

Office of Vice President for Research, Economic Development and Public Service

September 14, 2012


Office of State Budget  
**Attention: Ms. Karen Rhinehart**  
1205 Pendleton Street, Suite 529  
Columbia, SC 29201

Dear Ms. Rhinehart:

Enclosed is the 2011-2012 South Carolina State University 1890 Research and Extension Program Accountability Report. Four (4) copies of the Accountability Report are submitted for your perusal. An e-mailed version of the report was also submitted today to your email address at [Krhinehart@budget.sc.gov](mailto:Krhinehart@budget.sc.gov).

If further information is needed, please contact Mrs. Sharon Wade-Byrd, Office of Accountability, at (803) 536-8697 or e-mail: [swade1@scsu.edu](mailto:swade1@scsu.edu).

Sincerely,



John A. Rosenthal, JD  
Vice President for Research and  
Economic Development and Executive  
Director for 1890 Research and Extension

Enclosures: 4

cc: Mrs. Sharon Wade-Byrd

# **Accountability Report**

**Fiscal Year 2011-2012**



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

**July 1, 2011 – June 30, 2012**

**Date Submitted: September 17, 2012**

## **Accountability Report Transmittal Form**

Agency Name South Carolina State University

Date of Submission September 17, 2012

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## **I. EXECUTIVE SUMMARY**

In the State of South Carolina, there are two land grant universities; South Carolina State University and Clemson University. As a land grant university, each institution is charged to educate citizens within the state in fields of agriculture, family and consumer sciences, mechanical arts and other useful professions. Land grant universities are essential to the community and economic development of the nation.

As part of the land-grant mission, the objective of the 1890 Program is to raise the educational consciousness and awareness of national issues that impact limited resource clientele, in order to improve their quality of life. Overall, the mission of the 1890 Research and Extension Program at South Carolina State University is to promote an organized research and extension system that addresses quality of life opportunities for limited-resource communities and provides effective stakeholder outreach programs and services in the areas of extension, agriculture/natural resources, family life, health and nutrition, youth development, community economic development, education and technology. The organization values the integration of research, teaching and public service. Individually, the 1890 Evans-Allen Research mission provides seed-based funding to faculty, staff and students to become engaged in organized research efforts/opportunities to build the research capacity of the institution to address problems and issues of concern to limited-resource stakeholders/clientele. The mission of the 1890 Extension Program is to deliver research-based programs/activities designed to help stakeholders/clientele enhance their quality of life in order to respond to environmental changes. The 1890 Research and Extension Units work cohesively for the betterment of the citizens of South Carolina.

The major achievements from the past year (July 1, 2011 – June 30, 2012) for 1890 Research and Extension include the following:

- A total of 1,271 workshops/trainings were held 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. To enhance the knowledge of participants in the area of food handling, preparation and distribution workshops/trainings were provided. Educational enhancement was provided to youth on sound money management skills, financial planning and entrepreneurship in Bamberg, Calhoun, Dorchester, Anderson, Hampton and Marlboro Counties. Workshops/Trainings to explore the importance of developing and maintaining healthy lifestyles were conducted. To assist with water quality issues, workshops were held as well as environmental stewardship workshops.
- Four on-farm demonstrations were held to expose participants to emerging ideas and opportunities in agriculture.
- Three specific projects (Rock & Read; Fun, Food & Fitness and ServSafe) were conducted at several sites throughout the State of South Carolina. Participants were able to learn about nutrition, physical activity, safe food handling, fundamentals of reading and health activities.

- Summer Academies were conducted across the State of South Carolina to educate and enhance the occupational outlook of participants. The TechBridge Academies were held for five-weeks for rising seventh and eighth grade students in six different locations. Students were exposed to building their own computers and worked on academic enhancement in reading, math and writing through the use of technology. At the close of each Academy, youth were able to carry their computers home. A total of 89 computers were distributed across the State of South Carolina, which helped to bridge the digital divide. The Strategies in Math and Reading using Technology (SMART) Academies used innovative technology of an interactive whiteboard to teach rising third-grade students mathematical and reading comprehension standards. A total of 36 youth participated in the Academies. The Money and Business Entrepreneurship (MBE) Academy focused on middle school youth using the Network for Teaching Entrepreneurship (NFTE) curriculum to enhance their math and reading skills, in order to develop their own business plan. A total of 14 youth were able to complete the Academy.
- Technical assistance was provided to 8 Small Farm Co-Operatives, which allowed the small farmers to become more efficient and productive in their work.
- Based on the surveys conducted, of the 6,351 youth who participated in the summer enrichment programs, 100% indicated an increased in their knowledge of assessing leadership styles, making healthy lifestyle choices, developing entrepreneurship skills, team building exercises and career exploration. In addition, 98% indicated they would like to participate in other 1890 programs.
- The mobile technology unit was able to take technology to the people across the State of South Carolina. The Mobile Technology Center is a stylized Winnebago equipped with a 12 station computer lab used to deliver educational programs and services to participants. From July 1, 2011 to June 30, 2012, approximately 2,910 individuals participated were served statewide. In 2011, usage of the Mobile Technology Center was restructured. Two 1890 Extension Agents were primarily assigned to provide instruction for the Center. As a result, participation and usage increased tremendously. As the Center traveled across the State, participants acquired knowledge regarding the history of SC State University, mission and goals of 1890 Research and Extension, Cyber Safety, 4-H and youth development, testing skills, etc.
- A high school financial planning program was implemented at eight high schools with 555 participants getting involved. Knowledge gained was assessed by administering a Pre and Post Test Evaluation. All classes showed an average increase of 70% with some students increasing their scores by 55 points.
- According to statistical data, the Small Farm Assistance and Outreach Program noted a profit gain by their participants. As a result of training activities, participants reported they gained knowledge of sustainable agriculture practices, adopted the practices and 72% of producers reported an increase in income.

- Small livestock producers desired to reduce feed costs during the winter months, while maintaining the animal's body condition, milking ability and ability to rebreed on time. One hundred percent of the producers who utilized the forage probe to determine hay quality reported a lower feed bill as a result of purchasing better quality hay and providing supplementation only when necessary to correct nutritional deficiencies.
- As a result of technical assistance and business consultations, individuals and businesses gained knowledge in the development of business plans, grant writing, non-profit organizing and applying for grants. The Local Organizing Committee of Orangeburg, applied and obtained a 21<sup>st</sup> Century Grant in the amount of \$200,000 for an after school program.
- SC State University and Clemson University submitted their 2011 Joint Plan of Work Annual Report of Accomplishments and Results and the 2013 – 2017 Joint Plan of Work Review Updates, which were both reviewed and approved by USDA for another year.
- During the reporting period, Evans-Allen Research funded 19 research projects. The research focus areas included: sustainable agriculture, food safety & nutrition, community leadership, economic development, global food & hunger, childhood obesity, as well as youth and family development.
- Three meetings were held with Principal Investigators that focused on research progress, findings, breakthroughs and budgetary concerns.
- Researchers prepared papers, articles, posters, etc. for presentations at meetings, conferences, workshops, etc. highlighting research efforts. Twelve publications were submitted to peer reviewed journals and 18 presentations were made at professional meetings.

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

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

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

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

14. To develop expanded emphasis on grant development to support Extension outreach programs and activities.
15. To establish niche areas in Research and Extension for program development to highlight the strength of Research programming within the University.

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

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

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



educational opportunities for children, youth and families statewide. The accountability report is a tool used by the leadership to assess current programs/services and develop future programs/services. Overall, the accountability report is an instrument used for ensuring checks and balances, in relationship to the work being performed within the agency.

## **Section II - ORGANIZATIONAL PROFILE**

- The organizational profile is a fact-based description of the 1890 Research and Extension Program. 1890 Researchers identify the main products, services and primary methods by which 1890 Extension deliver and conduct business. The 1890 Program Outreach areas include 4-H Youth Development, Adult Leadership and Community Development, Environment and Natural Resources, Small Farm Assistance and Outreach, Family Life, Technology and Data Management and Nutrition, Food Safety and Wellness. USDA developed five national priority areas of focus, in which is reflected in the annual reporting cycle. The 1890 Research and Extension Program has geared its outreach and research to include the priority areas, which are global food security and hunger, climate change, sustainable energy, childhood obesity and food safety. The primary methods of service delivery are through hands-on instruction, workshops, peer-to-peer trainings, on-site demonstrations, surveys, evaluations, community education classes, etc. conducted by 1890 Extension staff and established partnerships. In addition to laboratory experiments and other written forms of evaluations, 1890 Researchers also conduct face-to-face interviews.
- The key customers, groups and their key requirements/expectations are limited-resource individuals and their families. The 1890 targeted audience is not traditionally served through outreach services. The customer focus is on the underserved. The key customers are provided access to programs and services in a fair and equitable manner. Services are extended to everyone, whether they are an adult, youth and/or child. Youth/Children, senior citizens and farmers take advantage of the programs/activities offered by the 1890 Research and Extension Program.
- The key stakeholder groups (other than customers) are the local, state and federal entities, members of the advisory board, faith-based organizations, educational institutions, businesses, private industries and non-profit organizations that work and support the efforts of the 1890 Research and Extension Program.
- The key suppliers and partners for the 1890 Research and Extension Program include local businesses, corporations, school districts, faith-based initiatives, child-care centers and foundations.
- 1890 Research and Extension is represented across the state in several operating

locations. The main office is located in Orangeburg, SC on the campus of South Carolina State University in the R. L. Hurst 1890 Research and Extension Complex. On campus, the staff is housed in the Research Facility, the Extension Annex and the John W. Matthews, Jr. Extension Center. County staff is located in various sites throughout the state. Three fully offices are located within the counties of Orangeburg, Marlboro and Hampton. Each cluster office serves multiple counties. The Orangeburg Cluster consists of Bamberg, Calhoun, Dorchester and Orangeburg counties. The Marlboro Cluster serves Dillon, Florence, Marion and Marlboro counties. The Hampton Cluster includes Allendale, Beaufort, Colleton, Hampton and Jasper counties. The Orangeburg, Marlboro and Hampton Clusters all house full-time staff members. The 1890 Extension Program employees share office space with Clemson in two counties (Greenwood and Williamsburg). An extension agent is housed in the Greenwood Cluster (Edgefield, Greenwood, McCormick and Saluda), who specializes in agriculture and animal production programs/activities. The Williamsburg Cluster has one senior extension director. The individual provides leadership for programs/activities associated with agriculture and 4-H/Youth Development. The individual in the Williamsburg Cluster serves Clarendon, Florence, Sumter and Williamsburg counties. In the Anderson Cluster (Anderson, Greenville and Spartanburg counties), which is housed in the Westside Community Center, 1890 Extension has one senior extension director that specializes in 4-H/Youth Development, one extension agent, one program assistant and two extension assistants. The Charleston Cluster home office is located in the downtown area of Charleston. It has one extension assistant, who serves Berkeley, Charleston and Dorchester counties.

- The 1890 Research and Extension Program employees approximately 150 staff members, which include permanent, temporary and student employees. The employee categories are segmented as 21 classified, 34 unclassified, and 95 temporary.
- The regulatory environment under which 1890 Research and Extension operates (i.e. occupational health and safety regulations, certifications, financial and service requirements) is governed by the federal government (USDA, NIFA, etc.), the State of South Carolina and South Carolina State University.
- The performance improvement system(s) for 1890 includes progress relative to strategic objectives and action plans for South Carolina State University as well as adhering to the goals and objectives governed by the National Institute of Food and Agriculture (NIFA) of USDA within the Five Year Plan of Work. Data/information analysis is used to provide effective support for decision making. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways, in order to provide effective support for decision making. First and foremost, program

evaluations are conducted on a continual basis. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers develop evaluations, surveys and questionnaires tailored to their targeted audiences. A sign-in sheet or a personal data collection form is utilized for each program/activity. To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/researchers conduct pre and post test. On occasion, agents/researchers request the services of the Information Technology (IT) Office or Accountability Office to assist in the preparation of evaluation methods. The IT Office is also responsible for securing and analyzing the data, once it has been collected.

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

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

- **Organizational Structure:** The overall governing body of the organization is the South Carolina State University (SCSU) Board of Trustees and the University President. There is a vice president for research and economic development which heads the division. The National Institute of Food and Agriculture (NIFA) and USDA govern the 1890 Program executive director/administrator. The executive director/administrator directly supervises an administrative coordinator II, administrative assistant, director of accountability and plan of work, extension administrator and research administrator. The extension administrator supervises the overall unit of the Extension Program which includes administrative assistants, senior extension directors, agents, extension P-14's, P-13's and P-13S's in the 1890 Extension Unit. The research administrator manages the overall unit of the Research Program. The individual supervises the communications

coordinator for 1890 Research, administrative assistants, data management staff, Geographic Information System (GIS) Laboratory, technological support, grant writer, editor, center directors, Evans-Allen research scientists, P-14's, P-13's and P-13S's in the 1890 Research Unit. The director of accountability and plan of work supervises an administrative assistant.

## Accountability Report Appropriations/Expenditures Chart

### Base Budget Expenditures and Appropriations

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,425,570	\$ 528,440	\$ 2,425,570	\$ 528,440	\$ 2,425,570	\$ 528,440
Other Operating	\$ 2,700,546	\$ 1,316,056	\$ 2,966,089	\$ 1,253,750	\$ 2,966,089	\$ 1,253,750
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 675,081	\$ 232,374	\$ 682,379	\$ 239,672	\$ 973,722	\$ 531,015
Non-recurring	\$ 500,000	\$ 500,000				
<b>Total</b>	\$ 6,301,197	\$ 2,576,870	\$ 6,074,038	\$ 2,021,862	\$ 6,365,381	\$ 2,313,205

### Other Expenditures

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

## Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
1221 - Sustainable Agriculture, Natural Resources and Environment	Sustainable Agriculture, Natural Resources and Environment. (To assist small farmers with their land	<b>State:</b> 704,865.00 <b>Federal:</b> 1,186,550.00 <b>Other:</b> <b>Total:</b> 1,891,415.00 <b>% of Total Budget:</b> 30%	<b>State:</b> 687,433.00 <b>Federal:</b> 1,347,098.00 <b>Other:</b> <b>Total:</b> 2,034,531.00 <b>% of Total Budget:</b> 34%	7.1 7.2 7.3 7.4 7.5
1222 - Nutrition Education, Diet and Health	Nutrition Education Diet and Health. (To provide nutrition education that promotes healthy living.)	<b>State:</b> 322,208.00 <b>Federal:</b> 565,083.00 <b>Other:</b> <b>Total:</b> 887,291.00 <b>% of Total Budget:</b> 14%	<b>State:</b> 343,717.00 <b>Federal:</b> 689,665.00 <b>Other:</b> <b>Total:</b> 1,033,382.00 <b>% of Total Budget:</b> 17%	7.1 7.2 7.3 7.4 7.5
1223 - Youth and Family Development	Youth and Family Development. (To provide family, resource management and educational programs to improve quality of life.)	<b>State:</b> 561,241.00 <b>Federal:</b> 920,006.00 <b>Other:</b> <b>Total:</b> 1,481,247.00 <b>% of Total Budget:</b> 24%	<b>State:</b> 404,372.00 <b>Federal:</b> 810,100.00 <b>Other:</b> <b>Total:</b> 1,214,472.00 <b>% of Total Budget:</b> 20%	7.1 7.2 7.3 7.4 7.5
1224 - Community Leadership and Economic Development	Community Leadership and Economic Development. (To provide leadership and economic development initiatives to communities.)	<b>State:</b> 348,655.00 <b>Federal:</b> 598,949.00 <b>Other:</b> <b>Total:</b> 947,604.00 <b>% of Total Budget:</b> 15%	<b>State:</b> 343,717.00 <b>Federal:</b> 680,924.00 <b>Other:</b> <b>Total:</b> 1,024,641.00 <b>% of Total Budget:</b> 17%	7.1 7.2 7.3 7.4 7.5
1225 - Administration	Administration (To provide overall operation of programs/activities.)	<b>State:</b> 639,901.00 <b>Federal:</b> 453,739.00 <b>Other:</b> <b>Total:</b> 1,093,640.00 <b>% of Total Budget:</b> 17%	<b>State:</b> 242,623.00 <b>Federal:</b> 524,389.00 <b>Other:</b> <b>Total:</b> 767,012.00 <b>% of Total Budget:</b> 12%	7.1 7.2 7.3 7.4 7.5

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

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

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

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

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

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

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

South Carolina State University 1890 Research and Extension seeks stakeholder input from 1) the community at-large, 2) County Advisory Committee Members, 3) Research and Extension administrators, 4) Extension Agents, and 5) 1890 Research and Extension staff. The 1890 Program also gets valuable information through collaborative efforts and partnerships that assist in the delivery of services.

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

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

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

The senior leaders use the organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization, including the head of the organization and the governance board/policy making body. Management is able to determine their personal as well as organizational strengths and weaknesses. With the feedback, changes may be made in regard to restructuring or shifting positions and/or responsibilities to enhance the organization. The senior leaders utilize their personal actions to reflect a commitment to organizational values by ensuring that professional program delivery is implemented and disseminated to all persons involved.

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



staff members are submitted for leadership training. Senior leaders continue to participate in the Leadership Orangeburg Program as well as Leadership South Carolina. Senior leaders are encouraged to participate in professional development to enhance their careers.

The senior leadership creates an environment for performance improvement and the accomplishment of strategic objectives by keeping the staff informed of various additions and/or changes within the organization. Meetings are held with department heads and they, in turn, meet and discuss key organizational priorities with the staff. Department heads schedule monthly or quarterly meetings with their staff, as well as one-on-one meetings. The team approach has been a very effective measure when discussing goals, objectives and programming issues. Updates to the strategic objectives are made quarterly. A final report is submitted at the end of the year.

Senior leaders create an environment for organizational and workforce learning by providing training and workshops that are beneficial to the staff. On occasion, staff members submit requests for educational enhancement received through emails, brochures, webinars, etc. Demonstrations and site visits are held to get a hands-on feel for the work that is to be implemented.

Senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization by providing a forum for staff to express themselves in meetings as well as submit proposals for initiatives in which they want to be involved. Staff members are urged to seek out external grants and other resources that would enhance their program area. Senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization. Staff is given the opportunity to recognize and submit the names of staff from the Research and Extension Program for Staff Employee of the Year representing the unit. The winning candidate is then chosen from the pool of University representatives to be the University Employee of the Year. In addition, outstanding performances or accomplishments are featured in the 1890 community brochure as well as the media releases through the university and the division.

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

organizational services and take ownership of the programs provided.

## Category 2 – Strategic Planning

### Strategic Planning

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goal/Objective</b>	<b>Related FY 11-12 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures*</b>
1221- Sustainable Agriculture, Natural Resources and Environment	To establish an agricultural system that is highly competitive in the global economy	<ul style="list-style-type: none"> <li>~ Provide trainings/workshops</li> <li>~ Establish marketing outlets</li> <li>~ Increase farmer profitability</li> <li>~ Establish on-going technical assistance programming</li> <li>~ Promote greater harmony with agriculture &amp; the environment</li> </ul>	<ul style="list-style-type: none"> <li>~ Participate in trainings/workshops/ hands-on activities</li> <li>~ Progress with farm retention</li> <li>~ Assess the impact of knowledge base (surveys)</li> <li>~ Publications/Pamphlets</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1222 – Nutrition Education, Diet and Health	To insure a safe and secure food system	<ul style="list-style-type: none"> <li>~ Teach lessons on basic sanitation and food safety</li> <li>~ Increase food safety awareness</li> <li>~ Promote lifestyle behavior changes</li> </ul>	<ul style="list-style-type: none"> <li>~ Follow-up and evaluate client implementation lessons</li> <li>~ Food preparation (washing hands and food)</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1223 – Youth and Family	To promote a healthy, well-nourished population	<ul style="list-style-type: none"> <li>~ Implement a healthy nutrition education</li> <li>~ Increase participants' consciousness of food safety and nutritious eating habits</li> </ul>	<ul style="list-style-type: none"> <li>~ Documented personal changes</li> <li>~ Number of clients who adopted healthy eating/cooking habits</li> <li>~ Reading labels</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1224 – Community Leadership and Economic Development	To establish a greater harmony between agriculture and the environment	<ul style="list-style-type: none"> <li>~ To promote effective water quality strategies</li> <li>~ To provide natural resource and environment education programming in limited resource communities.</li> </ul>	<ul style="list-style-type: none"> <li>~ Provide knowledge about regulations for effective measures then conduct a pre and post test</li> <li>~ Adopting practices</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>
1225 -Administration	To enhance economic opportunity and quality for Americans	<ul style="list-style-type: none"> <li>~ Increase collaborations and partnerships to increase research efforts addressing issues of poverty and economic development</li> <li>~ Assist academic areas in developing new and innovative programming</li> </ul>	<ul style="list-style-type: none"> <li>~ Developed Impact Documents</li> <li>~ Evaluate new program initiatives that are implemented to assess impact</li> <li>~ Provide success stories</li> <li>~ Publish final bulletin</li> <li>~ 7.1, 7.2, 7.3, 7.4, 7.5</li> </ul>

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

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

The strategic objectives address the strategic challenges identified in the Executive Summary by identifying programs and funding solutions to resolve the issues. Using information gathered through program experts, stakeholder input, programs and research projects, 1890 Research and Extension is able to meet the goals, trends, issues and program needs of the clientele. The strategic plan focused on each program area and delineated some of the strategic issue areas and critical problem areas under each program. A representative/agent from each targeted county area has contact with the senior leaders. The strategic objectives address the strategic challenges identified in the Organizational Profile by making sure that all programs and activities are matched to a specific required USDA national goal.

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

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

website address is [www.scsu1890.org](http://www.scsu1890.org). The website was officially launched in July 2011. For more information concerning 1890 Research and Extension, visit the website. Also, individuals can access the NIFA website at [www.usda.gov](http://www.usda.gov) for information on the State Plan of Work.

### **Category 3 – Customer Focus**

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

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

The State Extension Advisory Council is made up of 52 members. Membership is for three years. As a member of the state council, the role and function is much broader than the service on a local committee. Members are kept fully informed on Extension programs through regular meetings and written materials submitted by the 1890 and 1862 directors. Members chosen for inclusion on the overall Council are not only leaders and innovators in their field, but community leaders as well. They are individuals deeply involved in their community and respected by their peers and by the community at-large.

Nomination for Council membership comes from local committees, from the advisory board itself and from at-large nominations. A request for at-large nominations is sent to the system by October of each year. The cooperative extension service directors issue an invitation to serve. Officers of the Council will include a chairman, vice chairman, and secretary. Standing committees include: executive, program, budget and finance, and recognition. The Executive Committee shall consist of all officers and committee chairs. The Council elects the officers and the chairman appoints the committee chairs. Council chairman serves as chair of the Executive

Committee. The council chairman appoints a Nominating Committee for report prior to the last regularly scheduled meeting each year. Officers are elected by majority membership present at voting. Terms of council membership, officers and committee appointments are by calendar year. A member of South Carolina State University's Advisory Team is serving his final term as the Advisory Board Chairperson.

In addition, the agency's listening and learning methods are kept current with changing customer/business needs and expectations by constantly keeping in touch with the program participants. The key customer access mechanisms are the news media, mobile technology center, word of mouth, email and agency contact (by telephone or office visits). The 1890 Research and Extension Program has an open door policy where customers feel welcomed to stop by the offices or approach individuals as they travel throughout the communities to voice their concerns, which drives the customer-centered approach. Customers have to feel that the people they are working with are approachable. Forums or group meetings are held to discuss issues and gain input. Staff members also attend various town/county meetings. Customers/Stakeholders participate in focus groups to acquire information about their quality of life as well as their community.

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

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

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

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

The 1890 Research and Extension Program follows the goals and objectives within the five year Plan of Work which governs the operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans.

The means by which the 1890 Research and Extension Program selects, collects, aligns and integrates data/information for analysis to provide effective support for decision making and innovation throughout the agency is to collect information from the stakeholders, program participants, collaborators, etc. Each program/activity has incorporated into its operation a measurement tool to analyze performance. The data is utilized in several ways, in order to provide effective support for decision making. The data/information that is collected is analyzed and used to direct areas of programming, find strengths and weaknesses, as well as provide results of research studies, which are published in bulletins and disseminated across the nation. Decision makers are provided the data/information in order to prepare written documents such as reports, one-pagers, presentations, etc. The data/information serves as a source for decision makers to make valid decisions in extending or eliminating programs and services.

First and foremost, program evaluations are conducted on a continual basis as a key measure of performance. In Extension, surveys were conducted to assess identified program priorities and to evaluate the impact of the services and/or programs. The agents/researchers develop evaluations, surveys and questionnaires that were tailored to the targeted audiences and programs. A sign-in sheet or a personal data collection form is utilized for each program/activity. In Research, the key measures for collecting data/information are through qualitative as well as quantitative means. Data is collected through interviews (face-to-face, telephone, mail, etc.), laboratory experiments, second-hand data, etc. based on the research conducted and analyzed. Key measures are kept current with organizational service needs and directions by catering to the target audiences with which the agents are working (youth and/or adults). The surveys or data collection instruments are, also, age specific for the population with which the agents are working. Several programs offer standardized pre-test and post-test.

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

To ensure data integrity, timeliness, accuracy, security and availability for decision making, agents/ researchers conduct pre and post test. Agents/Researchers request the services of the Information Technology (IT) division or Accountability Office to assist in the preparation of

evaluation methods. The IT Division is also responsible for securing and analyzing the data once it has been collected. Discussions continue to take place to develop and implement an electronic reporting system that mirrors the one used by USDA, which would provide statistical data in a matter of minutes.

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

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

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

The 1890 Research Program has a Peer Review System in place to analyze and critique all proposals that are submitted for funding. In order for a proposal to be accepted and forwarded for consideration for approval by the USDA/NIFA, the applying researcher (i.e., principal investigator) or team of researchers must complete the following:

#### **A. Submission of Research Abstract/Pre-Proposal**

A faculty member interested in submitting a research proposal for an 1890 Research Grant must first prepare and submit a completed abstract/pre-proposal to the Office of 1890 Research by the established deadline during the fall semester of a given academic year. The guidelines for completing an 1890 research abstract/pre-proposal are provided to the faculty member.

#### **B. Review of Abstracts/Pre-Proposals**

Once all research abstracts/pre-proposal have been received in the Office of 1890 Research by the established deadline, each will be reviewed by staff, to determine if the project falls with the scope and objectives of the 1890 Research Program. Proposal abstracts will also be peer reviewed by a select panel of South Carolina State University faculty and staff, including: a



minimum of two reviewers from University faculty, two 1890 Research staff members, one 1890 Extension staff member and one Sponsored Programs staff member. The reviewers are selected from different disciplines in response to the nature of the proposals and the disciplines involved. Evaluation criteria for proposal abstracts are provided to the reviewer. Samples of the forms to be completed are provided to each reviewer.

### **C. Presentation of Select Abstracts/Pre-Proposals**

Researchers whose abstracts/pre-proposals are approved via the initial peer review process will be required to conduct a 15 minute presentation of their proposed research to the panel of reviewers. Upon completion of this step in the grant proposal development process, each researcher will be contacted by 1890 Research staff with information concerning whether his/her abstract/pre-proposal has been approved for full proposal development.

### **D. Prepare Proposal According to Guidelines**

A written proposal needs to address all criteria as stipulated in the Grant Application Guidelines required for 1890 Research funded projects. A detailed listing of the required sections, as well as information pertaining to what needs to be addressed in each section is provided.

### **E. Peer Review of Grant Proposals**

After submitting a completed proposal to the Office of 1890 Research for submission to the USDA/NIFA, the proposal must be reviewed using the following procedure:

1. The proposal must be evaluated by a peer review panel consisting of University faculty as well as staff from both the Office of Sponsored Programs and the Office of 1890 Research.
2. Each reviewer must provide written appraisal and comments, which may be used in revising and improving the proposal. A copy of required forms to be completed is submitted to each reviewer.
3. The principal investigator must respond to all substantive review comments and provide to the Research Administrator copies of the reviews and responses to all substantive recommendations for revision. The principal investigator is responsible for incorporating suggestions made by all reviewers into the proposal, but must give reasons for any substantive suggestions not included or addressed. All final revisions to proposals must be submitted to the review panel for final recommendations for funds approval.
4. On a case-by-case basis, proposals may be evaluated by off-campus reviewers (i.e., land grant institutions 1890 or 1862), who will determine if additional review and/or

substantive revision is necessary.

5. The Research Administrator is responsible for reviewing any revisions of the proposal and for approving its transmission to USDA/NIFA.

The panel's responsibility is to conduct reviews for the duration of the five year Plan of Work. They meet once per quarter to review programs and projects and determine if curriculums are appropriate to provide the desired educational experiences. The group's focus is on changes in social, economic or environmental conditions, or the development of/or modifying a curriculum in order to obtain the desired outcome as prescribed in the Plan of Work. Such a panel has the support of the 1890 Research and Extension administrator and the university administration to provide service as a requirement of the AREERA Act of 1998.

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

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

### **Category 5 – Workforce Focus**

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

From working with various employees through the years, the administrator(s) are aware of certain employee strengths and weaknesses. On occasion, employees will request training

or improvement in areas that they feel they are weakest. Within the past year, employees have participated in conferences, workshops, trainings and classes that would allow them the opportunity to increase their knowledge/skill base. Several employees have taken part in the Orangeburg Leadership Program as well as the State Leadership Program. The university constantly offers staff development and training programs. The Staff Development Liaison solicits input from staff as to the kind of workshop/training the employee may need that is not necessarily represented in the series of trainings offered by Staff Development.

To achieve effective communication and knowledge/skill/best practice sharing across departments, jobs and locations, employees receive e-mails and other correspondences of information sharing to make persons aware of various activities/opportunities. Also, outlines and guidelines have been written and documented to provide information to faculty/staff. Occasional meetings are held with departments to inform faculty/staff information. For example, a quarterly community brochure is prepared and disseminated locally and across the state to inform individuals of available services offered in the targeted areas. Jobs are advertised on the website as well as through media relations for job locations in offices across the state. Emails are constantly sent out to employees about job postings.

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

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

The workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of the action plans by conducting mid-year evaluations, perform monitoring visits and stay in constant communication with the director and/or staff regarding issues that affect their areas. Recommendations for improvement are welcomed. Employee training plays a major role in the achievement of the agency's action plans. Training keeps the employee knowledgeable of the latest information. It provides insight into new and innovative ways of conducting agency business.

1890 Research and Extension addresses the development and learning system for leaders regarding the following: development of personal leadership attributes; development of organizational knowledge; ethical practices; core competencies, strategic challenges and accomplishment of action plans by first identifying individuals within the organization that may

be considered a leader. Usually, tasks are assigned and individuals are given the opportunity to complete assignments in a timely manner. On occasion, individuals are given the chance to participate in meetings, represent the leadership on their behalf, serve on committees and take advantage of other opportunities that may be presented by the leadership to assist in personal leadership development. Development of organizational knowledge is gained through work experience, reading, understanding and knowing the rules and regulations that govern the organization. Staying abreast of policies and procedures, also allows leaders the development of organizational knowledge. The development and learning system for leaders pertaining to ethical practices are based on what is right or wrong. Individuals are made aware of information that governs their professional career. The Office of Human Resources and/or the University Counsel can assist with many legal questions or concerns that may arise when a leader is in doubt. Providing training for leaders is a means of addressing ethical issues, in order for the individual(s) to get the information and practice it. The core competencies, strategic challenges and accomplishment of action plans for the 1890 leaders are educating the underserved citizens of South Carolina, researching relevant and innovative issues and providing outreach services. The areas of greatest expertise include small farm assistance and outreach, youth development, adult leadership and community development, technological information, community education and family life skills. One of the most strategic challenges has been the cut in funding. By cutting funds, creative and innovative programming cannot be implemented and standard programs expanded. The action plans are developed in accordance with NIFA goals and priorities outlined in the Plan of Work. The ultimate 1890 Research and Extension development and learning system for leaders in regard to accomplishment of action plans is to provide life-long learning opportunities that help limited resource clients improve their quality of life.

Key developmental and training needs are identified and addressed for the workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training by participation in various seminars, workshops and professional development. Requests are usually made about trainings that the employee or senior leader has heard about or received information. The effectiveness of the education and training are evaluated based on a written and/or verbal report that was received. Also, whether the employee is able to implement the education or training received. On-the-job use of the new knowledge and skills are encouraged by allowing the employee to demonstrate their knowledge by teaching/showing others, implementing programs/activities, etc. Also, essential and marginal job functions are included in the planning stage of the annual position description.

The 1890 Research and Extension Program encourages on-the-job use of new knowledge and skills. Employees are represented at various conferences, workshops, meetings, etc. where they bring back innovative ideas for creation and implementation. New programs and camps may be developed.

The university's employee performance management system (EPMS) including feedback to and from employees supports high performance and contributes to the achievement of the agency's action plan by allowing the supervisors to give an employee an "exceed performance" rating on the annual performance appraisal. By receiving an "exceed" rating,

the supervisor has to provide written justification as to what made the employee's job performance outstanding/exceptional. All employees are evaluated annually.

The effectiveness of the workforce and leader training and development system is conducted through the Office of Professional Development and Training and the Employee Performance Management System (EPMS). The EMPS evaluation consists of two stages (planning stage and evaluation stage). In the planning stage, the supervisor and employee discuss the job functions, objectives and performance characteristics from which the employee will be evaluated. The evaluation stage is completed prior to the review date. The form is to be completed by the employee's supervisor and the next higher supervisor, called the reviewer, before the appraisal is discussed with the employee. Throughout the year, the Office of Professional Development and Training sends out course listings for development and training.

The agency's employees are motivated to develop and utilize their full potential by providing educational opportunities, staff development and training as well as encouraging staff to write proposals and seek external funding. The administrators are encouraged to review their staff's position descriptions and conduct mid-year reviews. A three percent cost of living increase in salary was an added boost to morale for employees from the State of South Carolina legislators. It was a nice way to reward employees for their hard work and job performance. Another motivating factor is the Division Employee of the Year Award, which is selected each year from the Division of Economic Development and 1890 Program. The Division Employee of the Year receives a monetary gift and receives recognition at a luncheon. Also, the Division Employee of the Year competes with other Division Staff Employees of the Year for the title of University Staff Employee of the Year. If the employee is selected as the University Staff Employee of the Year, they will receive a monetary gift, a plaque, a reserved parking space for a year and ride on a float in the SC State University Homecoming Parade.

The formal and/or informal assessment methods and measures used to determine employee well being, satisfaction and motivation may be determined by the attendance rate, volunteer overtime without pay, job performance, volunteering for assignments and the years of experience staying with the agency. The low or high volume of complaints, if any, which may be brought against the organization, is also an indicator of an employee's job satisfaction. Wage increase is always a motivating factor for employees to perform their job duties. The time employees report to work is another factor in relationship to their job satisfaction. Other measures such as employee retention and grievances are used as a sign that something is going right or there may be a need to investigate.

The 1890 Program manages effective career progression and effective succession planning for the entire workforce throughout the organization by allowing employees to continue getting professional development and preparing themselves academically to move into keep positions. Employees are encouraged to take on leadership positions and advance to higher employment positions.

The Office of 1890 Research and Extension maintains a safe and healthy work

environment by reporting any maintenance issues to Facilities Management. Employees do not hesitate to report any condition they deem a hazard to employee's safety and well being. A facilities work request can be completed online and an employee from Facilities Management will visit the 1890 Research and Extension Complex to handle the situation. The facilities are smoke-free within the buildings and smoking containers are placed outside in various areas for smokers. A fire alarm system is throughout the Complex and fire extinguishers are located in the buildings. A workplace preparedness task force was developed to prepare policies and guidelines in emergency and disaster situations on the campus of SC State University. Periodically, fire drills are conducted throughout the University.

## **Category 6 - Process Management**

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

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

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

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

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

- Ensures that services, programs and resources are provided without bias or discrimination.

- Provides useful, research-based educational programs that respond to the changing needs of partners and clients.
- Utilizes clientele advisory committees to set program priorities, allocate resources, and evaluate program outcomes.
- Values the dignity and worth of employees and customers, as partners, in the fulfillment of its mission.
- Encourages imaginative, original, and inventive analysis in the creation and delivery of educational programs.
- Is committed to providing opportunities for both personal and professional achievement.
- Values and supports diversity and pluralism in employment and implements programs to meet the needs of diverse audiences.
- Targets research and educational resources to address the changing needs of partners and customers.
- Is committed to transferring knowledge, technology and skills to customers, enabling them to set their own priorities and to make informed decisions about issues, so that they have control and sustained economic well-being.

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

## **Category 7 – Results**

**(7.1)** The 1890 Research and Extension performance levels and trends for the key measures of mission accomplishment/product and service performance that are important to the targeted audience is exemplified by the success stories and impact statements of the programs/activities as well as research bulletins that document the findings of years of study. There was an increase in the agricultural numbers from last year. The Small Farm Project conducted 241 workshops/trainings on estate planning, land-use, alternative farm enterprises, risk education, etc. Technical assistance was provided to eight Small Farm Co-Operatives. In order to expose participants to emerging ideas and opportunities in agriculture, four on-farm demonstrations were held. After review of the surveys/evaluations, small farm agents were able to partner with other agencies and entities to address the issues identified by past participants. As a result, a dramatic increase in the number of workshops was offered and attended by the small farm community. 1890 Extension agents, in collaboration with their small farmers, held an “Eat Fresh Farmers Market” on the campus of SC State University. Vegetables, fruits, etc. were displayed and available for purchase.

The 1890 Extension agents will continue to monitor and follow-up on workshops/trainings that would be beneficial to the farmers and other participants involved in the program. Farmers will continue to be introduced to the latest techniques in the farming industry designed to increase their farming income potential. The results will also assist in providing and substantiating program impact. The agricultural plan of work was shared with the State Coordinator for the Small Farm Program and the team to use as a planning guide for programming, delivery and assessment.

In response to how do the 1890 Program results compare to those of comparable organizations; the Research and Extension Program is second to none. The programs/activities delivered across the State of South Carolina can be matched with professionalism, service as well as participation. Several staff members served on national Extension committees, which enhanced the agency's ability to share ideas and resources across the land grant system. Four times a year, the 1890 Community Education Brochure is prepared and disseminated across the State to make constituents aware of the various classes offered and provide information on the 1890 Program. Various program/activity reports are submitted weekly as well as monthly. In order to determine program effectiveness and feasibility, the 1890 Research and Extension Program continues to standardize curriculums across the Extension system.

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

SC State University has a Quality Assurance Program that monitors and evaluates the treatment of the public as well as the employees. The charge of the Quality Assurance Program is to implement strategies to improve customer service and to enhance the image of the university. Assessing customer service, analyzing customer service delivery on campus and developing training and promotional strategies to improve customer service delivery by faculty and staff are just a few of the ways the program insures excellent service at SC State University. Customer service tips are emailed to faculty and staff once a week. The tips are also placed on the University's website for review.

Some of the results include workshops on financial management, family budgeting savings and investment, financial literacy, food and nutrition, food handling, food preparation, farm demonstrations, etc. A total of 81 workshops were conducted to enhance the knowledge of participants in the area of food handling, preparation and distribution. Three specific projects (Rock & Read; Fun, Food & Fitness and ServSafe) were conducted at several sites throughout the State. The surveys/evaluations will be used to determine the needs of the local community participants, which resulted in an increase of program offerings and participation. To further



improve the program delivery in food safety and nutrition, 1890 will partner with other state and private entities to maximize the availability of certified individuals in Food and Nutritional Sciences. The results will also assist in providing and substantiating program impact and success stories. The food safety and nutrition plan was shared with the State Coordinator for 4-H/Youth Development and Family Life and the team to use as a planning guide for programming, delivery and assessment.

The feedback from the trainers and participants will be used to design the next set of trainings for the coming year. The information gathered is used by some staff and faculty members as baseline data required for proposal submissions. The pre and post test results, as well as other pertinent information about the programs is used in the impact documents as well as the legislative proposals submitted to the various founders and stakeholders of 1890 Research and Extension. In comparison to comparable organizations, the results of the 1890 Program are outstanding. The research and outreach work are ranked in the top five. The level of service provided to the clientele is impeccable. The staff will go the extra mile to make sure their clients are satisfied with the programs/activities and service.

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

A total of 85 workshops/trainings were conducted with youth on sound money management skills, financial planning and entrepreneurship in Bamberg, Calhoun, Dorchester, Anderson, Hampton and Marlboro Counties. Eight hundred fifty three educational workshops/trainings were held on the importance of developing and maintaining healthy lifestyles. To bridge the digital divide, rising 7<sup>th</sup> and 8<sup>th</sup> grade students built computers in a 5 week program. At the end of the program, participants were able to carry their computers home. One hundred percent of the participants made technological advances after receiving the computers. Based on the surveys conducted of the 6,351 youth who participated in the summer enrichment programs, 100% indicated an increased in their knowledge of assessing leadership styles, making healthy lifestyle choices, developing entrepreneurship skills, team building exercises and career exploration. In addition, 98% indicated they would like to participate in other 1890 programs. Four adult classes were held (one each Quarter) on Introduction to Keyboarding for Seniors. Everyone learned to use the computer and improve their typing and computer keyboarding skills. In keeping with the technological age, adult participants learned how to log into an established email account and navigate the platform of their account in a “What’s Your Email Address?” class.

**(7.4)** The performance levels and trends for the 1890 Program key measures of workforce engagement, workforce satisfaction, the development of its workforce, including leaders, workforce retention, workforce climate including workplace health, safety and security are

centered around the employees and the clientele the program serves. The employees approach their work from a team approach where appropriate. The workforce satisfaction is received when a proposal is accepted for funding or a project has been completed and the clientele are satisfied with the services received. In terms of workforce retention, employees usually remain with the 1890 Program for years. There is not a rapid turnover of employees with 1890 Research and Extension, once the individual becomes employed. The workforce is conducive for healthy relationships and work environment. Safety precautions are implemented throughout the program. Security measures are in place to make sure the work environment is not hazardous to the employees or the people served. On occasion, there are drills for safety prevention.

Three water quality workshops were coordinated/conducted. Eight environmental stewardship workshops were held. The data was analyzed to determine the programmatic needs of the community as well as design workshops to address issues associated with the environment. The results also assisted in providing and substantiating program impact. Technical assistance was provided to a total of 24 businesses to assist in community leadership and economic development. The 1890 Program enhanced its partnership with the School of Business and the Small Business Development Center to design a more comprehensive small business assistance model. The mobile technology center traveled across the State delivering outreach services. As a result of the staffing plan of the 1890 mobile technology center, the number of participants and communities served by the mobile technology center increased.

(7.5) The performance levels and trends for the key measures of organizational effectiveness/operational efficiency and work system performance (including measures related to the following: product, service and work system innovation rates and improvement results; improvements to cycle time; supplier and partner performance and results related to emergency drills or exercises) are governed by the Office of Human Resources at South Carolina State University. The Employee Performance Management System (EPMS) is used to evaluate employees once a year at the university. A planning stage is also agreed upon between the employee and supervisor. The key measure of employee satisfaction, involvement and development is illustrated when employees come to work on time and are enthusiastic about doing the tasks before them. They become engrossed in their work and time is not a factor. The employee does not concern himself/herself about the rewards of the assignment, but does it anyway. Retention is not an issue. A satisfied employee remains loyal and dedicated to the organization through the years.

The 2011 Plan of Work Accomplishments and Results Report and the 2013-2017 Plan of Work Review Update were submitted on April 1, 2012. Notification was received on July 18, 2012 that both the Accomplishment Report and Review Update had been approved for another fiscal year. During the reporting period, Evans-Allen Research funded 19 research projects. Extension designed and implemented several programs/activities across the State. The Research and Extension Program focus areas included: sustainable agriculture, food safety & wellness, global food and nutrition, community leadership, economic development, technology and data management, childhood obesity as well as youth and family development.

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

Moreover, the 1890 Program will continue to pursue external funding to supplement programmatic areas as well as develop a marketing strategy for the family life unit. Mentor/Internship/Volunteer programs for students will be on-going. External and internal collaborations/partnerships, especially with SC State University's faculty and 1890 Researchers will be sustained and further developed.

Documentation for 1890 Facility Grant Funds continue to be submitted and requested to revitalize Camp Harry Daniels. Programs to be provided at the facility will include community leadership training, residential facilities, nutrition/health activities, the establishment of an 1890 Research Farm Demonstration Laboratory, etc. The increased utilization of paraprofessional support staff in the counties will reduce some of the programming responsibilities of county directors and provide a method of shared governance between 1890 and the communities served by the organization. All of the aforementioned projections will be delivered in accordance to the Plan of Work delivery system.

During the 2011-2012 reporting period, programmatic delivery was provided according to the five national goals defined by NIFA. Increased efforts were provided to incorporate the priority areas into the mainstream of programs and activities. 1890 Research increased the number of projects for the priority area of Childhood Obesity. The agency continued to solicit stakeholder input from around the State. As Chairman of the State-Wide Joint Extension Advisory Council, Mr. Kevin Gadsden (SC State University) served his final term. Of the forty-two seats on the Advisory Board, eight of the seats belong to South Carolina State University 1890 Program. The Joint Extension Advisory Council Meetings are being rotated between the two universities (SC State University and Clemson). The 2011 Joint Plan of Work Report was submitted for another successful year. The one year (FY 2017) Plan of Work Update was also submitted and approved.