666,353	$ 25,942
Special Items	$ 4,140,806	$ 4,140,806	$ -	$ 1,253,750	$ 1,852,995	$ 1,253,750
Permanent Improvements	$ 16,657,550	$ -	$ 22,620,909	$ -		
Case Services	$ -	$ -	$ -	$ -	$ -	$ -
Distributions to Subdivisions	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits	$ 12,712,662	$ 2,472,408	$ 12,529,218	$ 2,704,782	$ 14,015,093	$ 3,165,667
Non-recurring	$ -	$ -	$ -	$ -	$ -	$ -
Total	$ 164,349,767	$ 15,325,592	$ 158,185,249	$ 13,199,350	$ 151,469,713	$ 13,660,235

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

13. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures			FY 11-12 Budget Expenditures			FY 12-13 Budget Expenditures Thru 20 June 2011			Key Cross References for Financial Results*
445	**Instruction** - Activities that are part of the institution's instruction program. This includes credit and noncredit courses, tutorial instruction, and extension sessions.	**State:**	2,970,781		**State:**	2,545,381		**State:**	2,634,259		T7.1-2, 7.1-4
		Federal:	3,819,154		**Federal:**	3,008,652		**Federal:**	3,575,755		
		Other:	21,248,408		**Other:**	21,213,482		**Other:**	19,421,123		
		Total:	28,038,343		**Total:**	26,767,515	26,767,515	**Total:**	25,631,137	25,631,137	
		% of Total Budget:		**17.06%**	**% of Total Budget:**		**16.92%**	**% of Total Budget:**		**16.92%**	
446	**Research** - Activities specifically organized to produce research outcomes, by external entities or a separate budget process within the institution.	**State:**	1,685,205		**State:**	1,242,023		**State:**	1,285,391		C7.3-1, 7.3-2, 7.3-3
		Federal:	12,034,446		**Federal:**	11,078,238		**Federal:**	11,521,193		
		Other:	2,185,375		**Other:**	740,989		**Other:**	(299,831)		
		Total:	15,905,026		**Total:**	13,061,250	13,061,250	**Total:**	12,506,753	12,506,753	
		% of Total Budget:		**9.68%**	**% of Total Budget:**		**8.26%**	**% of Total Budget:**		**8.26%**	
447	**Public Service** - This category should include funds for activities that are established primarily to provide non-instructional services beneficial to individuals and groups external to the institution.	**State:**	413,345		**State:**	340,485		**State:**	352,373		T7.6-1
		Federal:	2,573,716		**Federal:**	2,606,612		**Federal:**	2,328,112		
		Other:	914,101		**Other:**	633,477		**Other:**	748,080		
		Total:	3,901,162		**Total:**	3,580,574	3,580,574	**Total:**	3,428,566	3,428,566	
		% of Total Budget:		**2.37%**	**% of Total Budget:**		**2.26%**	**% of Total Budget:**		**2.26%**	
448	**Academic Support** - Activities associated with the administration of the academic and instructional programs for the university.	**State:**	599,616		**State:**	474,588		**State:**	491,159		T7.2-1, 7.2-2 C7.5-1
		Federal:	2,120,848		**Federal:**	1,441,139		**Federal:**	2,044,487		
		Other:	2,938,732		**Other:**	3,075,089		**Other:**	2,243,292		
		Total:	5,659,196		**Total:**	4,990,816	4,990,816	**Total:**	4,778,938	4,778,938	
		% of Total Budget:		**3.44%**	**% of Total Budget:**		**3.16%**	**% of Total Budget:**		**3.16%**	
448	**Libraries** - Includes library holdings in all formats, with emphasis on e-resources that support the academic research requirements of the university and the lifelong learning skills of students.	**State:**	94,196		**State:**	91,254		**State:**	94,440		
		Federal:	0		**Federal:**	0		**Federal:**	0		
		Other:	794,827		**Other:**	868,378		**Other:**	824,452		
		Total:	889,023		**Total:**	959,632	959,632	**Total:**	918,892	918,892	
		% of Total Budget:		**0.54%**	**% of Total Budget:**		**0.61%**	**% of Total Budget:**		**0.61%**	
449	**Student Services** - An overall holistic approach to providing students with transitional and cultural skills, to develop their social and academic awareness.	**State:**	1,882,986		**State:**	1,716,527		**State:**	1,776,463		T7.1-5, 7.1-6 F7.1-1
		Federal:	503,962		**Federal:**	321,750		**Federal:**	500,537		
		Other:	15,384,739		**Other:**	16,012,913		**Other:**	15,007,851		
		Total:	17,771,687		**Total:**	18,051,190	18,051,190	**Total:**	17,284,852	17,284,852	
		% of Total Budget:		**10.81%**	**% of Total Budget:**		**11.41%**	**% of Total Budget:**		**11.41%**	

T – Table C – Chart F - Figure

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures			FY 11-12 Budget Expenditures			FY 12-13 Budget Expenditures Thru 20 June 2011			Key Cross References for Financial Results*
452	**Institutional Support/ Administration** - Activities that are non-instructional in nature, but integral to the operations of the institution.	**State:**	1,776,371		**State:**	1,720,722		**State:**	1,780,805		T7.3-5, 7.4-5, 7.4-6
		Federal:	4,265,107		**Federal:**	4,501,129		**Federal:**	3,790,220		
		Other:	10,723,974		**Other:**	11,873,458		**Other:**	11,756,072		
		Total:	16,765,452		**Total:**	18,095,309	18,095,309	**Total:**	17,327,098	17,327,098	
		% of Total Budget:		**10.20%**	**% of Total Budget:**		**11.44%**	**% of Total Budget:**		**11.44%**	
451	**Operations and Maintenance** - Services and maintenance related to grounds and facilities. Includes custodial services, landscaping, major repairs and renovations.	**State:**	2,435,656		**State:**	2,763,110		**State:**	2,859,590		T7.6-3
		Federal:	712,818		**Federal:**	102,274		**Federal:**	593,071		
		Other:	19,839,338		**Other:**	26,191,790		**Other:**	24,370,931		
		Total:	22,987,812		**Total:**	29,057,174	29,057,174	**Total:**	27,823,592	27,823,592	
		% of Total Budget:		**13.99%**	**% of Total Budget:**		**18.37%**	**% of Total Budget:**		**18.37%**	
453	**Access and Equity** - The access and equity program vision is to achieve educational equity for all students and faculty in higher education.	**State:**	0		**State:**	0		**State:**	0		T7.1-1, 7.3-2, 7.6-2
		Federal:	0		**Federal:**	0		**Federal:**	0		
		Other:	0		**Other:**	0		**Other:**	0		
		Total:	0		**Total:**	0		**Total:**	0	0	
		% of Total Budget:		**0.00%**	**% of Total Budget:**		**0.00%**	**% of Total Budget:**		**0.00%**	
442 443 444	**Auxiliary Activities** - Includes housing, food service, bookstore, and other self-supporting activities that furnish goods and services to students, faculty and staff.	**State:**	0		**State:**	0		**State:**	0		T7.2-3
		Federal:	0		**Federal:**	0		**Federal:**	0		
		Other:	19,706,262		**Other:**	19,379,413		**Other:**	18,556,686		
		Total:	19,706,262		**Total:**	19,379,413	19,379,413	**Total:**	18,556,686	0	
		% of Total Budget:		**11.99%**	**% of Total Budget:**		**12.25%**	**% of Total Budget:**		**12.25%**	
____	**Scholarships** - This program accounts for all awards, waivers, abatements and entitlements given to students to defer the costs of attending the university.	**State:**	3,467,436		**State:**	2,305,261		**State:**	2,385,754		T7.3-6
		Federal:	19,089,895		**Federal:**	14,257,799		**Federal:**	18,632,825		
		Other:	10,168,471		**Other:**	7,679,317		**Other:**	2,194,622		
		Total:	32,725,802		**Total:**	24,242,377	24,242,377	**Total:**	23,213,200	23,213,200	
		% of Total Budget:		**19.91%**	**% of Total Budget:**		**15.33%**	**% of Total Budget:**		**15.33%**	

T – Table C – Chart F - Figure

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

Grand Totals	**State:**	15,325,592		**State:**	13,199,350		**State:**	13,660,235		
	Federal:	45,119,946		**Federal:**	37,317,593		**Federal:**	42,986,200		
	Other:	103,904,227		**Other:**	107,668,307		**Other:**	94,823,278		
	Total:	164,349,765		**Total:**	158,185,250		**Total:**	151,469,713		
	% of Total Budget:		**100.00%**	**% of Total Budget:**		**100.00%**	**% of Total Budget:**		**100.00%**	

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

SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA

CATEGORY 1
SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

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

   Senior leaders at SC State University develop and deploy the university's vision and values throughout the leadership system in a variety of methods. The president visits alumnae chapter meetings, meets with faculty, staff and students in general assemblies, and meets with legislators and other constituents through presentations focused on sharing the vision and values of the University. Vice presidents and other senior leaders utilize regular division, college, department and committee meetings to discuss how the vision and values are incorporated into our operations and communication with stakeholders. Their personal involvement in these meetings and involvement in the community reflect their commitment to the university's values.

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

   Each senior leader adheres to the university's strategic plan. Review of progress is an ongoing process throughout the year. The President's Cabinet meets weekly for regular updates, thereby enabling senior leaders to discuss progress and receive updates at their regular meetings with mid-managers and department chairs to ensure that the university is meeting its objectives and engaged in continuous improvement.

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

   Senior leaders operate from a transparent position by sharing information regularly with personnel regarding policies and procedures of their various units. Scheduled workshops are coordinated through the Office of Professional Development and Training to ensure that legal, ethical, fiscal and regulatory requirements are shared with campus personnel. Regular staff meetings, managers' meetings, departmental retreats and other University forums are avenues by which fiscal, legal, and regulatory accountability is monitored. In addition, the university's internal auditor and legal counsel provide oversight of adherence to these policies.

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

Professional growth and development is an integral part of continuous improvement for SC State University. Therefore, senior leaders provide resources for campus personnel to participate in on-campus and off-campus professional development opportunities. Internally, the Office of Professional Development provides a calendar of training opportunities monthly for faculty and staff and the Faculty Development Institute is held annually. Additionally, faculty and staff are provided funds to attend conferences and training sessions to improve their skills and knowledge.

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

Senior leaders encourage personnel to become involved in professional organizations and participate in continuous professional development activities. Cross-training allows personnel to also develop new skills and knowledge of their areas. Annual evaluations include a review of each individual's performance, initiative and contributions to the unit, along with a determination of the individual's growth and possibility for promotion or increased responsibilities.

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

Senior leaders acknowledge the accomplishments of their personnel in meetings and written correspondence. They appoint personnel to university-wide committees to promote their involvement in the decision-making process. In addition, the University sponsors a "Professor of the Year" and the "Staff of the Year", in which each division identifies personnel who have made significant accomplishments. Rewards for these honors include additional financial compensation, plaques, and special recognition at assemblies.

7. How does the organization evaluate the performance of senior leaders, including the head of the organization, and the governance board/policy making body? How are these performance reviews used to improve their leadership effectiveness, as appropriate?

The South Carolina State Legislators provide oversight of the SC State University Board of Trustees. The President of SC State is evaluated annually by the Board of Trustees. Senior leaders are evaluated by the President of the University. Senior leaders use information from the evaluations to reevaluate the goals and objectives for their units as well as their continued ability to provide appropriate leadership**.**

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

Senior leaders regularly review the goals and objectives set for their units and required in the university's strategic plan. In addition, they review minutes of Board, administrative and staff meetings, as well as various reports that identify performance measures utilized to determine needed actions.

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

Weekly meetings with the central administrative staff allow senior leaders the opportunity to become aware of any issues that adversely impact any of the components of the University. Within each unit, each dean/chair/director is required to revisit goals and objectives, services and program offerings on a monthly basis and report any unusual changes or challenges to ensure that we provide the highest level of service and stay on course to meet goals and objectives. Regular reports, such as weekly enrollment, quarterly expenditures, periodic surveys, and productivity reports provide additional information with which to assess progress and to identify possible adverse impacts.

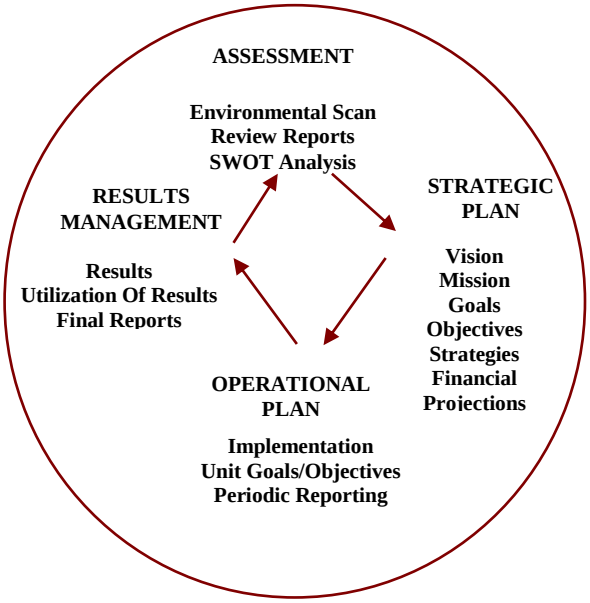
10. How do senior leaders actively support and strengthen the communities in which the organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving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

As indicated in Section II Organizational Profile, item #3, SC State operates in locations throughout the state of South Carolina. Outreach through TRIO programs, GEAR UP, 1890 Extension and academic departments provide significant programs and services to the members of these communities. Both personnel and students participate in these programs, some of which are student-sponsored. Senior leaders recognize that part of the university's mission is community service and promote this through their personal involvement in several of these initiatives. Regular evaluations of these programs and services and the data collected are used to determine what services should be adjusted and what kinds of programs and/or services are needed. Various partnerships are developed with local agencies to enhance services provided, such as the university's Speech Pathology & Audiology program that operates a clinic to provide free hearing tests for youth; senior leaders who participate on community boards, such as United Way, Habitat for Humanity, and the Chamber of Commerce; and faculty in the university's accounting department offering free tax service to qualified individuals

CATEGORY 2
STRATEGIC PLANNING

1. ***Strategic Planning Process, including key participants, and how it addresses:***
   - ***a. the organizations' strengths, weaknesses, opportunities and threats;***
   - ***b. financial, regulatory, and other potential risks;***
   - ***c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition.***
   - ***d. workforce capabilities and needs;***
   - ***e. long-term organizational sustainability and organizational continuity in emergencies;***
   - ***f. ability to execute the strategic plan.***

The SC State University strategic planning process is a continuous and integrated process to provide long-term sustainability and continuity. Various focus groups engaged in SWOT analyses to identify the strengths, weaknesses, opportunities, and threats, from which the specific goals and objectives were developed. These groups included administrators, faculty, staff, students, community members, alumni, and Board members. The University developed a new five-year strategic plan for 2011-2016.



Progress on the financial, regulatory, and other potential risks are identified through regular meetings of the President's Cabinet and in quarterly board meetings.

To address shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition, updates with the President's Cabinet and regular reports to the Board are built into the operational part of the plan. Enrollment and retention are regular topics for the Cabinet and the Board of Trustees. Results from student evaluations of instruction and student surveys help to keep the administration abreast of student trends and concerns. Information from external surveys and community and stakeholder participation, especially alumni, generates data on their perceptions of the University's performance. External reports through the SC Statistical Abstracts, SREB reports, and magazine rankings provide information on market needs and how our performance is compared with competitors. Utilization of this external and internal data in a timely manner assists the University in long-term planning, thereby enhancing its organizational sustainability and organizational continuity in emergencies.

All of the above strategies and information allow the University to execute the strategic plan through informed decision-making and participation by major stakeholders in the ongoing process.

Strategic Planning Chart

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
445 Instruction	Assess undergraduate and graduate programs (to include the core curriculum) regularly to ensure that content and practice remain current and meet market needs. Expand continuing education and distance education offerings. Increase student achievement, retention and graduation rates. Maintain quality academic support services to assist students to be successful.	Assess existing programs/curricula and make proposals for future program offerings and priorities by spring 2012 Strengthen academic advising by implementing a revised advising program Fully implement the revised General Education curriculum to address general competencies and skills of the 21st century workforce and workplace	T7.1-2, 7.1-3, 7.1-4 T7.2-1, 7.2-2 T7.4-1, 7.4-2, 7.4-3, 7.4-4 C7.5-1 F7.6-1
446 Research	Advance programs of research and scholarship by increasing the percentage of faculty actively engaged in intellectual contributions. Increase research goals to $50 million by 2015. Establish Research Centers that enhance the 1890 mandate and faculty scholarship, and that promote agricultural, rural and urban research and extension work.	Become more competitive in research. Focus graduate programs on bringing research to the University. Expand the research-funding base to include a broad spectrum of federal agencies, corporate and private foundations, state, and municipal funding sources.	T7.1-5 C7.3-1, 7.3-2, 7.3-3 T7.4-1, 7.4-2
447 Public Service	Develop and maintain a public relations and marketing plan that enhances the public's perception of the university, recognizes its achievements and acknowledges the quality of its programs. Strengthen alliances and partnerships with the community, alumni, public, private and non-profit organizations. Enhance outreach programs that strengthen the relationships between the university and the community.	Enhance faculty and staff involvement in the community – quality of life. Advance agricultural, rural and urban research and extension work in support of the land-grant mission of the University with emphasis on problems impacting socially disadvantaged and economically depressed communities in South Carolina.	T7.6-2 F7.1-1

T- Table C- Chart F-Figure

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
449 Student Services	Increase and maintain enrollment levels to align with the university's mission statement. Provide co-curricular learning experiences to enhance the development of students to include research, leadership opportunities and global awareness initiatives. Pursue grant opportunities and fund-raising initiatives to support student programs and services.	Provide Study Abroad and International Cultural Immersion Experiences for students. Provide more research opportunities for students to increase the percentage of students enrolling in graduate programs.	T7.1-5, 7.1-6 F7.1-1 T7.2-1, 7.2-2, 7.2-4, 7.2-5 T7.3-1, 7.3-2, 7.3-3
451 Operations & Maintenance	Develop a comprehensive facilities improvement plan that reduces overcrowding and ensures appropriateness, safety, and comfort.	Provide adequate facilities for student life, recreation, sports and leadership activities commensurate with projected enrollment growth. Promote programs and facilities that emphasize health and wellness for students, faculty and staff.	T7.2-3 T7.6-3
452 Administration	Improve customer service in all university operations. Maintain compliance with all oversight and accrediting agencies/bodies Increase training and maximize the utilization of technology in all areas of the campus. Create and maintain an organizational structure that is fiscally efficient and effective. Develop and maintain a financial structure that ensures a balanced budget and appropriate reserve funds through effective budget management, enhanced development activities, and research. Increase fundraising goals by 15% annually, with a base of $3.6 million.	Increase student and stakeholder satisfaction through enhanced customer service in all academic and administrative units by scoring at least 60% on customer service surveys. Promote staff training, skill development, cross-training and best practice techniques. Recognize 20% (over 5 years) utility savings from the implementation of the Energy Performance contract.	T7.2-4, 7.2-5 T7.3-4, 7.3-5 C7.3-1 T7.4-3, 7.4-4, 7.4-5, 7.4-6, 7.4-7 T7.5-1 C7.5-1 F7.5-1 T7.6-3
453 Access & Equity	Promote diversity and inclusiveness in all programs and activities.	Contribute to closing the gap in educational attainment. Provide more scholarship funds	T7.1-1 T7.3-5, 7.3-6, 7.3-7 T7.6-2, 7.6-3

T- Table C- Chart F-Figure

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

III.2 Addressing Challenges through Strategic Planning

Challenge	Strategic Actions
Insufficient financial resources	Create a positive fundraising climate by proactively responding to negative criticism quickly, while retaining outside PR counsel as needed. Expand planned gifts society. Expand the number of potential "Major Gift" volunteer pool. Increase fundraising goals by 15% annually
Selection, employment and retention of qualified faculty and staff due to higher salaries offered by competitors	Promote staff training, skill development, cross-training and best practice techniques. Increase resources for faculty and staff development. Provide a work environment that recognizes excellence in service, provides advancement opportunities, encourages professional growth, and nourishes creative thinking, scholarship and teaching
Decreasing scholarship funds to provide adequate financial support for better academically prepared students	Sustain focus on student scholarship funds in funding requests. Sustain student participation and central role in fundraising projects.
Decreasing enrollment due to the inability to provide financial support to students who qualify for need-based aid	Encourage all external proposals to include a student component.
Addressing deferred maintenance for old buildings	Update the SC State University Facilities Master Plan. Develop a comprehensive facilities improvement plan that reduces overcrowding and ensures appropriateness, safety, and comfort.
Impeding the progress in acquiring and updating a technology infrastructure that will improve administrative services and enhance educational and support programs.	Fully implement current and relevant information technology and telecommunications resources.

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

Regular updates provide information on performance in completing objectives. Results of these reviews help to establish or modify priorities in the allocation of resources to ensure that the strategic goals are achieved.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Through weekly discussions in the President's Cabinet, progress in achieving strategic objectives is tracked with the action plan developed. Specific deadlines were incorporated in

the original plan for the accomplishment of goals and objectives. Individual departments also established regular reporting cycles to track progress on action plans. As part of the budget development process, each department identifies key strategic actions and the associated cost in their budget submissions. The Budget Committee compiles the information and decisions are made by prioritizing university needs to meet strategic objectives.

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

A copy of the strategic goals and objectives are distributed in hard copy and by email to all divisions from the Department 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 and annual reports are also included on its website.

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

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

7. ***If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.***

http://www.scsu.edu/files/2011-16StrategicPlan.pdf

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## 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?***

Historically the student market segments have yielded our largest student population group which is in-state African American students from low to moderate income backgrounds. Additionally, because SC State is a public and state-assisted institution, students are recruited
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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. Recruiters screen applicants to meet university admission requirements and desire to pursue the programs offered by the University.

2. ***How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?***

   SC State employs a variety of listening and learning methodologies to remain current and address different changing student and stakeholder needs. Ongoing involvement by administrators, faculty, and staff in professional conferences, meetings and workshops is the primary method by which listening and learning methods remain current. Senior Exit Surveys provide significant feedback from graduating students to academic departments regarding the graduates' views about the effectiveness of the academic programs in meeting their needs. Utilization of advisory boards and employer surveys also provide significant information about changing needs, thereby, allowing the university to modify its strategies to meet those needs. The 1890 Research Program utilizes local, state, regional and national focus areas to identify and prioritize critical issues to create new research initiatives. By engaging in ongoing improvement strategies in its programs and services, retention is enhanced for academic programs and the level of participation is increased for outreach services.

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

   Feedback from alumni, senior and current students through individual conferences and surveys is a critical source for ideas to ensure that services and programs are relevant and provide continuous improvement. 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, changes in topics within courses, and greater focus on soft skills, such as dress and communication. Information and feedback from future students includes comments through recruitment fairs and campus visits, and identifies possible new majors and the level of satisfaction with customer services. Survey results and activity evaluations provide information regarding services and programs offered beyond the classroom. Additionally, attendance records indicate whether specific programs and services remain relevant and/or meet stakeholder needs.

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

Student Evaluation of Instruction is one form of assessing student satisfaction with their professors and courses. Nonacademic departments provide surveys to students and customers to assess satisfaction and dissatisfaction with program services. Student and stakeholder satisfaction is also measured by the number of persons that participate in programs and services. Additionally, student and stakeholder levels of satisfaction are determined through senior exit surveys, graduate follow-up, and alumni and employer surveys. Continuation of partnerships and memoranda of understanding are other indicators of stakeholder satisfaction and dissatisfaction. Information from these sources is utilized by departments and the administration to revise programs and procedures, as well as to modify services to better meet the needs of students and stakeholders. Results of surveys and feedback from constituents are reviewed and considered when making management decisions.

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

Every program, recruitment visit, and contact is designed to build positive relationships with students and stakeholders by treating others with respect and responding to their questions openly, honestly, and completely. Student Orientation Leaders (SOLs) are assigned to small groups of entering freshmen to assist them with the transition into the University. The Student Government Association focuses on outreach with the annual Spring Bulldogfest that centers on the recruitment of future students and the retention of current students. SGA members serve as mentors to local high school student councils. Other means used to build positive relationships include hosting various academic and athletic camps, and inviting students and stakeholders to campus programs and special events.

Numerous support services impact the retention rate by addressing the needs of students through counseling, advisement, tutorial, and referral services. Students who excel are rewarded with gold, silver, or bronze medallions at the annual Honors and Awards Convocation. The University provides scholarships and hosts an Honors College to offer greater challenges to high achievers and provides tutorial support through the Student Success and Retention Program to those who are less academically prepared. The intercollegiate athletic program provides academic and other support services to meet the needs of student athletes who must compete in their various sports as well as in the classroom. All of these activities promote positive relationships and enhance student performance.

Stakeholders are involved through participation in campus activities, on advisory boards and committees, as participants, consultants, and as judges to assist in the activities held on campus. This level of engagement promotes positive relationships and a sense of community, and enhances overall performance.

6. How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

The Office of Judicial Affairs administers the SC State University Student Code of Conduct and Policies through investigation in conjunction with the University Police Department and adjudication of general conduct complaints; coordination of mediation referrals; interpretation of the Student Code of Conduct and Policies for faculty, staff, students and other stakeholders; and administrative support to the Division of Student Affairs general conduct cases. Both Student Affairs and Academic Affairs have specific procedures to address students' complaints.

Internal and external stakeholder complaints are addressed through the appropriate offices. The University Counsel and/or the Director of the Office of Human Resource Management address personnel complaints that are not resolved within the departments.

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## CATEGORY 4
## MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

The success of a student enrolling in SC State University is measured in a variety of methods, from initial enrollment through graduation. The mission is to prepare students for a global society, thus multiple processes and systems are established to measure student learning. Initially, the preparation level of students upon entering the University is determined through reviewing their standardized test scores and high school courses and grade point averages. Throughout their matriculation, the University utilizes measures defined by academic program guidelines and accrediting bodies that approve many of the academic programs on campus with specific student learning outcomes. In addition, each academic program assesses student learning outcomes annually.

Organizational performance is measured through annual assessment of all administrative units, whose objectives are based on the university's strategic plan. Externally funded programs, such as 1890 Research and Extension Program follow the goals and objectives within its federal five-year Plan of Work and submit annual reports to the funding agency.

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

The Office of Institutional Research is the primary resource for internal data collection. Data is collected through surveys and the university's Banner system. Data is requested by the senior management team for decision-making, to include budgeting, hiring, enrollment,
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determining faculty loads, and identifying facilities needs. Information requested by deans and academic department chairs is analyzed to determine the productivity and effectiveness of academic programs and faculty performance. All departments utilize data to conduct periodic evaluations of programs and services. In addition to internal data, campus Police Department also utilizes crime statistics collected and analyzed by City, State and Federal Law Enforcement Agencies to enhance its services for students, faculty, staff and campus visitors. The Department of Athletics maintains a significant amount of data to assess student-athletes' performance in their sports and for measuring their academic performance.

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

Professional development is a priority and attendance at meetings and conferences provides insight about current trends in educational programs and services. At the beginning of each fall and spring semester, faculty institutes are held to provide a variety of workshops on current educational practices. Throughout the year meetings, seminars and workshops are held on campus, which focus on different educational topics that enhance student learning and teaching effectiveness. At the end of each year, the academic division holds a retreat at which they review their performance for the year, discuss new trends and ideas to improve services and programs, and plan for the next year based on the results of this retreat.

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 are selected on the state, regional and national levels based on the key measures identified and university progress in each academic 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 make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The annual Fact book is produced and available on the university website. Copies of various reports, such as strategic plan updates, enrollment reports, and accountability reports are shared throughout the university and are included on the website. The University President shares information with the Board of Trustees at each board meeting and visits various alumni chapters and their annual meeting to provide updates about the university. Alumni and other stakeholders receive copies of articles published by the Office of Public Relations and Marketing, all of which provide information about the university.

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

   Data integrity and accuracy are ensured through continuous training of personnel and periodic review by supervisors. 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. This schedule includes review by appropriate personnel to assess the accuracy of data that is being shared.

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

   Organizational performance is reviewed on a continuous basis. The regular staff meetings and the annual retreat provide opportunities to share information regarding unit performance and to provide updates. Emphasis is placed on those areas that are challenges. Suggestions for the resolutions of the issues are explored and then translated into action plans for implementation. The findings help to determine what issues will be, and need to be, addressed.

8. ***How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?***

Organizational knowledge is collected and transferred through internal training sessions, policy manuals, reports, and meetings. Employee knowledge is collected, transferred and maintained through meetings, forums, publications, newsletters, and annual retreats. Best practices are identified at professional development meetings, professional newsletters and journals. This information is shared through reports, special presentations, and meetings

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## CATEGORY 5
## WORKFORCE FOCUS

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

   SC State thrives on a culture of cooperation, initiative, empowerment and innovation and operates through departments, programs, colleges, committees, and teams. Work is organized and managed at the unit, department, division, and university level. This structure allows employees to participate in all aspects of the University's operations and to assume leadership roles within and outside their normal areas of responsibility. As members of the
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University community, individual initiative is critical to implementing new ideas, new programs, and new services. University-wide committees are chaired by employees and all are composed of a combination of faculty and staff, except those few that are specific to an area, such as faculty tenure and promotion. As leaders of these committees, personnel are empowered to make recommendations that best meet the needs of the University.

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

The University utilizes all available communication outlets, such as the intranet, e-mail, mail, telephone, newsletters, other printed materials, and individual and small group meetings to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. A campus-wide meeting is held in August and January of each year at which times the President shares organizational information. Colleges, departments and individual units meet periodically throughout the year to discuss issues and concerns and to share information. Best practice sharing specific to a particular group is generally shared within departments, colleges and divisions. However, those best practices that are applicable to a variety of personnel are shared through organized retreats, workshops and special forums. The Professional Development and Training office, Deans Council, Chairs Forum, Faculty Senate and Staff Senate also provide opportunities for knowledge/skill/best practice sharing across departments, jobs, and locations.

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

Annual evaluations of performance measures outlined in position descriptions and planning documents occur for all personnel. Feedback is discussed in conferences between the employee and supervisor regarding evaluation results. If employees are not performing satisfactorily, improvement plans are established. If employees are performing exceptionally well, consideration is given for promotions, bonuses or other incentives to retain the high level of performance.

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

Personnel are encouraged to engage in continuous professional development and learn exactly what skills and knowledge are needed for upward mobility. This knowledge is utilized by the department leadership in making promotion decisions and in assessing whether the department's organizational structure maximizes the skills of personnel such that the overall effectiveness of the department is enhanced for accomplishing its goals and objectives. Results of these actions are utilized in the succession planning and career progression process.

5. ***How does your development and learning system for leaders address the following:***
   a. ***development of personal leadership attributes;***
   b. ***development of organizational knowledge;***
   c. ***ethical practices;***
   d. ***your core competencies, strategic challenges, and accomplishment of action plans?***

   SC State provides funding for continuous professional development of its leaders to attend professional workshops, seminars and meetings. As funds are available, leaders attend seminars and workshops specifically designed to enhance their leadership skills, such as the Harvard Leadership Seminar and Kellogg NAFEO Fellows programs. Development of organizational knowledge and ethical practices is through internal meetings and forums coordinated by the Office of Professional Development and Training. Core competencies, strategic challenges, and accomplishment of action plans are emphasized at departmental meetings and annual retreats.

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

   SC State adheres to national staffing levels as mandated by accrediting associations for academic programs, as well as national association guidelines for specific jobs based on enrollment or the number of personnel, such as in student affairs by the National Association of Student Personnel Administrators (NASPA) or human resources by CUPA. Personnel capability is assessed in the annual personnel evaluations. Assessment of individual units and programs' productivity identifies whether the skills, competencies and staffing levels are sufficient to meet the needs of the department.

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

   The University utilizes an on-line recruitment and hiring process through People Admin software. The South Carolina State University Personnel Policies and Procedures Manual and the Faculty Handbook outline the recruitment and employment procedures. Once employed, personnel are given a thorough orientation by the Office of Human Resources and supervisory personnel. These orientations identify the roles and responsibilities, as well as professional development opportunities available to SC State employees. Retention is enhanced through periodic discussions of performance, application of appropriate reward mechanisms, and engaging employees in the university community.

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

   Workforce education, training, and development are ongoing processes and are determined by individual department's needs within the scope of the university's overall needs. All personnel are expected to be current in their particular areas of expertise. Personnel are also encouraged to share any new knowledge or skills with colleagues through demonstrations,

presentations, and leadership roles. These advanced skills and knowledge allow departments to become more innovative, competitive and efficient.

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

The effectiveness of the SC State training and development systems are evaluated through surveys following training and application of new knowledge and skills in the workplace. Changes in scholarly output, productivity reports, observation and outcomes of the unit are major components in this assessment process.

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

Surveys are the most widely used tools for measuring satisfaction. Individual and small group discussions and meetings are other methods to obtain information on faculty and staff well-being and satisfaction. Review of attendance patterns, grievances, job performance, volunteer patterns, and retention at SC State provides data to gauge satisfaction and motivation.

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

Workforce satisfaction assessment findings identify areas in which job performance is below acceptable levels and improvement is needed and where university strengths and weaknesses may be. Priorities are placed in those areas where the delivery of services is impacted and where units are not meeting their goals and objectives. Those concerns that are common among the staff become priorities for improvement.

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

SC State University has an Emergency Preparedness Committee comprising of all members of the President's Cabinet, health services, and other critical offices. The director of health services meets regularly with directors and staff and distributes health tips campus-wide throughout the year. Various health awareness forums are held on campus. The campus chief of police meets periodically with students and departments to determine their safety and security needs. The following initiatives assist in campus security: Adopt-A-Cop, Bulldog Patrol, K-9 Officer, E-2 Campus (mass notification system) and Bike Patrol.

CATEGORY 6
PROCESS MANAGEMENT

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

The core competencies at SC State are determined by its mission, which is "to providing affordable and accessible quality baccalaureate programs…master's level….and the educational specialist and doctorate programs….Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation…. Thus, the core competencies are teaching, research and community outreach. As an 1890 land-grant institution, SC State makes a significant impact in the state relating 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. The core competencies are incorporated into the university's strategic and operational plans.

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

Key work processes involve the various operations of the different divisions within the university. Academic affairs oversees the student learning processes that lead to graduation; student affairs provides support services to assist students during their matriculation; research and 1890 programs offer outreach services and other services that promote economic and community development; and other administrative units provide services to assist in the overall functioning of the university to include strategic planning, adequate facilities, financial support, marketing of the university and its programs to its stakeholders.

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

The University incorporates committees that include students, faculty, staff and administrators as well as advisory groups. Results from meetings with students and stakeholders, surveys, focus groups, student exit interviews, feedback from suppliers and partners are reviewed to determine key work process requirements.

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

Planning is a key component for our organization. In department meetings, information is shared about the university's processes, programs and needs. The staff maximizes the use of technology to reduce cycle time and to improve efficiency, effectiveness and cost controls. Regular monitoring of budgets controls costs. Regular training is conducted by the University Computing and Information Technology Services (UCITS).

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

Review of trend data and surveys, regular meetings and review of feedback from stakeholders are methods to evaluate work processes. Results from these evaluations help to identify priorities and to modify or add objectives for 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:

Marketing and public relations	Fund-raising
Research and grant-writing	Financial management
Facilities management	Technology
Student support services	Data management
Human resource management	Planning

The above support processes are evaluated based on performance over time. An evaluation of the program, service or activity is reviewed to determine which, if any, of the processes were efficiently and effectively performed. Where problems exist, changes in strategies or methodologies are implemented to achieve better performance. The University is continuously engaged in improving its services and provides opportunities for personnel to attend professional meetings, workshops and conferences to ensure that we are utilizing the most up-to-date and efficient practices within available resources.

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

In the spring of each year, the senior administrative staff reviews expenditures and develops a projected budget based on continued university needs and new initiatives. Monthly reviews of the budget are completed by finance personnel and individual unit managers have immediate access to expenditures and funds on a daily basis. The budget preparation process involves a thorough review of expenditures, establishes priorities and provides sufficient financial resources to meet those needs. Once a determination is made of the necessary enrollment levels, fundraising goals, and state appropriations, adjustments are made as needed to ensure that critical services continue to be provided to meet the university's goals and objectives.

CATEGORY 7
ORGANIZATIONAL PERFORMANCE RESULTS

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

SC State measures student learning and improvements in student learning by examining the level of preparedness upon initial enrollment and then reviewing students' performance during matriculation and upon graduation. Data from graduation rates, graduation trends, and honors and awards received for academic performance provides evidence of the level of learning.

SC State University prides itself on providing access to students, many of whom are first generation college students and have lower SAT scores than their peers at other in-state public universities. Table 7.1-1 illustrates a comparison of our average entrance scores with our public in-state counterparts. Thus, their improvements in learning are not only measured by the academic performance during matriculation, but also by the change in growth when compared with students who enter with higher SAT scores upon graduation. Greater emphasis is being placed on advising to improve graduation rates and tutoring for better test preparation and course performance.

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

INSTITUTION	2009 ACT/ Conv. SAT Combined Mean	2010 ACT/ Conv. SAT Combined Mean	2011 ACT/ Conv. SAT Combined Mean
The Citadel	1073	1059	1085
Coastal Carolina	1010	991	999
College of Charleston	1159	1160	1147
Francis Marion	963	973	945
Lander	979	981	966
S. C. State	**864**	**879**	**866**
USC-Aiken	985	991	988
USC-Beaufort	938	940	943
USC-Upstate	974	983	984
Winthrop	1058	1054	1059

Table 7.1-2 SC State University Degrees Awarded (2011/12)

	2007-08	2008-09	2009-10	2010-11	2011-12
Bachelors	554	521	565	548	583
Masters	98	115	123	116	130
Post Masters	3	0	3	3	1
Specialist	37	78	28	39	18
Doctoral	13	29	21	17	10
Total	**705**	**743**	**740**	**723**	**742**

Table 7.1-3 SC Public Comprehensive Teaching Colleges and Universities
First-time, Full-time Freshmen Fall 2005 Graduating Rates with a Bachelor's Degree

INSTITUTION NAME	Total Cohort	Bachelor's Graduation Rate			150%[2] Grad. Rate
		4 year	5 year	6 year[1]	
The Citadel	585	60.2%	67.6%	70.3%	70.3%
Coastal Carolina Univ.	1,495	25.1%	42.9%	46.3%	46.3%
College of Charleston	1,988	52.0%	61.7%	63.3%	63.3%
Francis Marion Univ.	801	19.8%	35.5%	41.7%	41.7%
Lander University	555	19.8%	33.3%	36.9%	36.9%
South Carolina State Univ.	**1,002**	**14.0%**	**29.1%**	**34.6%**	**34.6%**
USC Aiken	562	21.7%	37.4%	41.5%	41.5%
USC Beaufort	195	8.3%	18.1%	20.7%	21.0%
USC Upstate	718	21.3%	34.3%	38.7%	38.7%
Winthrop Univ.	1,015	35.6%	54.6%	57.7%	57.7%
Total & Average	**8,916**	**31.6%**	**45.7%**	**49.2%**	**49.2%**

[1]Six Year Graduation Rate may differ from the 150% Rate because students declared as associate's in the initial cohort for Beaufort are not included in the Bachelor's seeking cohort
[2]Bachelor's 150% graduation rate - degrees awarded through August 2011

Table 7.1-4 Results of Professional Examinations for SC State University
(Reported for April 1, 2011- March 31, 2012)

Name of Exam	# of Examinees	% Examinees Passing
PRAXIS Series II: Core Battery Professional Knowledge		
PRAXIS Series II: Principles of Learning & Teaching (K-6)	9	100%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	2	100%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	7	100%
PRAXIS Series II: Specialty Area Tests		
Education of the Young Child (0621)	3	100%
Education of the Young Child (0021)	3	100%
Elem. Ed. Curriculum Instruction Assessment (5011)	2	100%
Elem. Ed. Instructional Practices & Practices (5015)	2	100%
Elem. Ed. Content Area (0012)	3	100%
Elem. Ed. Curriculum & Instruction Assessment (0011)	3	100%
Mathematics Ed. Content Knowledge (0061)	1	100%
Middle Level Mathematics Education (0069)	1	100%
English Education English Lang. Lit. & Comp (0041)	4	100%
English Education Content and Analysis (0044)	1	100%
Social Studies Education Interpretation and Materials (0083)	2	100%
Art Content Knowledge (0133)	1	100%
Speech-Language Pathology (0330)	1	100%
Total	**45**	**100%**
	# of Examinees	**% Passing**
National Council Licensure Exam. - Registered Nurse (BSN)	28	14.29%

The PRAXIS Exam focuses on all examinees.

The NCLEX Examination report focused on first-time examinees.

As part of the annual reporting for all university academic colleges, the number of students engaged in various experiences outside the classroom is reported and Table 7.1-5 provides a snapshot of students' academic involvement beyond the classroom. As a reward for their academic performance, students receive either a bronze, silver or gold medallion during the annual Honors and Awards Convocation. Table 7.1-6 includes the number received in each classification. Each medallion represents the cumulative grade point average that students have attained: Bronze: 3.00-3.49 Silver: 3.50 – 3.74 Gold: 3.75 – 4.00

In addition to classroom performance, extracurricular performance is also a measure of student development and learning. Figure 7.1-1 identifies some of the extra-curricula activities of SC State students.

Figure 7.1-1 Students' Extracurricular Performance

Andrew Brunner , SC State University graduate student, won 2nd Place Award at the National Transportation Conference by the Transportation Research Forum.

SC State University Spring 2012 marketing graduate, Darien Grant, was featured in Thurgood Marshall's official E-Newsletter, "The Voice," which highlighted her life-changing experience at the Leadership Institute in New York, NY. As a result of her efforts, Grant obtained a sales specialist position with Miller/Coors in St. Louis, MO.

Deon Terrell Tedder, a junior political science/pre-law major was named a Sidley Prelaw Scholar. The Initiative is designed to increase diversity in law schools by subsidizing the cost of applying to law school for talented and financially needy minority students.

Devoted to becoming leaders in a global society, the Zeta Eta Chapter of Kappa Kappa Psi received the Raymond D. Shannon District Leadership Award for the service project: the 'SC State University Honor Band Clinic.' In 2011, Florence, S.C. native Latrondrick Hunter, a senior music education major at SC State University, reinstated the SC State University Honor Band Clinic. This four-day clinic recruited high school students across the states of South Carolina, North Carolina and Georgia.

During a ceremony on Mar 31, 2012 at Fort Belvoir Virginia, three SC State Army ROTC cadets were awarded The Rocks, Inc. Brig Gen. Roscoe C. Cartwright Leadership Scholarship. SC State University cadets Clifton Parker, senior business marketing major, Harrison T. Goins, sophomore, mechanical engineering major; and Adrianne V. Scott, freshmen social work major were recipients of the scholarship.

The SC State University cheerleaders placed second in the MEAC (Mid-Eastern Athletic Conference) co-ed division at the Lawrence Joel Veteran's Memorial Coliseum in Winston Salem, NC.

ShaVon Johnson, senior speech pathology/audiology major and member of the Alpha Xi Chapter of Delta Sigma Theta Sorority, Inc., was elected to serve as the South Atlantic regional representative of this prominent organization until 2014. Johnson's election also grants her membership on the national executive board of DST.

Table 7.1-5 Student Achievements

Student Achievements	No. Students*
Received External Awards	35
Presented Papers at External Conferences/Meetings/Workshops	62

Table 7.1-6 Student Academic Honors and Awards

	Bronze	Silver	Gold
Freshman	172	80	31
Sophomore	129	50	35
Junior	98	37	33
Senior	240	43	49
Total	**639**	**210**	**148**

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?

Key measures on student and stakeholder satisfaction and dissatisfaction are determined by trends in retention rates, trends in campus housing, and ratings on customer satisfaction surveys by students and stakeholders.

The overall retention rate for SC State students has remained fairly steady for the past five years, with a steady increase in the last four years (7.2-1). However, first-time freshman retention rates have fluctuated during this same time period (7.2-2). One major effort is to give greater attention to student life. The Library and residence halls have more computer stations available for student use and the food services unit is revamping two of the campus dining facilities to offer more diversity in food choices. Housing occupancy experienced a slight decline due to the decrease in enrollment and the construction of privately owned apartment style housing near the campus.

Table 7.2-1 SCSU Retention Rates (Fall to Fall)

	F06 - F07	F07 - F08	F08 - F09	F09 - F10	F10 – F11
Headcount	4384	4933	4888	4538	4362
# Graduates	640	649	690	684	675
% Graduates	*15%*	*13%*	*14%*	*15%*	*15%*
Enrollment	3744	4284	4198	3854	3686
Number Retained	2707	3003	2993	2799	2755
Percent Retained	***72%***	***70%***	***71%***	***73%***	***75%***

Table 7.2-2 Retention Rates of First time Degree Seeking Freshmen (Fall to Fall)

	F06- F07	F07- F08	F08- F09	F09- F10	F10 – F11
Total	**881**	**1318**	**966**	**723**	**826**
Full-time	*870*	*1292*	*923*	*713*	*817*
Part-time	*11*	*26*	*43*	*10*	*9*
Retained	**569**	**830**	**618**	**447**	**532**
Retention Rate	***65.4%***	***64.2%***	***67.0%***	***62.7%***	***65.1%***

Table 7.2-3 Housing Occupancy

Year	2008	2009	2010	2011
Capacity	2,442	2,412	2,310	2,434
Occupancy	1,998	2,067	2,121	2,119
Percent Occupancy	*81.8%*	*85.7%*	*91.8%*	*87.0%*

Within the process for graduation, seniors are requested to complete an exit survey that provides their opinions about the university. Tables 7.2-4 and 7.2-5 give some of the responses to those survey questions. Results of the surveys are shared with the various departments included in the survey to ensure that those areas with large percentages in the Fair and below categories are addressed.

Table 7.2-4 Fall 2011 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	28.6	48.7	20.2	1.7	0.0
Quality of Instruction	27.7	43.7	21.8	5.0	1.7
Degree Requirements	37.0	38.7	21.8	0.8	0.8
Library Facilities	27.7	31.9	26.9	9.2	4.2
Class Size	37.8	42.0	16.0	3.4	0.0
Flexibility of Courses	19.3	43.7	25.2	7.6	4.2
Dormitory Life	16.8	22.7	29.4	20.2	3.4
Cleanliness of Campus	19.3	35.3	37.8	5.0	1.7

Table 7.2-5 Spring 2012 Senior Exit Survey Report

University Characteristics and Quality	Excellent %	Good %	Fair %	Poor %	Very Poor %
Quality of Academic Programs	27.0	48.4	21.0	1.2	0.4
Quality of Instruction	24.6	44.0	26.6	2.4	0.8
Degree Requirements	33.7	39.3	23.8	1.2	0.4
Library Facilities	21.0	33.7	27.0	12.3	3.6
Class Size	37.7	40.1	17.1	2.8	0.8
Flexibility of Courses	20.2	29.4	31.0	11.9	6.0
Dormitory Life	17.1	34.1	31.7	9.5	5.2
Cleanliness of Campus	22.2	34.9	28.2	10.3	2.0

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

Key measures on budgetary and financial performance include a balanced budget regardless of decreased state appropriations, enrollment trends, full-time equivalent

enrollment trends, fundraising, scholarship distribution, tuition and fees and research funding,.

Enrollment trends, which are key to financial stability, in Table 7.3-1, show decreases in enrollment. However, critical to continued enrollment is the availability of financial aid funds, which have decreased due to decreases in state funding, inadequate need-based funding, increases in tuition and fees and decreases in parents' ability to raise additional funds through loans.

Table 7.3-1 SC State University Fall Semester Headcount Enrollment

	F2007	F2008	F2009	F2010	F2011
Total Enrollment	**4,933**	**4,888**	**4,538**	**4,362**	**4,326**
Total Undergraduate	4,323	4153	3874	3759	3744
Total Graduate	610	735	664	603	582
In-State	4,089	4139	3806	3512	3424
Out-of-State	844	749	732	850	902
Full-time	4,298	3,994	3,851	3,760	3742
Part-time	635	894	687	602	584

As illustrated by Table 7.3-2 below, headcount enrollment for SC State showed a slight decrease, but a slight increase in FTE enrollment in Table 7.3-3, which slightly reduced the financial impact of a reduction in enrollment. Given the increases in other in-state public comprehensive universities (7 of the remaining 9), SC State is reviewing its recruitment and retention efforts.

Table 7.3-2 Total Headcount Enrollment

	Fall 2010	Fall 2011	*F2011 over F2010*
The Citadel	3,402	3,390	*-0.35%*
Coastal Carolina University	8,706	9,084	*4.34%*
College of Charleston	11,532	11,649	*1.01%*
Francis Marion University	4,032	4,187	*3.84%*
Lander University	3,060	3,069	*0.29%*
SC State University	**4,362**	**4,326**	***-0.83%***
USC Aiken	3,254	3,277	*0.71%*
USC Beaufort	1,754	1,874	*6.84%*
USC Upstate	5,492	5,493	*0.02%*
Winthrop University	5,998	5,913	*-1.42%*

Table 7.3-3 FTE Enrollment Trends *(All Levels of Students)*

Institution	Fall 2010	Fall 2011	*F2011 over F2010*
The Citadel	3,270.98	3,262.12	-0.27%
Coastal Carolina	8,302.46	8,720.45	5.03%
College of Charleston	10,205.41	10,548.35	3.36%
Francis Marion	3559.16	3,628.91	1.96%
Lander	2851.16	2,849.40	-0.06%
SC State	**3997.96**	**4,007.67**	**0.24%**
USC Aiken	2834.74	2,786.51	-1.70%
USC Beaufort	1518.33	1,592.80	4.90%
USC Upstate	4946.21	4,884.19	-1.25%
Winthrop	5231.37	5,222.28	-0.17%

Table 7.3-4 shows that SC State has the fourth lowest in-state tuition and required fees and the fifth lowest out-of-state tuition and required fees of the ten public comprehensive universities. However, meeting these costs is still a challenge for many of the SC State students and their families. To assist in meeting these costs, students and parents depend on university fundraising, scholarships and federal grants. Maintaining an adequate level of fundraising is a challenge, as noted in the decrease in overall fundraising in 2011/12. This decrease then requires that the University and its students find other means for supporting the costs of postsecondary education. Some of these include scholarships from within and outside the state, including federal grants.

In addition to costs for students, the University must find other sources to help support its programs. Research funding provides significant financial support to promote academic programs, faculty development, and outreach services to the community and state. The following tables (7.3-5 to 7.3-7) illustrate the funding sources for students and the university-at-large.

Table 7.3-4 Fall 2011 Annualized Tuition and Required Fees Full-time, Undergraduate Students

	In-State	Out-of-State
The Citadel	$10,216	$27,033
Coastal Carolina University	$9,760	$21,560
College of Charleston	$9,616	$24,330
Francis Marion University	$8,802	$17,269
Lander University	$9,504	$17,976
SC State University	$9,258	$18,170
U.S.C. - Aiken	$8,700	$17,188
U.S.C. - Beaufort	$8,108	$17,220
U.S.C. - Upstate	$9,426	$18,852
Winthrop University	$12,656	$23,796
Sector Average	**$9,605**	**$20,339**

Table 7.3-5 Private Giving

Categories	Total Given 07/01/2010 – 06/30/2011	Total Given 07/01/2011 – 06/30/2012
Alumni	1,152.257.07	926,232.34
Nat'l Alumni Association	65,625.00	62,305.00
Fraternities, Sororities	70,148.40	5,496.80
Faculty and Staff (non alumni)	29,079.93	22,356.47
Corporations, Foundations, Small Businesses	1,633,108.54	1,923,220.58
Friends of SC State (non alumni)	225,428.45	189,137.05
Faith-Based Organizations	1,632.75	3,430.00
Other	416,176.29	148,128.75
Subtotal	3,593,456.43	3,277,505.99
Services	(336,051.23)	(412,328.08)
Total Revenue	**3,593,456.43**	**3,280,306.99**

Table 7.3-6 AY 2011-12 Scholarship Disbursements*

	2007-08	2008-09	2009-10	2010-11	2011-12
Awards	**No. Students**	**No. Students**	**No. Students**	**No. Students**	**No. Students**
Pell	3,086	3,025	3,113	3,115	3,070
SEOG	628	750	737	597	609
Federal Work Study	282	261	279	220	198
P-13 Job	372	328	335	291	303
Loans	4,150	4,315	4,523	4,178	3,927
Athletic Scholarships	368	246	290	245	268
Institutional Scholarships	1,032	926	1,069	1,097	657
Other Financial Aid	1,117	1,139	918	596	656

* Does not include SC CHE Scholarship disbursements

Table 7.3-7 Fall 2011 SC Commission on Higher Education Scholarship Disbursements

	LIFE		PALMETTO FELLOWS		NEED-BASED GRANTS		HOPE		TOTAL	
The Citadel	215	566,250	27	110,200	71	69,755	54	75,600	367	821,805
Coastal Carolina University	1,302	3,403,750	70	277,220	564	401,319	328	457,100	2,264	4,539,389
College of Charleston	2,306	6,165,977	501	1,990,176	401	473,412	141	197,400	3,349	8,826,965
Francis Marion University	875	2,428,245	55	239,800	496	250,062	204	285,600	1,630	3,203,707
Lander University	800	2,134,807	48	200,675	389	264,039	241	336,140	1,478	2,935,661
SC State Univ.	**339**	**893,766**	**6**	**24,772**	**278**	**277,500**	**89**	**124,600**	**712**	**1,320,638**
U.S.C. - Aiken	815	2,254,469	67	282,116	234	225,178	154	214,300	1,270	2,976,063
U.S.C. - Beaufort	304	804,804	14	53,000	77	95,000	90	126,000	485	1,078,804
U.S.C. - Upstate	1,318	3,681,078	61	252,009	448	400,577	241	337,400	2,068	4,671,064
Winthrop University	1,517	3,790,625	209	758,950	384	368,425	209	290,570	2,319	5,208,570
Subtotal	9,791	26,123,772	1,058	4,188,918	3,342	2,825,267	1,751	2,444,710	15,942	35,582,666

As illustrated in Chart 7.3-1 research dollars have a major impact on the total revenues of the University and are a growing requirement with decreased state appropriation dollars.

Chart 7.3-1 SC State Appropriations and SC State University Research Comparison

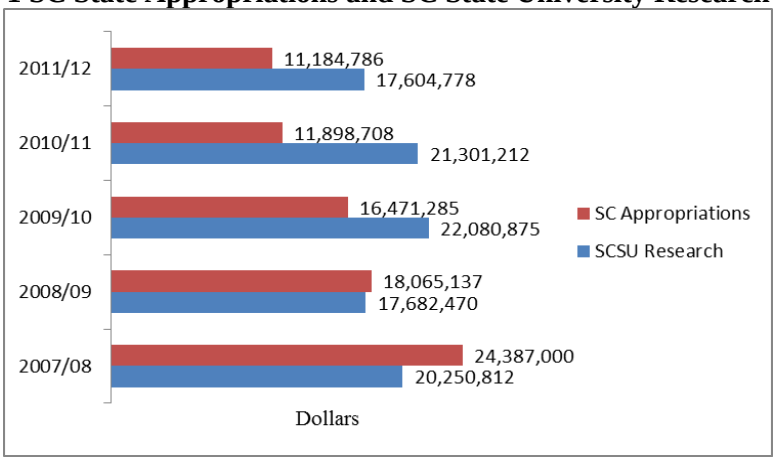
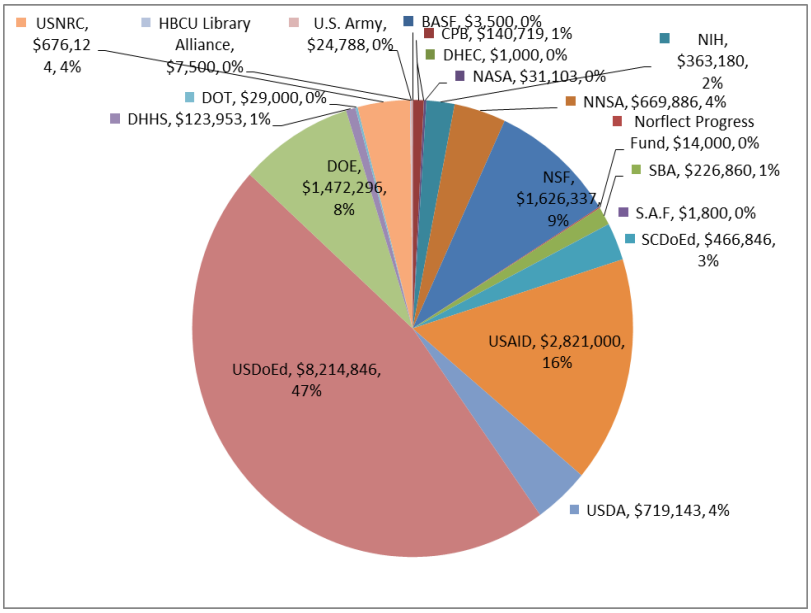
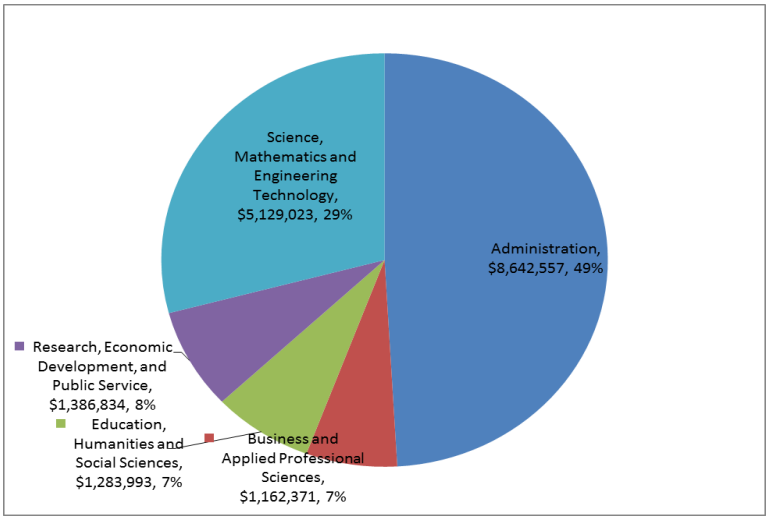


Chart 7.3-2 Funding Level by Agency for FY 2011-2012 ($17.6 million)



BASF Corporation
CPB - Corporation for Public Broadcasting
HBCU Library Alliance
NASA - National Aeronautics and Space Administration
NIH - National Institutes of Health
NNSA - National Nuclear Security Administration
NSF - National Science Foundation
Norflect Progress Fund
DHEC - South Carolina Department of Health and Environmental Control
SBA - Small Business Administration
SAF - South Arts Foundation
SC DoEd - South Carolina Department of Education
USAID - United States Agency for International Development
USDA - United States Department of Agriculture
USDoEd - United States Department of Education
United States Army
DOE - United States Department of Energy
DHHS United States Department of Health and Human Services
D0T - United States Department of Transportation
USNRC - United States Nuclear Regulatory Commission

Chart 7.3-3 SC State Research Funding Level by Division/College FY 2011 ($21.3M)



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

Key measures of workforce engagement, satisfaction and development include faculty/staff scholarly activities, salaries, involvement in professional development activities. Faculty tenure status is also an indicator of faculty professional growth due to the requirements to receive tenure and it illustrates the desire of faculty to remain at the University.

SC State University promotes professional development through research and other scholarly activities. Tables 7.4-1 and 7.4-2 represent the participation level of staff and faculty members in the activities listed as submitted in departmental annual reports. Faculty and staff also participated in numerous campus activities as presenters, organizers and participants, which are not included in these tables. In addition, the Office of Professional Training and Development (PTD) offered numerous activities each month to enhance faculty and staff professional development. Listed in Table 7.4-5 are only a few of the sessions offered. Session topics included presentations on health, safety, and security. Table 7.4.6 provides a sampling of the survey results from a few of the sessions offered by the PTD office.

Table 7.4-1 Scholarly Achievements of Staff

Activity	
Articles Published	18
Papers Presented at Professional Meetings	73
Received Service Award	3
Awarded Higher Degrees	15

Numbers include duplicates

Table 7.4-2 Scholarly Achievements of Faculty

Activity	
Books Published	11
Articles Published	56
Papers Presented at Professional Meetings	85
Performances	12
Recitals	5
Exhibits	22
Received Service Awards	33
Awarded Higher Degrees	3

*Numbers include duplicates

Chart 7.4-1 Average Faculty Salaries

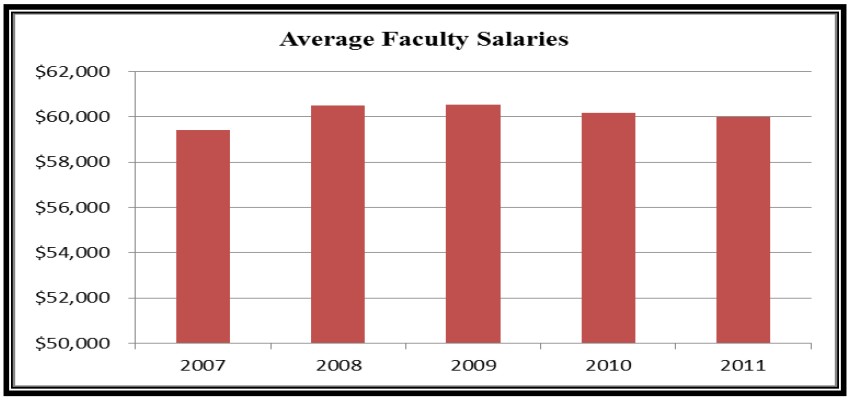


Table 7.4-3 2011 Full-time Faculty Salaries by Rank – 9 Month

	Professor	Assoc Prof	Asst Prof	Instructor	Total Average
The Citadel	$86,419	$69,802	$57,535	$44,993	$70,388
Coastal Carolina University	$84,168	$70,535	$58,234	$46,112	$67,832
College of Charleston	$82,328	$65,022	$59,060	$49,223	$65,965
Francis Marion University	$76,809	$60,889	$54,124	$48,429	$62,303
Lander University	$66,211	$53,614	$50,262	$41,337	$52,495
South Carolina State Univ.	**$73,314**	**$63,674**	**$55,813**	**$44,841**	**$59,988**
U.S.C. – Aiken	$73,167	$58,180	$53,178	$41,921	$55,226
U.S.C. – Beaufort	$72,519	$58,895	$51,365	$46,516	$56,613
U.S.C. – Upstate	$72,762	$61,237	$51,883	$46,791	$55,292
Winthrop University	$76,326	$64,619	$54,538	$44,092	$62,827

Table 7.4-4 Percentage SC State Full-time Faculty Tenure Status

	2007	2008	2009	2010	2011
Tenured	41%	33%	31%	41%	39%
Tenure Track	52%	57%	59%	34%	38%

Table 7.4-5 Sample Listing of 2011-2012 Professional Development and Training Courses

TOPIC	DATE
Banner 8 Finance Requisition SSB	Multiple
New Employee Orientation	Multiple
Anti Harassment (Sexual Harassment ET.AL)	08/17/2011
Assisting Students with Hearing Impairments	08/29/2011
Introduction and Overview of Blackboard	Multiple
Assisting Students with Visual Impairments	09/12/2011
Assisting Students with Dyslexia	09/19/2011
Assisting Students with Learning Disabilities	09/21/2011
Understanding Budgets in Banner	09/22/2011
Assisting Students with Depression	09/26/2011
Equal Employment Opportunity (EEO)	09/27/2011
Resources & Technology for Students with Disabilities	09/28/2011
2011 Research Forum: "50 Million by 2015" Initiative	09/30/2011
University Business Policies & Procedures	10/13/2011
Americans with Disabilities Act	10/19/2011
Customer Service	10/27/2011
Managing Stress in Our Lives	11/17/2011
Facebook:Using Social Media to Connect with Students	11/17/2011
ARGOS Evisions Standard Software	12/06/2011
Faculty Development Institute: Using Skype- Tool for Collaboration	01/05/2012
Faculty Development Institute: Using Banner as a Tool during the Advisement Process	01/05/2012
Faculty Development Institute: Writing Across the Curriculum	01/05/2012
Getting Your Ducks in a Row: Navigating the Tenure and Promotion Process	01/05/2012
Bloodborne Pathogens	01/11/2012
Blackboard I	01/13/2012
Finance: Budget Development FY13	Multiple
Best Practices for Supplemental Instruction (PUSH)	02/23/2012
Identity Theft	03/21/2012
Technology in the Classroom	Multiple
Overcoming Apathy & Creating Excitement in the Classroom	06/11/2012
Best Practices for Online Learning: Building Quality for Online Course Design	06/12/2012
Building Online Learning communities	0-6/12/2012
Total Courses Reported= 93	

Table 7.4-6 Professional Training and Development Customer Survey Results

(Conducted August, 2011 – June, 2012)

Please indicate how strongly you feel about the following statements.							
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Not Applicable**	**Response Totals**
1. University Business Policies & Procedures	**October 13, 2013**						
The seminar was well organized.	9	5	1	0	0	0	15
The information presented was helpful and informative.	9	5	0	1	0	0	15
I would recommend this seminar to a co-worker.	8	6	1	0	0	0	15
The facilitator was knowledgeable of the content material.	10	5	0	0	0	0	15
Overall, the content of the seminar met my expectations.	8	6	1	0	0	0	15
2. Customer Service	**October 27, 2011**						
The overall quality of this session was good.	38	9	1	0	0	0	48
The style and delivery methods of the presenter was effective	38	9	1	0	0	0	48
The session was helpful to me.	35	10	1	2	0	0	48
There was adequate time allotted for the presentation.	36	11	1	0	0	0	48
The presenter allowed adequate time for discussion.	36	10	0	1	0	0	47
3. Planning for Retirement	**November 3, 2011**						
The overall quality of this session was good.	13	1	0	0	0	0	14
The style and delivery methods of the presenter was effective.	14	0	0	0	0	0	14
The session was helpful to me.	13	1	0	0	0	0	14
There was adequate time allotted for the presentation.	10	3	0	0	0	0	13
The presenter allowed adequate time for discussion.	10	2	0	0	0	0	12
4. Workplace Violence	**April 9, 2012**						
The overall quality of this session was good.	25	26	6	2	1	0	60
The style and delivery methods of the presenter was effective.	17	29	6	6	2	0	60
The session was helpful to me.	22	30	5	2	1	0	60
There was adequate time allotted for the presentation.	27	31	2	0	0	0	60
The presenter allowed adequate time for discussion.	23	25	9	3	0	0	60
5. Ant-Harassment (Sexual Harassment ET. AL)	**May 17, 2012**						
The overall quality of this session was good.	13	10	0	1	0	0	24
The style and delivery methods of the presenter was effective.	13	7	2	2	0	0	24
The session was helpful to me.	11	11	1	1	0	0	24
There was adequate time allotted for the presentation.	13	10	0	1	0	0	24
The presenter allowed adequate time for discussion.	15	8	0	1	0	0	24

A secure campus is important to faculty, staff and students. Table 7.4-7 illustrates that the overall campus crime rate has decreased. Various new initiatives have been implemented to provide a safer and more secure campus. The utilization of call boxes throughout the campus as well as cameras in various locations inside and outside buildings has improved the safety features on campus.

Table 7.4-7 2011 Classified Crimes Reported by Calendar Year

CATEGORY	**2011**	**2010**
Rapes	0	0
Sex Offenses, Forcible (Founded)	0	1
Sex Offenses, Forcible (Unfounded)	0	0
Murders	1	0
Robberies	5	7
Simple Assault	13	20
Aggravated Assault	1	3
Arson	0	0
Petty Larcenies	74	67
Grand Larcenies	14	23
Burglary (Founded)	33	42
Burglary (Unfounded)	1	15
Breaking & Entering	15	4
Motor Vehicle Thefts	1	3
Self Initiated by Officers	*33*	*17*
TOTAL	**158**	**185**

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

Key measures of organizational effectiveness/operational efficiency and work system performance include percentage of faculty with terminal degrees (as defined by SACS), university rankings among peer institutions, and distribution of funds to ensure efficiency in operations.

Table 7.5-1 2011 Full Time Faculty with Terminal Degrees

Institution	**Nursing-Primary Teaching Area**	**Not Applicable**	**No Terminal Degree**	**Terminal Degree**	**Total**	**% Terminal Degree**
The Citadel	0	0	12	166	178	*93.3%*
Coastal Carolina University	0	0	22	251	273	*91.9%*
College of Charleston	0	22	0	499	521	*95.8%*
Francis Marion University	10	0	32	152	194	*78.4%*
Lander University	8	0	25	73	106	*68.9%*
SC State University	**5**	**5**	**31**	**172**	**213**	***80.8%***
U.S.C. - Aiken	6	42	0	97	145	*66.9%*
U.S.C. - Beaufort	3	24	0	25	52	*48.1%*
U.S.C. - Upstate	11	87	0	105	203	*51.7%*
Winthrop University	0	0	39	246	285	*86.3%*

Chart 7.5-1 Operating Expenses by Function

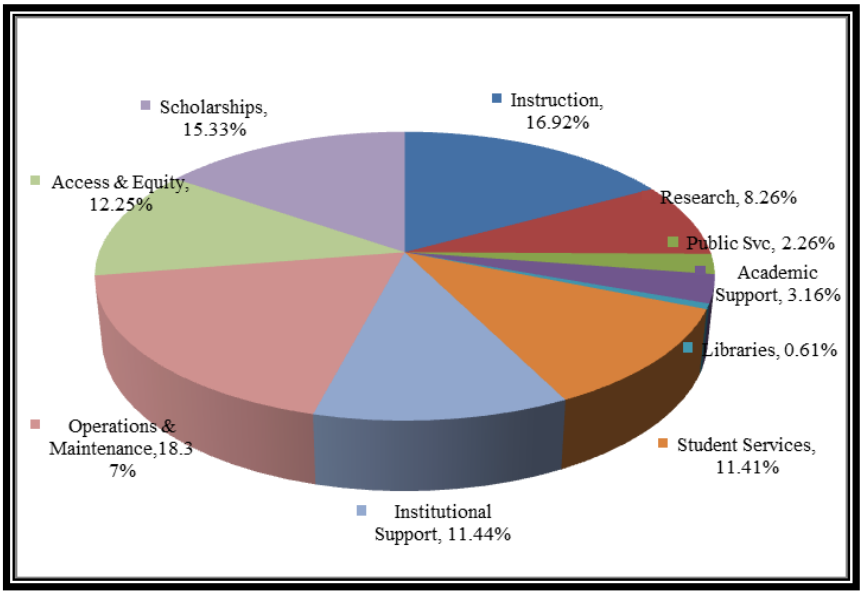


Figure 7.5-1 SC State Rankings Among Peer Institutions

SC State rankings in 2011/12:

Washington Monthly

#17 (of 258) in **Social Mobility** (recruiting and graduating low-income students)

#10 (of 258) in **Service** (ROTC program),

Diverse Issues in Higher Education, Top 100 Degree Producers: Baccalaureate (Total Minority) for 2011

#5 Engineering Technologies and Engineering Related fields

#9 Communication Disorders Sciences and Services

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

a. accomplishment of your organizational strategy and action plans;

b. stakeholder trust in your senior leaders and the governance of your organization;

c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance;

d. organizational citizenship in support of your key communities?

Accomplishment of strategic plan goals and objectives is included in reports located on the university website. Stakeholder trust is evidenced by continued engagement with the University and continued participation in outreach and campus activities. Measures related to citizenship include maintaining affordable costs, community outreach, and accessibility. Fiscal accountability is measured by the allocation of fees to support university mission as indicated in Chart 7.5-1. SC State University maintains regional, athletic and program

accreditations and adheres to the policies and regulations of state, federal and other associated agencies.

SC State University sponsors numerous outreach services and activities throughout the year through its 1890 Extension program, speech and hearing clinic, museum and planetarium exhibits and shows, and other programs and services for the community. Table 7.6-1 includes only a few of these activities.

Table 7.6-1 Community Outreach Activities

Office	Activity	Audience
1890 Extension	Introduction Keyboarding for Seniors Target: Adults	Four classes were held (1 each Quarter). Everyone improved their typing skills, learned basic computer keyboarding
	Youth Summer Programs Target Audience: K-12th graders	18 Summer Programs were held. Pre- and Post-test results were received. Impact documents were developed. Information distributed to stakeholders/founders.
	Homebuyers Seminars Target: Potential Homebuyers	Individuals were able to apply for housing grants to purchase a home.
	Workshops on financial management, family budgeting savings and investment, financial literacy, food and nutrition, food handling, food preparation, farm demonstrations, etc.	Youth and adults/Over 263 workshops/ seminars/conferences were held. On-farm demonstrations (22) introduced the latest techniques, equipment and strategies for farming.
Brooks Health Center	Domestic Violence Forum with Kemba Smith Pradia	All students and the community
	Cancer awareness (MAC: Men Against Cancer)	Excellent participation
	Minority Health Summit	Community members
Counseling & Self-Development Center	Women at Heart Conference	Women in the South Carolina region. Participated in free health screenings and received valuable information on minority health issues
Small Business Development Center	First Quarter Assistance	41 disadvantaged business enterprises Offered counseling, business plan development, special technical assistance, and turnaround management assistance.
Speech Pathology and Audiology	Hearing Summer Camp for hearing impaired	Hearing impaired children
Accounting	VITA	Low income – tax assistance
Museum & Planetarium	The Southern Circuit Film Series, including ***Prodigal Sons***, *Zora Neale Hurston Film Festival, Dive!, Pelada, Burning in the Sun,* and *Abel Raises Cain.*	Campus and external community
Accounting, Agribusiness & Economics	VITA Program	Offered students and low-income individuals with tax preparation. Over 200 tax returns were completed.

Education	SPED majors provided Child Care Services for parents of Children with Disabilities in Orangeburg School District 5 while parents attended Parent meeting.	Parents, Faculty & Staff who have children with disabilities.
Biology	Area Health Education Consortium Summer Institute	High school students/85 students attended
Physics	Live Viewing of Venus Transit	100 members of the campus and community came to campus for viewing the event through telescopes with accompanying demonstrations.
Miller F. Whittaker Library/Archives	Chaired collaboration with the Orangeburg Public Library for first ever "One Book, One Community" initiative for Orangeburg	Orangeburg County, SC
Student Life & Leadership	Nursing Home Holiday Social	50/50+
University Relations & Marketing	South Carolina Baptist Convention of Congress Education	Community Partners/Alumni/Friends/Potential Donors
1890 Research	Obesity Camp	Middle School Students / 17
1890 Extension	Summer Academies: TechBridge, SMART and MBE	Youth/***TechBridge:*** Rising 7th & 8th Graders built their own computers, utilized various computer software, bridged the digital-divide and carried their individual computers home. ***SMART:*** Rising 3rd Graders used innovative technology of an interactive whiteboard with clickers to do math and reading comprehension ***MBE:*** Middle school youth used a hands-on curriculum in math, writing, reading and research skills to develop their own business plans.

Table 7.6-2 Enrollment by Race and Gender

Race	2007	2008	2009	2010	2011
Black/African American	4,716	4600	4237	4091	4061
Non-Residential Alien	0	15	11	9	7
American Indian	2	7	3	5	5
Asian or Pacific Islander	20	13	11	16	18
White	167	198	144	169	178
Hispanic	14	17	24	29	28
Unknown	14	38	108	43	29
Gender					
Male	2,076	2022	1904	1865	1846
Female	2,857	2866	2634	2497	2480

Table 7.6-3 Fall 2011 Disabled Accessible Area as a Percentage of Assignable Area

	Assignable Area (Total)	Accessible Area (Total)	Percent Accessible
The Citadel (Main Campus)	1,136,957	878,712	77.29
Coastal Carolina University (Main Campus)	885,674	878,983	99.24
College Of Charleston (Main Campus)	1,960,684	1,105,633	56.39
College Of Charleston (North Area Campus)	17,723	17,723	100.00
College Of Charleston (Grice Marine Laboratory	20,477	19,359	94.54
Francis Marion University (Main Campus)	701,000	630,053	89.88
Lander University (Main Campus)	603,761	456,066	75.54
South Carolina State University (Camp Harry D	**29,815**	**29,815**	**100.00**
South Carolina State University (Main Campus)	**1,518,289**	**1,516,709**	**99.90**
USC-Aiken (Main Campus)	571,583	416,509	72.87
USC-Beaufort (Historic Beaufort Campus)	48,866	24,188	49.50
USC-Beaufort (Hilton Head Gateway Campus)	120,155	95,465	79.45
USC-Upstate (Main Campus)	769,523	764,377	99.33
Winthrop University (Main Campus)	1,498,713	953,030	63.59
Comprehensive Teaching	**9,883,220**	**7,786,622**	**78.79**

Figure 7.6-1 Institutional and Program Accreditations

South Carolina State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: telephone number 404-679-4501) to award the bachelor's, master's, specialist, and doctorate degrees.

Academic Programs are accredited by the following national accrediting bodies:

- Accreditation Board for Engineering and Technology, Inc. (TAC/ABET) Address: Accreditation Director for Engineering Technology, Technology Accreditation Commission Accreditation Board for Engineering and Technology, Inc., 111 Market Place, Suite 1050, Baltimore, Maryland 21202
- American Dietetic Association Address: American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400
- American Association of Family and Consumer Sciences
- Association to Advance Collegiate Schools of Business International (AACSB)
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET).
- Council for Accreditation of Council and Related Education Programs
- Council on Rehabilitation Education
- Council on Social Work Education
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association for the bachelor and master education programs in speech-language pathology

In addition:

- Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc.
- Child Development Learning Center is accredited by the National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC).